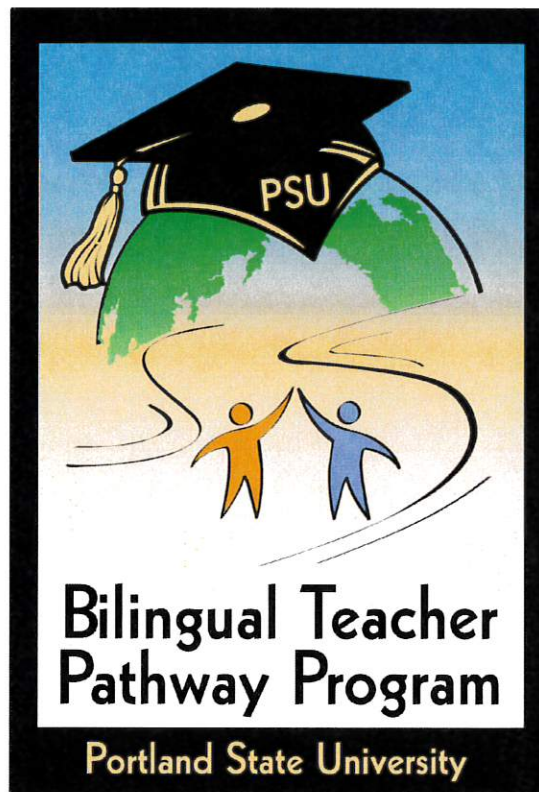


*Portland State University  
Graduate School of Education  
Graduate Teacher Education Program*

# **Bilingual Teacher Pathway Program**



## **Field Experience Handbook 2017-2018**

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# Having a Successful Student Teaching Experience

## ***“Taking the Initiative”***

*Moving into your role as a teacher can be challenging but here are some tips for “taking the initiative.”*

- **Relationships in the School**

Student teachers (from here on referred to as “Teacher Candidates”) who behave in an enthusiastic and professional manner are noticed and appreciated. Principals often mention noticing Teacher Candidates that take the time to get to know other teachers in the school, attend functions outside of school hours, and so on. Remember that the principal is a potential employer and all the teachers in the schools are potential colleagues. Lapses in professionalism (tardiness, inappropriate comments, and so on) are unfortunately very visible.

- **Relationship with your Cooperating Teacher**

Communication is the key. Make sure from the beginning that expectations are clear regarding certain matters, such as what the students will call you, whether you’ll have a desk of your own, what your role is and so on. You should also make sure that you and the Cooperating Teacher have regular times to meet and that she/he will regularly observe you and give you feedback about your teaching. If problems arise, try to discuss them as soon as possible with your Cooperating Teacher. Please keep your University Supervisor informed. Most problems can be worked out if addressed early enough.

- **Relationship with the Principal**

Although principals are very busy, do try to invite him or her to observe you at least once, as well as making at least one appointment to ask for advice and support in your search for a teaching position. It is suggested that prior to meeting with the principal, make brief notes regarding questions, or comments on aspects of the school you’re enjoying that are appropriate.

- **Relationship with your University Supervisor**

Your University Supervisor is responsible for observing your student teaching, giving feedback and communicating with the Cooperating Teacher about the BTP Program, as well as assisting you with questions about planning the learning segment (in conjunction with the Cooperating Teacher). Your Supervisor is the first person to speak with if you have questions or need policies clarified for you or your Cooperating Teacher.

Supervisors have a challenging task of coordinating visits to several Teacher Candidates. Please make sure they know your schedule, and do whatever you can to plan to teach at times when they are available to observe you. They’ll expect to see lesson plans and also have some time to meet with you after their observation.

## Overview

The BTP Program has shifted the student teaching requirements to align with Oregon's new way of certifying teachers. EdTPA is now required for all teaching licenses. You will experience Student Teaching I and II in **one placement** for the duration of your field experience (mid-February until the end of school year).

**OAR: 584-017-1042** has established the field or clinical experience for pre-service teachers. Portland State University Graduate School of Education provides field or clinical experience in public or private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for educator licensure.

