



THE TEACHER PREPARATION PROGRAM

FIELD EXPERIENCE GUIDELINES FOR COOPERATING TEACHER & STUDENTS

The two pillars of any program for teacher preparation are disciplinary knowledge and practical experience. Students who complete the Teacher Preparation Program at Rutgers Camden will demonstrate a solid knowledge of their discipline, whether the discipline is a language, a natural science, a social science, mathematics, history, fine or performing arts, or any other area of major concentration, and have extensive amounts of guided practice in teaching. We aim to produce students who know *what* they are teaching about and also *how* to teach what they know. The Program seeks to develop pre-service teachers who:

- are competent, caring, qualified, and reflective educators;
- are well prepared in their subject knowledge;
- are able to implement "best teaching practices" in their instruction;
- are proficient readers, writers, listeners, and able to model expertise in these fundamental aspects of educational practice;
- are knowledgeable about the impact of technology on education and how to use technology in an effective manner;
- are well grounded in the appreciation of diversity and global cultures;
- are seekers of information and interested in developing and supporting innovative curricular initiatives.

Our field experience courses – Methods Practicum, Practicum II, Special Education Practicum, and Student Teaching - are the setting for students to begin drawing connections between practical applications of knowledge, learning principles, and techniques of teaching.

RUC students are placed with cooperating teachers in the classroom setting for two semesters before the full time student teaching semester. Students should utilize course work knowledge up to this point, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and new skills needed to become successful teachers. Field experiences are an opportunity for students to observe and evaluate various values and beliefs about the profession as well as engage in the activities of the classroom.

The Cooperating Teacher is a highly qualified teacher who demonstrates expertise in the classroom, is skilled in interpersonal relationships, and is interested in mentoring pre-service teachers. The cooperating teacher has one of the most critical roles in the teacher education process by taking in a student and affirming a commitment to promoting the profession. Field experiences are designed to provide teacher preparation students with an opportunity to observe and assist in the professional activities of a teacher.

GUIDELINES FOR THE STUDENT

The purpose of field experience courses is to permit students to observe and participate in a classroom while under the full-time supervision of a classroom teacher. Students are expected to dress and behave in a professional manner. They are expected to strive to make a positive impact on students and faculty, to be prompt and dependable, and to demonstrate the burgeoning qualities of a pre-service teacher. Students are guests in the school and should act accordingly. During this semester, practicum students will be able to:

- teach **TWO** lessons
- observe a variety of teaching strategies and actual student learning;
- facilitate tutoring and small group work as determined by cooperating teacher;
- investigate lesson planning and curriculum decision making;
- assist the teacher in various designated classroom activities;
- observe other teachers in the building with permission.

Once notified of his or her field placement, the student should:

1. Contact cooperating teacher and determine a schedule for completing field work hours.
2. Become familiar with the school system's calendar; the school's policy for signing in and out; parking; the cooperating teacher's daily schedule; the instructional materials used in the classroom; the policies that the cooperating teacher will want you to follow in relation to classroom procedures; the school's administrative structure; the school district and school policy handbook; the physical layout of the school site; and the community.

Documenting Hours: Students must keep a record of hours in the classroom. This log, provided by the TPP Certification Program instructors, should demonstrate that, by the end of the fieldwork experiences, the student has completed the **minimum hours required in the syllabus**. In all instances, both the cooperating teacher and the TPP staff must be notified of any absences.

GUIDELINES FOR THE COOPERATING TEACHER

During the fieldwork experiences, the cooperating teacher will help the student acclimate to the school environment. It is the cooperating teacher who helps the student feel at ease and accepted by the class, and encourages the student to observe classroom management techniques in addition to key teacher and student behaviors. During the semester, we ask the cooperating teacher to explain the philosophy of the school, department, and program. The student and cooperating teacher should also discuss and plan work responsibilities the student can anticipate during the experience.

The cooperating teacher should:

1. Prepare your class(es) for the arrival of the practicum student;
2. Acquaint the student with the layout of the school and school routines such as parking, signing in and out of the school building, and health facilities;
3. Share and discuss how you design lesson plans, and reasons for choice of methods, materials and activities you use;
4. Model effective teaching techniques, including how to provide instruction for individual student differences;
5. Allow the student to teach **TWO** lessons. We kindly ask that you assist him/her in preparing successful lessons, by discussing how you would like him/her to prepare the lesson, selection of appropriate materials (including audio, visual, and computer-based technology), and the form and content of his/her lesson plans prior to the actual lesson;
6. Introduce the student teacher to other staff and faculty;
7. Explain the classroom management plan, including routines, seating arrangements, student incentives, rules and consequences, general school forms; other standard forms or procedures, etc.;
8. Explain how the student teacher should contact you and the school if he/she must be absent;
9. Address the following issues as they arise, such as behaviors of individual children in the classroom, behavior dynamics within groups, special needs of individual children, how to motivate individual groups within the class, effective classroom management, and organizational skills;
10. Refrain from leaving the student alone in the classroom.

Student Evaluation: The cooperating teacher will be provided a link for an evaluation form to complete for the student. The Teacher Preparation Program asks that upon completion of the evaluation, it is submitted online by the designated date. It is the hope of the TPP that the cooperating teacher provides constructive feedback, along with suggestions on ways to monitor and adjust teaching techniques before and after each of the **two** lessons.

If you have a questions or concerns, please contact the Teacher Preparation Program at 856-225-6051.

Thank you