



PDS 1 Handbook



Reflection and action must never be undertaken independently.

Paolo Freire

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Dear Professional Development School Students,

Welcome and congratulations on beginning your PDS experience. The purpose of this handbook is to provide detailed information about your role and responsibilities during the PDS I semester. You should expect this semester to be challenging and rewarding as you grow professionally towards becoming an educator. We hope this semester results in you confirming some of the reasons why you chose to become a professional educator.

The Clinical Practice Office has placed you in a Cadre which is determined by your assigned district. You will complete both PDS I and PDS II with the same Cadre. Your Cadre Coordinator has worked with school district personnel to place you on campuses with carefully determined cooperating teachers. Cadre Coordinators choose master teachers as mentors for our Professional Development School students. UNT has a high standard of excellence associated with the Professional Development School.

Your methods courses will offer a variety of ideas and opportunities to learn about teaching. The Professional Development School is designed for a complete immersion into the profession. From the very first day in the school, PDS 1 students are expected to remain as fully engaged as possible until the very last day of student teaching. A significant time commitment is involved in successfully completing PDS I. You will be learning, observing, practicing, and honing skills that will be remembered for the rest of your professional career as a teacher.

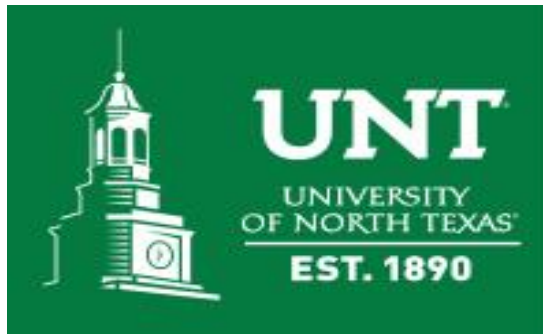
We will do our best to help you have a positive experience as you enter the teaching profession. The Clinical Practice Office, methods instructors, cooperating teachers and your Cadre Coordinator are available and willing to assist you. On behalf of the UNT faculty, I wish you the very best for a successful PDS I experience.

Sincerely,

Tim Sutton, M. Ed.

Director of Clinical Practice

www.COE-ClinicalPractice@unt.edu



UNT Conceptual Framework

Educators as guide engaged learners summarizes the conceptual framework for UNT's basic and advanced programs. This concept is portrayed visually as a compass, which represents the tools educators employ as they orient students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem-solving, curriculum development, program development, inquiry, and research. Guiding engaged learners features ongoing dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy.

Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators:

1. **Content and curricular knowledge** refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.

Glossary of Terms

Cadre Coordinator (PDS): The UNT employee responsible for facilitating the EC-6/4-8 PDS clinical experience, including:

- 1) facilitating communication among the interns, supervisors, mentors, and UNT faculty;
- 2) coordinating and evaluating the Program Portfolios; and
- 3) mediating any concerns or problems during clinical practice.

Clinical Practice Office: UNT office responsible for the coordination of all clinical experiences related to initial teacher certification.

Cooperating Teacher: The teacher in a partner district assigned to closely monitor and support the UNT candidate. In the clinical setting, the student is assigned to work in the Cooperating Teacher's classroom.

Director of Clinical Practice (Tim Sutton, COE-ClinicalPractice@unt.edu): UNT employee responsible for coordinating all UNT clinical experiences with partner districts. Duties include at least the following;

- 1) facilitating placement for all UNT clinical experience placements for teacher candidates;
- 2) coordinating documentation required for placement by the state and the districts;
- 3) maintaining collaborative relationships with partner districts;
- 4) maintaining candidate records related to clinical experience; and
- 5) coordination of Cooperating Teacher Orientation.

Faculty Supervisor: UNT employee responsible for on-site monitoring, mentoring, and evaluation during the culminating clinical practice semester (PDS 2 or student teaching).

INTASC Standards: The Interstate New Teacher Assessment and Support Consortium (INTASC) 10 standards that outline what teachers should be able to know and do. The PDS students' program portfolio is organized around these 10 standards.

Methods Courses: Four 3-hour credit courses taken during the EC-6/4-8 PDS 1 semester. These courses meet twice weekly and may be held in the partner district or the UNT campus.

Methods Instructor: UNT professor who teaches one or more of the four 3-hour credit courses taken during the EC-6/4-8 PDS 1 semester.