### Co-Teaching

The co-teaching model has been adopted by the GSE. It is suggested that the co-teaching model be implemented in collaboration with and under the mentorship of a Cooperating Teacher.

Field placements will include co-teaching time, defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction in a common physical space. Teacher Candidates and their Cooperating Teachers use a variety of strategies so that both are actively engaged with students and their learning over the course of the year. These strategies have been used successfully at all grade levels and in every content area, from preschool to high school. Co-teaching provides a supportive structure for taking on responsibilities across the student teaching experience.

### Seven Co-Teaching Strategies & Examples:

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><i>Example: One teacher can observe students for their understanding of directions while the other leads.</i></p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><i>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</i></p>

Strategy	Definition/Example
Station Teaching	<p>The co-teaching teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p><i>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</i></p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p><i>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</i></p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p><i>Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</i></p>
Alternative/ Differentiated	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p><i>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</i></p>
Team Teaching	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p><i>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</i></p>

TO BEST MEET THE NEEDS OF THE STUDENTS IN THE CLASSROOM.

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# **Student Teaching I**

Winter Quarter

# Description of Student Teaching I

## Student Teaching I Goals

- To learn the daily classroom routines and structures by observing a classroom under the direction of an experienced teacher.
- To develop and teach an appropriate learning segment<sup>1</sup> under the supervision of a Cooperating Teacher and University Supervisor.

## Student Teaching I Placement

- The Placement process is initiated with an application to the Field Placement Office <http://www.pdx.edu/education/information-for-students>
- Placements are made in collaboration with your school district liaison and will attempt to take your age-level preference into consideration.
- Placement will be in a general education classroom.

## Time Required

A minimum of **four to five weeks** in one classroom setting:

- ✓ Full-time Student Teaching I will occur in Winter term and begins mid-February and lasts until the beginning of Spring break.
- ✓ During this time, the BTP Teacher Candidate will be responsible for planning and implementing instruction in consultation with the Cooperating Teacher.
- ✓ Some time to observe and understand the classroom routines may be needed, however, participating in co-teaching is an important part of your development.
- ✓ Take advantage of this time in Student Teaching I to practice instructional and management strategies, plan and teach complete lessons, and gradually take on a more active presence in the classroom.
- ✓ To fulfill Student Teaching I and the subsequent Student Teaching II requirements you will most likely need to take a leave of absence from your position. This is typically taken as a leave without pay, although the specifics are arranged between you and your district. To appropriately prepare for this time, you should: (1) plan your financial obligations accordingly; and (2) inform your principal (and other appropriate supervisors) early in the year of your leave of absence.

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<sup>1</sup> edTAP language for a 3-5 lesson unit



## **Cooperating Teacher Requirement/Expectations**

- The Cooperating Teacher must meet TSPC's criteria of two years of experience in preprimary through grade 12 immediately prior to supervision and/or instruction.
- Hold valid license, or the equivalent with the appropriate endorsement for the current assignment.
- Remain in the classroom while the Student Teaching I Candidate is teaching in order to provide adequate guidance and feedback.
- Co-teach with Teacher Candidate and assign responsibilities incrementally to provide a full field experience.
- Conduct one formal written observation with a follow-up conference.
- Collaborate with University Supervisor for Teacher Candidate evaluation.

## **Completion of Student Teaching I**

- At the end of Student Teaching I, an Evaluation Report must indicate that the Student Teaching I Candidate has met the minimum requirements for each competency listed on the evaluation form.
- The evaluation form will be discussed and agreed upon between the Cooperating Teacher and University Supervisor.
- In cases where either the Cooperating Teacher or the University Supervisor do not agree that the Candidate has met all of the competencies, the Student Teaching I Candidate may receive an "Incomplete" and be required to repeat ST I.
- The "Incomplete" must be assigned a Pass in order to be eligible to enroll in the Student Teaching II.

## **Observation and Evaluation**

The Cooperating Teacher will observe the BTP Teacher Candidate on a regular basis and will provide ongoing feedback regarding performance to both the Teacher Candidate and the University Supervisor. The University Supervisor may observe several lessons and conduct one formal written observation with a follow-up conference. The University Supervisor, the Teacher Candidate, and the Cooperating Teacher will conduct a three-way conference at the conclusion of the Student Teaching I experience. The Supervisor will input the evaluation forms into the TK 20 system.

