



**Field Experience Multiple Subject, Education  
Specialist and Single Subject  
EDUC 521  
Cooperating Teacher Handbook**

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Student Observer's Name

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Phone Number and Email

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Cooperating Teacher's Name

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Phone Number and Email

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University Supervisor's Name

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Phone Number and Email

Dear Cooperating Teacher:

This handbook has been prepared to provide an overview of the preparation, procedures, and requirements for observers/participants in our credential program for students at California State University, Channel Islands. We hope it will be a convenient source for answers to questions about CSUCI's Credential Program and our expectations of our field experience candidates. EDUC 521 is a prerequisite class that is needed by students to get into the CSUCI's Credential Program. This may be our first opportunity to see how these students interact in a classroom to inform our decision for admittance.

For many of our students, this is the first opportunity they have to spend time in a classroom on a regular ongoing bases. This gives us an opportunity to see how the student interacts in a school setting. It also gives the students an opportunity to see what it is like to be in a classroom and if they are willing to make the commitment that it will take to become a professional in the education field.

Your role as the cooperating teacher is to serve as model, guide, and instructor for the students. While the observer/participant's primary responsibility is to complete the course assignments from EDUC 520 or other method classes they may have. They will have ample time to assist you in any way needed in the classroom. Though students will make mistakes and need the benefit of constructive criticism, cooperating teachers will want to avoid making the criticism publicly in such a way that impairs the relationship between student teacher and pupil.

We want to take this opportunity to thank you for taking on the role of cooperating teacher. You are giving back to your profession, and assisting in education the future teachers in our community. We could not do this without your support and cooperation.

Sincerely Yours,

Jacqueline Gilmore  
Director of Field Placement  
CSUCI Supervisors  
(805) 437-8525  
jacki.gilmore@csuci.edu

## **FIELD EXPERIENCE SERIES**

### **EDUC 521**

This field experience is to be taken concurrently with EDUC 520, by full time or part time students in preparation for all our credential programs. Candidates are participatory observers in classrooms. The purpose of the school experience is to provide an opportunity for students to complete assignments for the observation and guiding behavior class. **The field placement coordinator will arrange field placements for students.** Candidates must observe 14 days for credit; absences or holidays need to be made up. Candidates should plan on arriving 15 minutes before class starts and leaving at lunch.

### **Assigned classroom time**

1 morning a week

1 unit

## **STUDENT TEACHING AND FIELD PLACEMENT POLICIES**

Our students are always a **GUEST** in the host school and are always under the immediate supervision of one or more cooperating teachers. Many schools encourage candidates to become an active member of the school faculty, assisting in activities and attending staff and parent-teacher meetings. All field placements are done through the Field Placement Office. It is never ok to contact a school district, principal or teacher about field placement.

### **ATTENDANCE**

If for any reason the candidate is going to be absent, tardy, or leave early they should contact the cooperating teacher, university supervisor, and the school office at least one-half hour prior to the beginning of the school day. The candidate will attend weekly for 14 weeks. If the student is absent, the hours must be made up either on another day or at the end of the semester, with the approval of the cooperating teacher and university supervisor.

### **SCHOOL CALENDARS**

Very often public school calendars and university calendars do not match. Candidates need to adhere to the district calendar for the school where they are assigned.

## **KEY POINTS FOR COOPERATING TEACHERS**

- Introduce candidate to faculty and staff at school and acquaint with physical facilities of school
- Provide candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities
- Develop a teaching and professional responsibilities schedule with candidate that allows the candidate to gradually assume responsibilities
- Provide the student with a workspace in the classroom
- Model good teaching techniques and methods, making explicit to candidate the reason for using the techniques you have chosen and share ideas about lesson planning
- Share IEP's and behavior plans with candidate if appropriate
- If a student is experiencing extreme difficulty contact the university supervisor immediately. Depending on the severity, the university supervisor may set up a meeting with the Director of Field Placement to write up a "Statement of Concern Plan" to be place in the candidates file.
- Do an Evaluation of Profession Deposition. Review with student and supervisor when possible.
- Sign candidate's timesheet.

## KEY POINTS FOR FIELD EXPERIENCE OBSERVER/PARTICIPANTS

- *Always* be professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- You should plan on arriving 15 minutes before class starts and leave at lunch. No excuses.
- If you are experiencing any sort of difficulty in your placement, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the cooperating teacher, the school site, and the University. The cooperating teacher is there for day to day mentoring and is the ultimate authority for your learning in the classroom.
- Be willing to go the extra mile. Offer to assist with extra duties such as lunch or hallway supervision, parent-teacher conferences, team/staff/department meetings, IEP meetings, student assessments and the like. \*\*Become known as a problem-solver not a problem-maker.
- Be sure to advise your cooperating teacher if and when absences become necessary. Please refer to the attendance policy in this handbook. Candidates should keep a weekly time sheet (found at the end of this handbook). Candidates are responsible for turning in timesheets, not supervisors, to the Field Placement Office at the end of the semester.
- Your first priority is to get your assignment completed for your EDUC 520 class or other method classes you will be taking; however it will not take all of your observation time. Make sure the rest of the time you spend assisting the teacher, working in small groups, tutoring students or helping out in anyway your cooperating teacher would need your help.

