



Yeshiva University

**AZRIELI GRADUATE SCHOOL
OF JEWISH EDUCATION
AND ADMINISTRATION**

**Professional Enhancement
Practicum (PEP)
Cooperating Teachers'
Handbook**

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❧ INTRODUCTION ❧

The student teaching experience provides Azrieli Graduate School (AGS) students the opportunity to apply their coursework to the day school classroom. Cooperating teachers will have the opportunity to guide and mentor our students in this process, providing many of them with their first exposure to the teaching profession. Mentoring helps improve new teachers' ability to address student needs and enhances teachers' professional growth and development as they learn to develop a positive class and school climate. Aside from the many benefits to our students, research shows that you, the cooperating teachers, also benefit from mentoring student teachers.

This guidebook contains a brief overview of the cooperating teacher program. It details the student teachers' responsibilities, the objectives of the program, and the benefits and responsibilities of cooperating teachers.

❧ OVERVIEW ❧

At the end of each school year, as AGS determines its student teacher roster for the following year, cooperating teachers are contacted and matched to those students. As a cooperating teacher, you are expected to mentor your student teacher by meeting with him weekly, sharing lesson plans, answering his questions, facilitating his first teaching sessions, providing guidance and feedback on those and all future lessons, and communicating with AGS staff. You are given a stipend that increases based on years of service to AGS and are required to attend a late- summer orientation and one professional development seminar at AGS.

❧ AZRIELI STUDENT PEP REQUIREMENTS ❧

This section provides a brief description of the requirements that our student teachers must fulfill to complete PEP, a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). The two major components of PEP are teaching experience and an AGS seminar.

Teaching Experience: Students in the full-time 1-year program, as well as students in the Smicha program, take classes during the day on Mondays and Tuesdays and are placed in an elementary, middle, or high school classroom to student-teach the remainder of the week. (Students in the online program may have a different teaching schedule). Students are observed and assessed by AGS supervisors up to four times a year; these supervisors and the student, with your approval, will arrange observation days and times.

Seminar: The seminar is a year-long course that helps students connect their Azrieli experiences with their classroom observations and practice. The 14-16 meetings, unevenly spaced throughout two semesters, allow students to connect the knowledge and skills they acquire in your classroom with the theory they are learning in their AGS classes. The seminar also provides a forum for students to reflect on their student-teaching experiences.

∞ PEP OBJECTIVES ∞

Over the course of PEP, students must demonstrate that they are capable of applying the knowledge, skills, and dispositions they have acquired at AGS to the day school classroom. In particular, we would like to see growth and competency in the following abilities:

1. **Planning the class**: Student teachers are expected to be able write lesson plans that have clear objectives and essential questions or big ideas, and describe appropriate activities and assessments.
2. **Classroom Climate**: Student teachers should be able to manage and respond appropriately to student behavior, implement sound classroom procedures and routines, and promote a caring and positive environment.
3. **Instruction**: Student teachers should engage students in the learning process using clear explanations, varied instructional strategies, connections to prior knowledge, and sufficient knowledge of the subject matter content.
4. **Dispositions**: Student teachers should maintain a professional demeanor, be receptive to critical feedback, and display thoughtful reflection.

These are the primary areas in which student teachers will be assessed by AGS supervisors, and you are encouraged to emphasize these areas of your own instructional practice in your weekly discussions with them.

∞ COOPERATING TEACHER RESPONSIBILITIES ∞ (AMENDED FOR THIS YEAR)

Orientation and Professional Development

Usually, you would be required to attend an orientation prior to the start of the school year. At this orientation, generally held in late August, you would meet your student teachers and the AGS faculty who will facilitate the plans and expectations for the school year. Obviously, this has been suspended for this year.

Usually, during the school year, you would be required to attend a professional development seminar at AGS. This seminar would provide mentoring tools and

resources, as well as the opportunity to reflect on and share with colleagues the mentoring process. You would have been able to discuss general and specific challenges with AGS faculty. This has been suspended for this year.

WHAT REMAINS THE SAME:

Progressive Integration

For the first weeks of school, at least until the chagim, our students are expected to be observing you and everything that goes on in your classroom. They may also leave your room on occasion to observe other willing teachers in the same or other subjects, including secular ones, and grades. Student teachers must be able to observe before they begin to teach; observation and reflection, along with weekly discussions with you, are integral to the success of their work.

After this observation period, you are expected to integrate student teachers into classroom teaching by gradually allowing them to take on more and more teaching. By mid-November, student teachers should be teaching individual students or small groups, in as well as out of the regular class. By mid-December, student teachers should be planning lessons with you and co-teaching, or teaching half of, a lesson. By the end of January, student teachers should be ready and able to teach, periodically, full, whole-class lessons pre-planned with you. By the end of February, student teachers should be able to teach a unit of three days, pre-planned with you. Thus, your responsibilities include:

- allowing your student teacher to observe you each day and to hear her reflections on what she has learned from these observations.
- sharing and discussing your lesson plans and assisting the student teacher with his/hers
- allowing the student teacher to teach individuals, small groups, half-classes, and full classes, and observing those lessons
- meeting with the student weekly to discuss your teaching and observations of her teaching, including her content knowledge and dispositions
- facilitating opportunities for the student teacher to participate in all school activities
- inviting the student teacher to faculty meetings and staff development programs

Communication with Azrieli

Each student teacher has a supervisor who will be observing him or her four times during the year. Feel free to be in touch with this supervisor:

1. before or after supervisor observations to discuss student progress as necessary.
2. periodically to provide updates as necessary.
3. immediately if the student teacher has any major deficit that requires additional help and support.
4. immediately if a situation develops that is not productive for the student teacher, the students, or you.

∞ BENEFITS ∞

Aside from the well-known benefits of having student teachers in a school and classroom, AGS offers you a stipend for participation in the program. First-year participants receive \$800, payable in two installments; this amount increases yearly to a maximum of \$1400 for those participating in their fourth year or beyond. In addition, you are offered one graduate course at AGS tuition-free (approximately \$3500 value) each year you serve. All benefits are contingent on your completing all requirements of this program.

∞ TIMELINE OF COOPERATING TEACHER RESPONSIBILITIES ∞

1. At the start of the year:
 - a. prepare for the student teacher before the school year begins by assembling necessary materials (texts, plan book, seating chart) and planning her initial experiences.
 - b. during the first few weeks, orient him to the school and make sure he is well integrated into the school culture.
 - c. meet with him to hear his thoughts on his daily observations of your teaching.
2. As the year progresses:
 - a. gradually allow her to take on more and more teaching duties to prepare her for full-time, whole-class teaching.

What progressive integration looks like:

1. Begin with helping her with administrative duties such as:
 - a. taking attendance;
 - b. breakfast room, lunch room, benching, bus duty, and davening supervision;
 - c. marking papers; co-creating lessons;
 - d. creating bulletin boards.
2. Progress to having him
 - a. work one-on-one with a student.
 - b. teach mini-lessons to small and large groups of students.
3. Culminate with helping her
 - a. plan and co-teach full lessons to the entire class;
 - a. plan and teach full lessons by herself to an entire class
 - b. plan and teach a three-day unit

THANK YOU

We recognize and appreciate that your mentoring is critical to the professional growth of our student teachers. Thank you for partnering with us in investing in the next generation of Jewish educators.