North Texas Appraisal of Classroom Teaching (NTACT): Form used by UNT supervisor for formative evaluation of students during PDS 2 (Clinical Teaching). Information from this form is shared with the student after every formative evaluation.

PDS 1: First semester of intensive clinical practice (2 full days/14 weeks) for all undergraduate candidates in the EC-6/4-8 programs.

PDS 2: The second and last semester of intensive clinical practice in the undergraduate program. This experience includes 14 weeks of placement in a partner school. During the 14 weeks, the student is increasingly independent, ultimately taking full responsibility for planning and instruction.

Partner Districts: Districts and campuses where UNT candidates are assigned to a range of clinical experiences.

Portfolio: Collection of candidate's work products with written reflections about professional learning/growth throughout the program. The Program Portfolio demonstrates learning at three checkpoints in the EC-6/4-8 programs.

Professional Development School (PDS) Cadre: Nucleus or core group of preservice teachers, UNT personnel, and school district personnel designated in a specific UNT partner school district for the purpose of being trained by experienced UNT and district personnel to become teachers. A cadre consists of students, cooperating teachers, a Cadre Coordinator, and UNT faculty supervisors.

Professional Development School (PDS) Network: The network of districts and schools where undergraduate EC-6/4-8 PDS students complete their two culminating semesters of clinical practice. A "cadre" of approximately 24 students assigned to each PDS district for the two-semester experience (PDS 1 and PDS 2).

Student Advising Office (SAO): UNT office responsible for advisement of undergraduate teacher education candidates.

TEXES Advising Office (TAO): UNT office responsible for the following tasks:

- 1) disseminating information about TEXES application and administration of the state certification exam,
- 2) administering TEXES practice tests to candidates, and
- 3) documenting and reporting TEXES results.

What is PDS and Why is it so Important?

What: Professional Development School (PDS) is a concept that was developed in 1986 by a group of professors in the Midwest (Holmes Group) who believed that the method of preparing teachers should consist of a two to four semester program of instruction, theory, practice, and assessment within an atmosphere of guidance and support. Prior to that point, a person interested in becoming a teacher went to college, took courses, was assigned to a place to student teach and then graduated. Unfortunately, over half of these teachers remained in the field for fewer than 3 years. This attrition rate signaled a need for change; thus the creation of the professional development school model. Since 1989, when the Holmes report was first issued, many universities have adopted this approach. Many states have adopted it as their only approach to teacher preparation.

The UNT program began in 1992 and has evolved to include fifteen PDS sites. Each Cadre (site) is unique in many ways and the same in many ways. We continue to strive to meet the needs of our UNT students as well as the needs of the partnering districts. Continuous improvement, research and assessment are important to our PDS program. During PDS I, students take classes (methods classes) for two days of the week and then on two other days each week they are assigned to a public school campus classroom where they work the same hours as the mentor teacher in that class. During PDS II, students report to the assigned school Monday-Friday for 14 weeks. They may also attend seminars during the semester with the University Cadre Coordinator, supervisors, and guest speakers.

Why: In the age of accountability in education, the careful preparation of teachers becomes paramount. The PDS model provides a nurturing environment for pre-service teachers to explore teaching, learning, and management of students. This model fosters long-term commitment to the profession. Nationally, as of 1992 more teachers remain in the profession if they have been a part of a PDS model of preparation than those who have not.

PDS 1 STUDENT EXPECTATIONS

PROFESSIONAL EXPECTATIONS

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Adhere to school policies and procedures.
- Be discreet with any confidential information about your students.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.
- Be familiar with school policies and procedures.
- Keep the same daily schedule as the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.
- Actively seek feedback from the cooperating teacher; communicate proactively and honestly.
- Actively participate in the midterm and final evaluation process.

INSTRUCTIONAL EXPECTATIONS

- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare all teaching materials/technology in advance to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual student learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.
- Provide lesson activities that require cooperation and teamwork.

ACADEMIC EXPECTATIONS

- Turn in a weekly teaching schedule to your university cadre coordinator as designated by him/her. Notify your cadre coordinator immediately if changes occur to this schedule.
- Notify the cadre coordinator if absence due to illness is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your cadre coordinator with question or concerns.

ADDITIONAL EXPECTATIONS

Attitude: Students are guests in the host school and are expected to act accordingly. Principals, assistant principals, and cooperating teachers willingly accept the responsibility to assist students in their preparation toward teaching excellence. Accept their advice and guidance, and follow school policies and procedures. Remain professional in your demeanor and attitude.