### EDUC 521-STUDENT TIMELINE OF ACTIVITIES

During the semester field experience (EDUC 521) you (O/P) will spend **one half day a week** in your assigned classroom. Throughout the semester you will complete assigned coursework. \* The University Supervisor will visit 3 times at least during the semester to determine your performance and progress.

Week	Student Teacher Activities
1-2	<ul style="list-style-type: none"> <li>• Share your course assignments with CT and CSUCI supervisor.</li> <li>• Gather <i>info</i> on school, i.e., maps, schedules, handbooks. Get to know your way around.</li> <li>• Observe and record class routines and rules.</li> <li>• Familiarize yourself with the available school, district, and community resources.</li> <li>• Observe lessons noting the sequence and details as required in your classes.</li> <li>• Learn names of <b>all</b> students.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Be in classroom on the assigned day. Assume one or more of the classroom routines. i.e. working with a small group, reading a story, doing calendar lesson at the beginning of class</li> <li>• Work with individual children as assigned by CT.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>• Continue to confer regularly with CT, set short and long-range goals.</li> <li>• As appropriate, participate in any school events, conferences, or workshops.</li> </ul>
8-14	<ul style="list-style-type: none"> <li>• If appropriate, ask CT for an opportunity to attend parent conferences/IEP/SST meetings.</li> <li>• Plan to teach a small group a lesson during your upcoming O/P days.</li> <li>• Request to create a bulletin board &amp; maintain aspect of the learning environment.</li> <li>• Keep in touch with your University Supervisor.</li> <li>• End of <b>Wk 12</b> – Meet with CT and supervisor to complete the “Dispositions Evaluation Form.”</li> <li>• Ensure that timesheets are up to date.</li> <li>• Turn in signed timesheet in to Field Placement Office</li> </ul>

**\* Typical Course Assignments for Students to Complete While Observing in the Field:**

- Analyze the physical learning environment of the classroom.
- Observe students behavior using both anecdotal and coding tools.
- Observe and record rules, routines, procedures, and management strategies used in the field. Use knowledge gained to develop a classroom management plan.
- Develop strategies to communicate with families (e.g., classroom newsletter).
- Help students one on one and in small groups as assigned by CT.
- Learn to be a reflective practioner through assigned reflective prompts.

## Prompts for Written Reflections

The following prompts are designed to help the candidate to make the most of their EDUC 521 Field Experience. They were written by EDUC 520/521 supervisors and instructors who worked together, identifying priorities that we believe will be useful for the following reasons. These writing prompts will: (1) help to focus the candidate's attention and efforts in his/her assigned classroom; (2) help you as their cooperating teacher to guide the candidate as they work to achieve these learning priorities for EDUC 521; (3) bridge the candidates EDUC 520/521 classes, inviting opportunity for dialog with you their cooperating teacher, peers, 521 supervisor, and 520 instructor about these important questions. The following prompts, then, are intended to facilitate the candidate's participation as an effective and active "observer" in your EDUC 521 placement.

They will submit their responses by the indicated due date to your EDUC 521 university supervisor. (Their supervisor will let the candidate know how they would like to receive the candidate's reflections, e.g., via e-mail attachments, Blackboard, or hard copies.) Papers must be double spaced with standard margins and size 12 font; the length requirement is no less than two full pages and no more than four. Your candidate's papers will be assessed by their EDUC 521 university supervisor (rubric attached), and these assessments will inform their Pass/Fail grade for this course.

Note: The professional qualities referred to by number in the following prompts refer to those listed on the Evaluation of Professional Dispositions form.

### Prompt #1

Due Date: \_\_\_\_\_

The focus of this prompt is on taking initiative and developing confidence in a classroom setting (professional qualities #5, #6, #8). Written reflections will be due in week 4 or 5.

*One of the hardest things to do as a student teacher is to develop a sense of belonging and purpose in the classroom. Describe ways you took initiative to get involved in the life of your classroom Describe steps that your cooperating teacher took to include you in the life of the classroom. In what ways are you now actively involved with children?*

### Prompt #2

Due Date: \_\_\_\_\_

The focus of this prompt is on knowing/observing children and building rapport (professional qualities #3, #4). Written reflections will be due in week 7 or 8.

*Building rapport with your students is key to success as a teacher. What have you done that has helped you to develop relationship with these students? Who are the students with whom you easily developed rapport, and with whom do you have difficulty connecting? Analyze why. What techniques does your cooperating teacher use to establish relationships with all students? Describe strategies you will use in the future to build rapport with students who are harder for you to connect with.*

### Prompt #3

Due Date: \_\_\_\_\_

The focus of this prompt is on professionalism (professional qualities #1, #2, #9, #10, #11, #12). Written reflections will be due in week 10 or 11.

