



Preparing Urban Teacher Leaders in Secondary Education
A CSUS and Sacramento Metropolitan Secondary School Teacher Preparation Collaborative

TO: Collaborating Teachers (CTs)

FROM: Janet Hecsh, Coordinator and Liaison SacNewTech and CKMcClatchy High Schools
916-803-8465
jhecsh@csus.edu

Lorie Hammond, Liaison Burbank and Health Professions High Schools
lhammond@csus.edu

Rachel Salas, Liaison Johnson, West and Rosemont High Schools
rgsalas@prodigy.net

We thank you for your hospitality in welcoming **PULSE** (Preparing Urban Teacher Leaders in Secondary Education) Student Teachers (**STs**) and appreciate your willingness to share your expertise with these novices. This note serves both as an introduction to our partnership in preparing new teachers and a set of guidelines for the field experience in this first semester of a new one-year program. You will be receiving a stipend of \$500 a semester for your work as supervisor and mentor for your student teacher. This will require you to attend monthly meetings focusing on supervision and to complete the evaluations for the student teachers. You will be supported in doing this by the lead teacher at each school, and by the Coordinator and Liaisons who will also observe the student teachers, but much less frequently (maybe 2 times a semester in most cases) to assist you with evaluation.

PULSE goals may be something of a departure from traditional preparation and **PULSE** student teaching is a bit different as well. Our goals in this partnership are: **to prepare new teachers while at the same time enhancing student learning, and providing professional development opportunities for school based educators within a structure that promotes reflection.**

This means that we want our STs to learn to teach **with** you and also to focus on assisting individual learning through **targeted interventions** including tutoring or working with small groups within your classroom or in classes serving English learners or students with special needs. This model values co-teaching, team teaching, and collaboration.

If you have any questions or concerns about the program or your student teacher, please contact us. As a reminder, hopefully an unnecessary one, *please do not discuss your student teacher's shortcomings in the department office, faculty room, etc.* Talk to us. They are beginners learning an incredibly difficult job, they have fragile egos, and they will make mistakes.

Very few of the students have had any actual teaching experience beyond assisting or substituting. They are currently enrolled in many units of courses aimed at helping them develop thoughtful planning, instruction, and assessment. In addition to your support, they will need your help, guidance, and close supervision as they begin their student teaching. It is helpful if you collaboratively develop their first units they will teach, plot the calendar breakdown, and then check

closely with them as they develop their daily lesson plans. The following guidelines/reminders for cooperating teachers have been shared with teachers, student teachers and site liaisons and should provide some basic assistance:

CT Activities and Supervision

1. Maintain daily contact with the ST and frequent contact with Liaison and/or Coordinator
2. Your presence in the classroom is a powerful one and sends a significant message - positive or negative. It is suggested that you present your ST as a partner teacher and/or a co-teacher with whom you are excited about collaborating...play it as a good thing, an opportunity to have more attention to learning
3. Establish regular conference times to approve ST's plans as well as to plan together and brainstorm ideas for application of teaching strategies Demonstrate support of the ST with the students. Assist the ST in selecting other classes and teachers to observe
4. Provide careful, continual monitoring of the ST's plans. If they do not have them in writing, they are not prepared to teach and you should not allow them to teach.
5. Observe the ST regularly, provide written feedback (strengths and areas needing improvement) and a conference period after each observation at least once or twice per week for the first 4-5 weeks of their placement, then at least once every week for the remainder of the semester. Your weekly feedback will be placed in a section of the ST's binder (see below). Please schedule your observations for at least 30 minutes. A full period may not be necessary, but 15 minutes is not adequate time for a fair evaluation.
6. Please be mindful of the fragile egos of the ST and save corrections, suggestions, etc for AFTER class or out of visual and hearing range of students. Develop some agreed upon signals. Emergency intervention for extreme behavior is seldom necessary.
7. Student teachers need a structural framework and adequate latitude to demonstrate ideas and modes of instruction including literacy strategies, use of primary sources documents, structured discussion, small group projects, use of the library, and educational technology
8. Help the ST with models and instruction for record keeping responsibilities, grading, organization of roll book, deficiency notices, seating charts, etc.
9. Provide a model of positive classroom management and discuss your management style and decisions
10. Complete the CSUS formal midterm and final evaluations----forms will be provided, and are available on line