Timeliness: **Be on time for all student placements and classes.** Keep the same daily schedule as the cooperating teacher. Report to school on time and remain until the end of the designated day. Notify the school, cooperating teacher, and cadre coordinator as soon as possible if absence due to illness is necessary.

Time Sheet (Form A): A daily timesheet must be maintained by the student and signed by the cooperating teacher. These must be scanned and attached in TK20 by the date designated. Without the timesheet, interns do not advance to PDS II the following semester.

Portfolio: This is a program requirement. The portfolio is initiated in EDEE 3320 at Checkpoint 1. Inform your Cadre Coordinator immediately if you did not receive a portfolio in EDEE 3320. No excuses or exceptions to this requirement will be accepted when it is time to evaluate portfolios. Your portfolio and your understanding of the ten (10) INTASC Standards will reflect your growth and change as a teacher. The portfolio process will continue into PDS II. The portfolio is an opportunity for you to demonstrate that you are a highly qualified candidate for a teaching position. A mean of 3.0 is required to progress to PDS 2.

Course Requirement/Observations: Method course instructors will ask students to submit work which is based on an observation of content or classroom management. The specific assignment will be discussed in your coursework. A 2.75 is required during the PDS 1 semester.

TEXES Testing: All information pertaining to this test is available in Matthews Hall 103 or on the website www.coe.unt.edu/texas/

Absences for PDS I: There are NO allowed absences. However, if an emergency arises, and an absence occurs, all absences from the school have to be made up at the end of the semester in which they occur. You must contact the methods course instructor if you will be absent from class. Contact the cooperating teacher and Cadre Coordinator if you will be absent from your school placement.

Courses: There are four methods courses associated with PDS I. Students are required to obtain approval from the Admission, Review, and Retention (ARR) committee if additional courses are to be taken concurrently with PDS I. Enrollment in additional courses is discouraged. The link to the ARR Appeal form is <https://www.coe.unt.edu/webforms/admissions-retention-and-review-committee-arr-appeal-form>.

Dress: Professionalism should be your guide. Appropriate dress would include slacks, shirts, blouses, and dresses worn at the appropriate length for the grade level taught. If there is a special t-shirt, spirit day, or special dress day for your school, then dress accordingly. Always check with your cooperating teacher and principal. Tattoos should not be visible and piercings are for ears only.

Transportation: It is the responsibility of the student to secure transportation to and from their clinical practice site.

Electronic Profile Pages: Please be advised that information posted on personal electronic profile pages (Myspace, Facebook, Twitter, etc.) may be viewed by school district personnel and judged to be conduct/behavior unacceptable to them for someone they consider to be a role model for students in their district. If a UNT student has such an online profile page and there are pictures or text that may have been tagged or saved by others, this could cause the student's placement to be terminated. UNT students should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Texas Administrative Educators' Code of Ethics, p. 13.

Possible Activities for PDS I Students

- read aloud to whole class or small groups
- help to monitor and assist students
- learn grading procedures and assist with grading
- take daily routines as cooperating teacher feels comfortable—calendar, DOL, Mountain Math, etc.
- monitor independent practice or re-teach a lesson to a small group that did not understand or that was not present
- construct center folders or games
- create bulletin boards
- take students to lunch, specials, etc.
- tutor individual students or small groups of students
- plan and conduct lessons for their methods classes or as determined by cooperating teacher
- monitor or plan center activities
- observe in other classrooms, sections, subjects
- gather any materials that are needed for the next unit of study—perhaps from library, websites, etc.
- implement a cooperative learning lesson
- help to administer sample reading inventories, running records, interest surveys, other individual assessments
- sit in on a parent-teacher conference
- journal with students
- organize a classroom library
- collect/implement “sponge activities”
- prepare the room or lay out materials for the next day
- attend grade-level planning meetings
- attend PTA meetings
- attend faculty meetings
- collect instructional resources/children’s books
- observe a pull-out program/activity
- administer spelling tests
- write reflections (observational notes/anecdotal records) on individual children or groups of children
- learn to use workroom equipment

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Discuss the following pages
with the Mentor Teacher

Discover Teaching!



at the **University of North Texas**

SUPPORT FOR COOPERATING TEACHERS

For more information, see <http://www.coe.unt.edu/clinical-practice-office/mentoring>