## **Grading**

All field experiences (Student Teaching I, Student Teaching II, Internship, ESL Practicum) are graded with either a Pass, Fail, or Incomplete. No letter grades will be issued.



# Role of the Teacher Candidate

## Familiarize Yourself with the Setting

If you are new to the school, introduce yourself to the principal, school secretary, and other staff members. It may be helpful to ask your principal if you may introduce yourself at one of the first faculty meetings. Research the demographics of the school including the racial, ethnic, language, and socio-economic profile of the students and community.

Familiarize yourself with your Cooperating Teacher's schedule, expectations and preferred working style. Work with him/her to develop a plan that fosters collaboration. The following questions may provide you with some initial information:

- When is a good time to ask questions?
- How can we plan for shared teaching?

Ask for assistance in identifying appropriate goals and objectives for your learning segment plans. Ideally, the learning segment should involve teaching the general education curriculum that would normally be instructed during that time. It is important that you learn to use district-mandated curriculum, Common Core State Standards and other professional standards related to your teaching context. Note: The edTPA portfolio will be focused on literacy.

Learn your Cooperating Teacher's school arrival and departure times. You are expected to maintain the same schedule (within reasonable expectations) during your field experience. Familiarize yourself with building policies and routines, especially regarding work hours and phone calls. Obtain a school calendar that lists in-service dates, holidays, and teacher work days.

## Communicating Your Schedule

Share an overview of your PSU class requirements with your Cooperating Teacher. Develop a plan for meeting these requirements. If there are assignments that are not feasible for your setting, meet with your University Supervisor or PSU class instructor to discuss modifications. During some terms, classes on campus may begin at 4 p.m. This means making arrangements to leave school early in order to attend class on time.

Provide your University Supervisor with your daily classroom schedule for the Student Teaching I. From this your Supervisor will establish a schedule of observations in your building. Before each observation, develop a written lesson plan and have it available for your supervisors (both your Cooperating Teacher and your University Supervisor).

**STUDENT TEACHING I SUPERVISION**  
(WINTER QUARTER)

<b>University Supervisor</b>	<b>Cooperating Teacher</b>
Meet with Cooperating Teacher and Teacher Candidate to discuss expectations, and observation schedule, as well as any edTPA tasks requirements.	Meet with University Supervisor and Teacher Candidate to discuss expectations, and observation schedule, as well as any edTPA tasks requirements.
Complete a minimum of one formal evaluation. Conduct as many observations as time permits and as appropriate.	Complete a minimum of one formal evaluation and ongoing formative evaluation/feedback.
Meet with Cooperating Teacher and Teacher Candidate to discuss and agree on Final Teaching I Evaluation Form.	Review Student Teaching I Final Evaluation Form and meet with Teacher Candidate and University Supervisor to discuss and agree on Final Teaching I Evaluation Form..
Input Final Teaching I Evaluation in TK 20.	

# **Student Teaching II**

**Spring Quarter**

## Description of Student Teaching II

**NOTE: If you received an “Incomplete” for Student Teaching I, you are not eligible for Student Teaching II or the Internship until the field experience requirements have been fulfilled and a passing grade submitted**

### **Student Teaching II (11 week minimum):**

This model is **non-paid** Student Teaching field experience of at least eleven weeks, full-time, in a school during which the Teacher Candidate gradually assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for licensure. It is suggested that the co-teaching model, which has been adopted by the Graduate School of Education, be implemented in collaboration with and under the mentorship of a Cooperating Teacher. Part of your student teaching responsibilities will be to participate in all teacher activities at your school site, including meetings, parent-teacher conferences, and other events.

### **Your Role as a Teacher Candidate**

Student teaching is the cornerstone of the teacher preparation program; it is a time both to showcase the culmination of all the teacher preparation coursework, as well as a significant opportunity to learn additional teaching skills under the supervision of a Cooperating Teacher/Mentor. During this time, you will be applying prior learning in a real classroom environment.