Placement Requirements The student teacher will:

1. Remain in their student teaching assignment for the duration of the public school semester, except if they are changing schools in which case they will develop an exit plan with their CT and the liaison that may vary from case to case
2. Assist you with routine duties in the classroom beginning the first day (e.g. taking roll, making seating charts, helping with group activities)
3. Gradually assume responsibility in the classroom (see Gradual Release of Responsibility)
4. Be assigned to the school for 3 periods (or two blocks plus an additional hour or so); at least one teaching, one co-teaching or assisting, and another for observation and/or consultation. It is PULSE policy to place STs in classes serving English Learners and students with special needs and the co-teaching model is a good fit for our goal of enhancing student learning.
5. Attend the orientation for STs or new teachers provided by the school site administrator and/or CT
6. Attend the Small Learning Community meetings weekly and participate in activities expected of the teachers at the school (e.g. attend faculty and departmental meetings if university schedule allows)
7. Maintain a current and complete student teaching binder (see below)
8. Regularly observe other classes at the school and keep a written record of what is observed and learned

Student Teaching BinderAll of the STs are required to maintain an up-to-date binder for each of the courses they teach including most or all of the following:

1. Semester overview
2. Unit plans as they develop them (rationale, demographics of class, goals, objectives, activities/strategies, assessments, student handouts, length of unit, standards addressed by the unit)
3. Time blocking for the unit using calendar format or day by day listing
4. Daily lesson plans (formats may vary, but the elements should be present in script format)

5. Assessment and reflection on the lesson after they teach - completed on a daily basis - and revisions based on these
6. Up-to-date seating chart and grade printouts for each class
7. Written critiques of their teaching - both yours and mine
8. Brief observations from other classes as well as your class

Please take some time to look at the binder and give the ST feedback on the contents. *The STs should work with you to develop their unit plans BEFORE they teach the unit and their weekly lesson plans should be given to you at the end of the week before they teach from them.* The STs will only be able to do detailed planning approximately 3 days in advance due to lack of experience in teaching and timing.

Responsibilities of the Liaison and Coordinators

Our job is to assist both you and the ST so the student teaching experience will be productive and valuable for both of you. The Coordinator is responsible for placements and the Coordinator and the Liaison work together with the Cts to assist in evaluation and supervision. We will observe a ST once or twice a semester and conference with you throughout the semester. When we have concerns or questions after an observation, we will get in touch with you to see if you are seeing the same things. If you have any questions or concerns, please contact us. If we do not see you on campus or hear from you, we will assume that the ST is making satisfactory progress. We trust you and your judgment. You see the ST every day, whereas we are in their classroom occasionally. Together we can provide a productive learning experience for the ST.

Gradual Release of Responsibility to the Student Teacher: Our goal is to enhance student learning and STs often provide the resources to make that possible. Co-Teaching provides students with 2 teachers in a class room, is helpful for "class size reduction" and permits the CT to assist students who may need experienced guidance. Each partnership will develop its own pattern. Solo teaching does not need to occur immediately, nor does it need to remain constant. A Student Teacher may solo for a unit, then work with the CT in the next unit, and solo for the following unit, as it makes sense to maximize student learning.

General Guidelines for a **First Semester PULSE** ST in the one-year credential program: (this may be amended as necessary to fit the schedule or structure of the school)

- Wk 1: ST observes in two of the CT's classes (traditional schedule) and works alongside the CT in both so the students view them as a team...A tentative decision is made as to which class will eventually be taught by the ST.
- Wks 2-3: ST continues to observe in the designated class and works with the Ss and the CT. During the 2nd period the ST observes other teachers in the department as well as other disciplines (These observations will continue each day until the ST is teaching full time and then will be cut back to one or two per week).
- Wks 4-5: ST co-teaches with the CT, using the CT's plans
- Wk 6: ST co-teaches with the CT, using collaboratively developed plans
- Wks 7-8: ST assumes increased teaching role; CT assists using ST's own lesson plans
- Wks 9-13: ST is primary teacher in the class, teaching from own plans (Midterm Evaluations)
- Wks 14-to the end of the semester: ST and CT co-teach using **ST's plans** - transitions as necessary depending on placements (Final Evaluations)

Thank you again for your help and mentoring this semester.