Dear Cooperating Teacher,

Words cannot express how much we and our UNT students thank you for the time and energy you will invest in this work. We could not do all this without you:

- UNT certifies approximately 500 new teachers each year, an accomplishment which places us as one of the largest educator preparation program in Texas.
- UNT teachers stay in the classroom. Our retention rate for the first three years of teaching is above 90% -- well above the state average, which is usually below 80%.
- In 2003, the UNT EC-6 and 4-8 program was recognized by the Association of Teacher Education as one of three Distinguished Programs in the nation.
- UNT is accredited by the Council for Accreditation of Educator Preparation (CAEP). In fact, we were in the first group of universities accredited by NCATE 51 years ago!
- In 2017, UNT's CAEP accreditation was reaffirmed.
- Our multiple teacher certification paths (undergraduate and post-baccalaureate) provide access to anyone who wants to become a teacher in Texas.

We offer these materials to provide a brief overview of what it means to be a UNT Cooperating Teacher, along with some planning sheets you may want to use with your student.

We work hard to give UNT students a strong foundation – knowledge about students, content, and instructional methodology. It is their clinical experience, however, that will make them the powerful teachers we hope they become. You are the heart (and the mind) of their clinical experience.

Thank you,

Clinical Practice Office

MENTOR /COOPERATING TEACHER RESPONSIBILITIES

RESPONSIBILITY TO THE INTERN

- Prepare the classroom students to receive the UNT student as a professional co-worker.
- Prepare a workspace for the student.
- Orient the teacher candidate to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and intern are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the intern toward effectiveness by:
 - monitoring effective use of time,
 - requiring written lesson plans two days in advance of teaching,
 - creating a climate that encourages questioning and self-reflection,
 - praising and encouraging
 - keeping interactive lines of communication open and discuss problems frankly, one at a time,
 - sharing professional experiences and materials,
 - encouraging the use of alternative instructional and management strategies, and
 - guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the teacher candidate to assume numerous responsibilities of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the intern.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the teacher candidate's effectiveness in the planning/teaching process.

- Assist the student in implementing recommendations received during the daily evaluation sessions.
- Allow the student to attend all required seminars/meetings which are part of the field experience.
- Introduce the student to professional journals, resources, and organizations.
- Invite the student to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR

- Confer with the cadre coordinator/supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible.
- Participate in three-way conferences with the teacher candidate and cadre coordinator.
- Submit student and cadre coordinator evaluations online through Tk20 (Form C and D).
- Contact the cadre coordinator/supervisor with questions or concerns.

Strategies for Effective Mentoring

- **Modeling:** *Modeling is key to a successful experience.* You are a model for your student along with other teachers who they observe. The more they see effective lessons and instructional strategies, the more confident they become with their own teaching. Scaffold your student into instruction/content as they are able. You will soon see yourself in the mirror when he or she teaches.
- **Metacognition & Reflection:** *Think-aloud as you plan and reflect.* Discuss the purpose for your choices. Reflect aloud on how instruction and management went so your student can internalize the reflection process. This is a great time to learn about your teaching choices.
 - ❖ Some questions to ask yourself: Why do you do what you do? Why not something else? What variables inform your choices? What about your philosophy and beliefs about children inform your choices? What did you like about the lesson? What would you do differently next time? Interns want and need to know what goes on in your mind. The modeling of self-reflection helps them to be vulnerable when it's their turn to self-reflect on their choices, philosophy and teaching style.
- **Lesson Plan Writing:** The students come with minimal lesson plan writing experience. Therefore, we give them a model to use for the year. All lessons must be written out prior to teaching, and reviewed & approved by the cooperating teacher. If students do not have a lesson plan, they do not teach!
- **Teaching Time:** Give your student an opportunity to teach each day, (as soon as possible) whether they are taking the lead or a supporting role. Ask them to take over daily routines such as attendance, lunch count, snack time as well as lesson blocks such as calendar, read-aloud, SSR or advisory. *Students do not take full control of the classroom first semester.*
- **Collaborative Assessment Log (CAL):** Provide your student an opportunity to grow through open communication on strengths, areas for development and next steps. CALs are to be completed once every two weeks and sent to the Cadre Coordinator.
- **Student Observation, Reflection & Feedback:** *The cycle: teach, reflect, give feedback.* Think of post-observation feedback as a time when your student is learning to self-reflect using professional standards.
 - After your student teaches a lesson, ask him or her to reflect first on what s/he experienced: what went well, what s/he would change for next time.
 - When the student has had a chance to illustrate his or her basic understanding of the lesson's success, begin your feedback process. Discuss positives first, make links to their perspective, and give suggestions.
 - Pick and choose the challenges you want your student to work on so s/he is not overwhelmed. Use the lesson plan and observation tools provided to help guide your discussion.
- **Classroom Observations:** Students need opportunities to observe many teachers with varying styles and strengths. Students should ask their cooperating teachers for observation recommendations within the school at various grade levels.