It is your responsibility to:

- Learn all you can from your Cooperating Teacher/ Mentor and the total classroom/school experience
- Learn all you can about the school culture and teacher resources
- Build relationships with other professionals and support staff
- Adapt to the school/classroom routines, policies and procedures
- Prepare and teach lessons appropriate to the classroom curriculum/goals and grade-level standards and benchmarks
- Manage the classroom in a safe and educationally effective manner
- Initiate planning and feedback interaction with the Cooperating Teacher/ Mentor
- Initiate the initial contact with your University Supervisor to set up a three-way Pre-Conference with the Supervisor, the Cooperating Teacher/ Mentor and yourself
- Prepare and submit lesson plans to the University Supervisor prior to formal observations

- Design, develop, and teach at least one of the required **edTPA learning segments** during one of your formal observations (either your Cooperating Teacher or your University Supervisor).
- In addition, if the ESOL practicum is integrated with this experience, you must attend to documentation and required observations and evaluation.
- The University Supervisor will facilitate the evaluation process, with assistance from the Cooperating Teacher and other appropriate building/district personnel.

## **Grading**

All field experiences are graded with either a Pass, No Pass, or Incomplete; no letter grades will be issued.

## STUDENT TEACHING II SUPERVISION (SPRING QUARTER)

<b>University Supervisor</b>	<b>Cooperating Teacher</b>
Meet with Cooperating Teacher and Teacher Candidate to discuss expectations, and observation schedule, as well as any edTPA tasks requirements.	Meet with University Supervisor and Teacher Candidate to discuss expectations, evaluation criteria, observation schedule, as well as any edTPA tasks requirements.
Conduct as many observations as time permits and as appropriate. Complete a minimum of three formal evaluations.	Complete two formal observations and provide ongoing formative evaluation and feedback.
Arrange and attend a 3-way Mid-Term meeting to discuss and complete the mid-term evaluation form and input into TK20.	Attend 3-way Mid-Term meeting to discuss and agree on mid-term evaluation form with Teacher Candidate and University Supervisor.
Hold a 3-way Final evaluation meeting at the end of the field experience to discuss and agree on all final evaluation forms.	Attend a final 3-way Final evaluation meeting at the end of the field experience to discuss and complete all final evaluation forms.
Input Final Teaching Evaluations in TK 20.	

# Internship



## Description of Internship

The “internship” model is available to teacher candidates who have met the following criteria:

- Have completed the first year of the BTP core classes and ESOL endorsement classes with passing grades.
- Does not have incomplete grades on their transcripts for the past four terms.
- Have provided documentation of passing the Civil Rights, NES Elementary Education subtest 1 and subtest 2.
- Have been hired as full-time teachers on a restricted teaching license, which was sponsored by their school district employer.
- Has an internship agreement in place between GSE (BTP Program) and the employing school district.

This internship field experiences substitutes for / and equates the graduate credits for Student Teaching I and II. The expectation is internship will be completed during an academic school year with registration of credits for fall, winter, and spring term.

### **Internship according to TSPC OAR 584-005-0005**

(20) “Intern”: A student of an approved institution who serves as a teacher, personnel specialist, or administrator under the supervision of the institution and of the school district in order to acquire practical experience in lieu of student teaching. Interns may receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

This full-time internship is appropriate for Candidates who have been hired into teaching positions for the school year. Interns have full classroom responsibility to be completed over the school year. They will participate in all teacher activities and attend classes at PSU. The calendar year for interns will correspond with that of all other classroom teachers in their assigned district. A school district Mentor (often the principal) and a University Supervisor will be assigned to each intern. Classroom observations and feedback on your teaching will be collected throughout the school year. Officially, there will be documentation collected to include five formal observations, two “mid-terms” (winter & spring) and a “final” teaching evaluation form.

**edTPA**

## edTPA Binder

Portland State University Graduate School of Education teacher preparation programs are required by the state of Oregon to prepare Teacher Candidates for the profession following a variety of professional standards and guidelines. The culmination of this preparation is for every Teacher Candidate to submit an independently created Education Teacher Portfolio Assessment (edTPA) for evaluation. We have provided a website for the Candidate to find information and resources related to edTPA.