*What do you believe are the most essential characteristics of a professional educator? Which of these characteristics are you already demonstrating, and which would you identify as priorities for future growth? What have you observed from your cooperating teacher (e.g., relationships with students, curricular choices, approaches to assessment and evaluation, classroom organization, observing and guiding behavior, etc.) that you intend to incorporate in your emerging identity as an educator?*

Prompt #4

Due Date: \_\_\_\_\_

Focus is on articulating lessons learned, planning a graceful “exit strategy” from field placement, and developing the skills of tactful self-advocacy for future student teaching experiences (professional qualities #2, #7, #8, #10, #11, #12). Written reflections will be due week 14 or 15.

*Because of your experience in EDUC 521 (with students, cooperating teacher, and university supervisor), what do you know now that you didn't know before? What did you learn that you want to be sure to take into your student teaching experiences? How will you communicate your appreciation to students and your cooperating teacher when you exit your EDUC 521 placement?*



**Rubric for Assessing Reflective Prompts**

	<b>SATISFACTORY (√)</b>	<b>EXEMPLARY (+)</b>	<b>UNSATISFACTORY (-)</b>
<b>CONTENT</b>	Depth of thought is evident. The student has clearly worked to make sense of her/his experiences using the prompt as a guide.	Depth of thought is abundant. Student has reflected not only upon the meaning of their experience but upon its implications for teaching and learning as well.	It is apparent that the student considered little beyond their first response; the paper is more reactive than reflective.
	Learning and growth are apparent in the student's reflections, suggesting a change in her/his outlook or practice.	Learning and growth are obvious throughout the paper such that changes in perspective and/or practice are clear.	Little or no evidence of learning and growth is provided.
	There are sufficient examples provided to support claims or explain perspectives.	Plentiful examples are given to sustain claims or contextualize interpretations.	Viewpoints, interpretations, and perspectives are presented without supporting evidence.
	Next steps are mentioned or new questions are offered that may direct future learning and teaching.	A convincing link from the student's reflection and into changed learning/teaching is given.	Connections between experiences and future teaching/learning are few or nonexistent.
<b>MECHANICS</b>	Effective sentence structures and paragraphs.	Compelling narrative, description, explanation, and/or argument.	Difficult to read and/or hard to follow.
	Organization is sensible and syntax is appropriate.	Sentences vary in structure, ideas are clear and cogent, and transitions help the paper to flow.	Ideas are disorganized and paragraphs/sentences tend to wander or lack connection.
	Largely free of errors in spelling, grammar, capitalization, and/or punctuation.	Clearly proofread and revised before submission and is error-free.	Little to no evidence of proofreading with frequent errors in mechanics.
	Meets expectations in terms of length and formatting requirements.	Adheres to formatting and length requirements.	Does not meet formatting and length expectations.

California State University Channel Islands

**Field Experience Time Report**

**(Use this form to document work for EDUC 521, SPED 562 and EDMS 562. Page 2 must be signed.**

**Make a copy for your records & submit to Field Placement Office BTE 2715**

**Minimum of 14 Observations are required**

**Due no later than 5-15-09**

Name: \_\_\_\_\_ Term \_\_\_\_\_

Grade and Subjects \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Email Address \_\_\_\_\_

Date/Time in/Time out	What I did in class today


I believe the above report to be substantially correct.

\_\_\_\_\_  
Signature of Candidate

Total \_\_\_\_\_ Hours

\_\_\_\_\_  
Signature of Cooperating Teacher

## EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Name of School \_\_\_\_\_

**RATING SCALE:**    **4 = All of the time**    **1 = None of the time**  
                                 **3 = Most of the time**    **N/O = Not Observed**  
                                 **2 = On Occasion**

**DIRECTIONS:**

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was: **Comments**

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. punctual and dependable  | 4 | 3 | 2 | 1 | N/O |
| 2. professional in appearance and manner  | 4 | 3 | 2 | 1 | N/O |
| 3. enthusiastic about teaching and the students                                     | 4 | 3 | 2 | 1 | N/O |
| 4. establishing rapport with all students   | 4 | 3 | 2 | 1 | N/O |
| 5. willing to take initiative   | 4 | 3 | 2 | 1 | N/O |
| 6. showing resourcefulness  | 4 | 3 | 2 | 1 | N/O |
| 7. communicating clearly and effectively  | 4 | 3 | 2 | 1 | N/O |
| 8. self-confident   | 4 | 3 | 2 | 1 | N/O |
| 9. using sound judgment   | 4 | 3 | 2 | 1 | N/O |
| 10. accepting feedback and suggestions  | 4 | 3 | 2 | 1 | N/O |
| 11. working cooperatively with others   | 4 | 3 | 2 | 1 | N/O |
| 12. demonstrating a willingness to take advantage of self-improvement opportunities | 4 | 3 | 2 | 1 | N/O |

**Please add additional comments on the back of this form**

This evaluation was completed by: \_\_\_\_\_  
(Cooperating Teacher's and or the University Supervisor's Signature)

On \_\_\_/\_\_\_/\_\_\_ (Date)

This evaluation was discussed with the candidate \_\_\_\_\_  
(Candidate's Signature)