- **Course Requirements:** Students also have required assignments from each of their instructors. UNT instructors and Cadre Coordinators try to design requirements/assignments that will fit into your classroom needs. *Feedback is welcomed.*
- **Expectations:** Students have a very full schedule during the PDS year. We all have high expectations as they learn the art and craft of teaching. Our goal is to help them develop their teaching philosophy and acquire the content knowledge and best practices of teaching, and also enjoy ourselves.



Cooperating Teacher Checklist

- When contact is made for the first time with the student, exchange phone numbers, email addresses, and other communication modes. Begin building a relationship by getting to know them as a person...ask about their background, family, interests, etc. Share that same information about yourself.
- Upon arrival, welcome your teacher candidate and introduce him/her to others in your building.
- Provide desk space, chair, and a place for personal items.
- Discuss how the two of you will communicate the procedures for absenteeism, snow days, etc. In addition, let your student know if you are not going to be at school. Please tell them if you do not accept text messages.
- Have your student's name added to the building E-mail list, if appropriate.
- Explain and share:
 - Your classroom management plan.
 - The school-wide discipline plan...SCORE, RESPECT, I CARE, etc.
 - Your daily schedule
 - Day to day record keeping
 - Building schedule...lunch, P.E., music, etc.
 - Procedures for parking, the copy machine, bus duty, fire drills, dismissal, etc.
 - Morning routine...lunch count, notes, DOL, etc.
 - Classroom transitions, procedures for using the restroom, walking in the hall, going to lunch, specials, etc.
 - Lesson planning process and techniques via standards
 - Formative/Summative assessments
 - Available technology
- Establish that the teacher candidate should be viewed and respected by students as an authority figure in the classroom and school.
- Share suggestions/ideas and encourage creative thinking to support the development of instructional practices.

- Model collegial and collaborative dialogue with other staff (paraprofessionals, specialists, and administrators).
- Guide the student with collecting and saving of artifacts for portfolios
- Provide daily verbal feedback (Form B). Encourage your student to keep a journal.
- Proofread any written communication from the teacher candidate that might go home with your students.
- Allow your student to visit other classrooms, specialists, and grade levels.
- Expect your student to participate in school and district functions: staff/team meetings, in-services, PTA, school board meetings, school improvement days, etc.
- Assist your student in the preparation of substitute teacher materials.



Weekly Snapshot

- **Conferences:** Plan a weekly, scheduled conference with your student. Set up a time to discuss your plans for the following week, what you expect your student to teach, and a timeframe for you to see lesson drafts. This is your “golden” time. Close the door and put up a “Do not Disturb Sign”. ***Setting norms is the key to a smooth year!***
- **Planning:** Plan together so your student can see the big picture and integrate him/herself into the classroom.
- **Lesson Plans:** Look over your student’s lesson plans with enough time left for possible revisions. *Allowing time for modifications to be made prior to teaching will prevent frustration and increase successful teaching experiences.*
- **Evaluation:** Observe and evaluate your student weekly.
- **Communication:** Utilize the Collaborative Assessment Log

POSSIBLE SCHEDULE FOR STUDENTS

This list provides a starting point for working with PDS I students in their clinical practice assignments. Each student knows his/her strengths and needs. Please allow her/him to participate and be engaged in this process.

It is very helpful if students are able to have copies of the Cooperating Teacher's lesson plans so that they can experience how you orchestrate all of your lessons. This is one of the most difficult aspects of teaching.