<https://sites.google.com/a/pdx.edu/edtpa-for-candidates/home>

The key to edTPA is to **know your handbook**. The handbook describes expectations, the types of teaching artifacts you will be collecting, the evaluation tools being used and the standards you should be reaching toward. Every Candidate will practice various tasks associated with edTPA during the two years of their BTP Program courses. During the second year of the BTP program when field experience occurs, the Candidate will complete all tasks related to edTPA to submit at the end of their teacher preparation program.

**It is suggested that every Candidate download and print the following resources to create a 3-ring binder with three distinct sections using tabbed dividers:**

**1. Elementary Education edTPA handbook (with the following tabbed/flagged sections)**

1. Introduction
2. Select Learning Targets
3. Overview
4. Task 1
5. Task 2
6. Task 3
7. Task 4 - *for Elementary Education only*
8. Professional Responsibilities
9. Context
10. Evidence Chart
11. Glossary

**2. Making Good Choices**

- BEFORE you work through each task in the handbook, read the corresponding task in *Making Good Choices*
- Secondary general education candidates will use *Making Good Choices* along with their content area edTPA Handbook.
- Elementary general education Candidates will use BOTH the general education handbook and Task 4 supplement for *Making Good Choice*

**3. Understanding Rubric Level Progression**

## PSU University Supervision and edTPA

Below is a table summarizing the expectations for Supervisors regarding edTPA:

<b>Planning for edTPA</b>	<p>Support Candidates in big-picture planning and preparing for the edTPA</p> <ul style="list-style-type: none"> <li>• Be aware of program timelines, due dates, and expectations</li> <li>• Assist Candidate with developing a plan to get signed video permission forms returned</li> <li>• Help Coordinating Teacher and Teacher Candidate identify the group/individuals for edTPA lessons</li> <li>• Support Teacher Candidate to identify topic and timing for edTPA (consider program, due dates, Coordinating Teacher schedule, school schedule)</li> </ul>
<b>During all observations</b>	<p>Support Candidates to use the edTPA lesson planning template in the field</p> <hr/> <p>Use edTPA prompts and rubric language to support Candidates to develop purposeful planning, instruction and assessment</p> <hr/> <p>Answer Coordinating Teacher edTPA questions when appropriate; refer questions to others as needed (faculty and/or edTPA coordinator)</p> <hr/> <p>Assure Coordinating Teacher that Teacher Candidates are being supported to successfully complete the edTPA through their coursework</p>

Though not expected, a Supervisor is allowed to provide these optional supports:

- Help Teacher Candidate think about video camera placement in classroom
- Observe during instructional phase (Task 2 teaching) of edTPA

For the edTPA lessons specifically, all faculty and Supervisors are NOT allowed to:

- Editing a Candidate's edTPA materials
- Offer a critique to Candidate's responses that offers specific, alternate responses, prior to submission
- Tell Candidates which video clips to submit

**NOTE: Supervisors are *not* being asked to preview or review any of the Candidate's edTPA lessons, video or reflections; this is being supported through coursework.**

## Observation Prompts that Align with the edTPA

### Pre-visit:

What are the standards and learning objectives/targets for the lesson I will observe?

How does today's lesson relate to the previous lesson? Can you tell me how your plans build on each other?

Can you tell me which students need support to learn what you are teaching? What kinds of support? What supports have you built into today's lesson?

What do you know about your students that convince you that these learning tasks are appropriate for them?

What data about what students know already were used to inform the development of today's lesson?

What is the academic language component of what you are teaching? What supports have you (can you) developed to help students with this?

How will you find out that students learned what you hope they learn? How is the assessment you've developed appropriate for this group of students and aligned with the learning targets?

### Observation debrief:

During today's lesson, describe one interaction with a student that demonstrates rapport with that student?

To what extent was this group engaged in learning today? How could you tell? Was there something you did during instruction today that was responding to students needs in the moment?

How did you challenge students to engage in learning?

How did you elicit student responses? How did you build on student responses?

What changes would you make to your instruction? And how would these changes improve student's learning?

How will you use the results of your assessment?

How did you engage students in use of academic language? (Or communication goal for SPED/focus learner)