WEEK 1:

Day 1

- familiarize teacher candidate with schedule
- observe routines, procedures, management techniques
- get to know students
- sketch the room arrangement
- observe students outside the classroom-P.E., computers, lunch, etc.
- determine any meetings that the teacher candidate may attend – grade level, ARD, faculty, etc.
- familiarize teacher candidate with key personnel

Day 2

- continue to observe
- read aloud, observe cooperating teacher's duties
- learn to use workroom equipment
- help to monitor and assist students
- become familiar with TEKS, teachers' manuals, and other programs used at this level
- familiarize teacher candidate with grading procedures
- determine any lessons which the teacher candidate must complete during this rotation
- inform the teacher candidate how informal small groups were formed

WEEK 2:

Day 1

- continue from last week
- allow teacher candidate to take on one of the daily routines as you feel comfortable—calendar, DOL, Mountain Math, etc.
- teacher candidate can assist with grading
- allow teacher candidate to monitor independent practice or to reteach a lesson to a small group that did not understand or that was not present
- discuss specific discipline events of the day
- brainstorm with the teacher candidate about a bulletin board/center that might be needed so that the teacher candidate can work on this

Day 2

- continue with other items from prior days
- allow teacher candidate to take students to lunch, specials, etc.
- recommend a student that might need one-on-one tutoring
- teacher candidate continues to monitor during lessons
- teacher candidate utilizes Cooperating Teacher's discipline policy

WEEK 3

Day 1 & 2

- continue from previous weeks
- engage the teacher candidate in some instructional planning
- allow the teacher candidate to do one aspect of the lesson –anticipatory set/focus, strategy, independent practice, direct a drill, etc.
- teacher candidate monitors or plans center activities

WEEK 4

Day 1 & 2

- continue with any activities and give teacher candidate greater responsibilities incrementally
- supervise physical transitions of students to other classrooms or facilities
- do any grading, etc. that you deem appropriate
- arrange for teacher candidate to observe in other classrooms, sections, subjects
- request that teacher candidate gather any materials that are needed for the next unit of study—perhaps from library, websites, etc.

WEEK 5

Day 1&2

- continue all other responsibilities
- allow teacher candidate greater responsibility to deliver lessons—you and teacher candidate work this out— teacher candidate delivers lessons in certain subjects (spelling, math, handwriting, etc.), certain portions of the lessons—you make sure that the material is taught and the teacher candidate handles other parts of the lesson, or certain classes—you teach the first three sections class and the teacher candidate teaches the last section of the class

WEEK 6 & beyond if applicable

By this time you and the teacher candidate will have determined what activities and responsibilities that are most appropriate. **If more direction is needed, please contact the Cadre Coordinator.**

APPENDIX



Collaborative Assessment Log

Intern Name: _____ Mentor Name: _____
Grade Level: _____ Subject: _____
Previous Goal: _____ Date: _____

<u>Strengths (What's Working):</u> 	<u>Areas For Development (Current Challenges/Concerns):</u>
<u>Intern's Next Steps:</u> 	<u>Mentor's Next Steps:</u>

Focus: _____

Next Meeting Date: _____

Student Signature: _____

Teacher Signature: _____

Cooperating Teacher Evaluation of Intern (PDS 1)

The Intern:

	Not at all (1)	Somewhat (2)	Mostly (3)	All of the time (4)
arrives promptly each day *				
stays until the end of the day *				
is professionally dressed *				
demonstrates a positive attitude *				
demonstrates a vital work ethic *				
assumes responsibilities assigned by the cooperating teacher *				
asks questions to increase his/her understanding of teaching *				
takes an active role in cooperating teacher/intern conferences *				
openly admits mistakes *				
takes directions or constructive criticism appropriately *				
maintains appropriate relationships with students *				
maintains appropriate relationships with other faculty and/or administrators *				
demonstrates knowledge of the curriculum/content appropriate to a novice teacher *				

Comments:

Cooperating Teacher Evaluation of Cadre Coordinator (PDS 1)

The Cadre Coordinator:

No Yes

provided information and expectations for cadre within the first three weeks of campus assignment *

The Cadre Coordinator:

Not at all Somewhat Mostly All of the time
(1) (2) (3) (4)

acted as a liaison between the school/cooperating teacher and intern *

provided multiple means of communication with cooperating teacher *

was available and encouraged contact *

Comments:

NOTES

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Ms. Jessica Powell	TEXES Advising Office	jessica.powell@unt.edu

District PDS Sites	Cadre Coordinator	Email
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OTHER IMPORTANT CONTACTS

Registrar Information Counter 940.565.2378
Student Records and Academic Status 940.565.2369
Financial Aid 940.565.2302
Graduation Application 940.565.4625
Career Center 940.565.2105