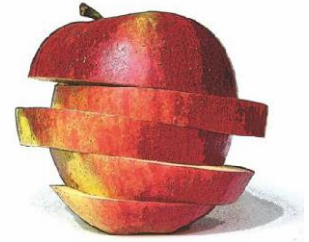




LEEWARD COMMUNITY COLLEGE
Associate in Arts in Teaching



ALTERNATIVE CERTIFICATION FOR CTE LICENSURE PROGRAM



A TOOLKIT FOR THE CTE COOPERATING TEACHER

“You can’t live a perfect day without doing something for someone who will never be able to repay you.”

-John Wooden

Aloha School partners and Cooperating Teachers for CTE candidates,

Mahalo nui loa from Leeward Community College for your kokua in welcoming our CTE teaching candidate into your schools and classrooms. We consider this opportunity invaluable for our candidates who are on their way to becoming the next generation of career and technical education professionals in our schools.

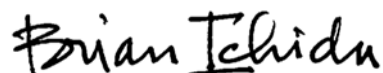
The Alternative Certification for CTE Licensure program of study is designed to prepare candidates', who seek licensure through the Hawai'i Teacher Standards Board and employment in the Hawai'i Department of Education (DOE), with educational content and a toolkit of strategies and skills necessary to become effective practitioners in CTE classrooms at the secondary level. By the end of the Alternative Certification program candidates will have knowledge of pedagogy and knowledge of multiple learning styles leading to practices that demonstrate sensitivity to diversity and social justice.

Candidates enrolled in the alternative pathway leading to licensure are required to successfully complete two semesters of Practicum. The first semester will focus on an observation and participation (O&P) experience and the second semester candidates will student teach. Your school site, in essence, becomes an extended classroom providing the candidates with other opportunities to learn.

This handbook will define the policies and procedures for Practicum. Together we will explore the challenges and opportunities that will be encountered as you work with us to *"Change the world, one CTE candidate at a time!"*

Please feel free to contact me if you have questions.

With Gratitude,

A handwritten signature in black ink that reads "Brian Ichida". The signature is written in a cursive, slightly slanted style.

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Frequently Asked Questions for Cooperating Teachers

Having CTE teacher candidates in my classroom

1. *How much time do the pre-service teachers (teacher candidates, student teachers) need throughout the semester to teach their required coursework lessons?*

CTE teacher candidates will be enrolled in standards based education classes while completing their Practicum experience. Each course requires teacher candidates to plan and teach a minimum of two lessons. During the first semester of their program of study, candidates are expected to complete 150 hours of field experience (Observation & Participation), 2 days per week, 5 hours per day. Together, the Cooperating teacher and the CTE teacher candidate can determine how many lessons will be taught and the timeline for doing so during the O&P experience. Second semester candidates will complete 15 weeks of supervised student teaching (full-time). Student teachers will work closely with their Cooperating teacher to align their teaching with the existing curriculum whenever possible.

2. *What are the field placement hours?*

CTE teacher candidates and student teachers are expected to be in their field placements on each assigned field day. They are to be on time, sign in/out at the office, and remain at their placement for the entire day. They are to maintain teacher hours, which will be determined based upon the DOE school schedule. Cooperating teachers may adjust the field placement start and end times to suit the special needs of their schedule and/or their students. *As professionals, CTE teacher candidates and student teachers are expected to find adequate daily/weekly time to meet and plan with their Cooperating teacher. This may mean that, when possible, a candidate adjusts her or his hours of attendance to parallel the Cooperating teacher's hours. The key is to assure that there is adequate time set aside each day to communicate with the Cooperating teacher and plan accordingly. Almost all candidates and Cooperating teachers find that they need additional planning and discussion time before the start of the school day and after the final bell, especially during the student teaching semester.* Field placement includes all professional development (PD) days, planning/collaboration days, teacher work days, Teacher Institute Day, faculty meetings, IEP meetings, etc., that take place during the semester. In addition, students are *highly encouraged* to participate in other school-based activities that may extend beyond normal hours, such as: school-community events and meetings, extended field trips, parent/student conferences, and professional meetings, conferences (which are often on weekends) and workshops. The more opportunities the students have to experience everything that a teacher's job entails, the better prepared they will be to serve their students and the profession.

3. *Do mentors need to keep track of the teacher candidate's hours spent in the classroom to ensure that they meet their minimum required hours?*

No. The CTE teacher candidate and the Alt. Cert. faculty evaluator assume responsibility for this kind of record keeping. During the first semester of the program CTE teacher candidates are expected to attend each designated field day. During the second semester, CTE student teachers are expected to spend five full days a week in their placements. Candidates should call their Cooperating teachers and their Alt. Cert. evaluator in advance if they will be absent. Absences should be made up on additional days, with the Cooperating teacher's approval. In addition, candidates should not ask to leave early on field experience days other than in unavoidable situations.

4. *Can teacher candidates use "instructional time" to prepare for lessons they will teach in the classrooms?*

Cooperating teachers should give approval for anything that CTE teacher candidates do in the classroom. Thus, if a Cooperating teacher wants a CTE teacher candidate to work on lesson preparation, the teacher candidate certainly should do so. However, if the Cooperating teacher wants the teacher candidate engaged in other work, that's what the CTE teacher candidate should do. Cooperating teachers should feel free to ask for help from the Alt. Cert. field supervisors if CTE students are using field experience time inappropriately. CTE teacher candidates may not be sure what they should be doing during their field experience and some are hesitant to ask (i.e., they don't want to be a bother). Making a written schedule with the CTE teacher candidates about their increasing responsibilities is especially helpful.

5. *What are the expectations held of teacher candidates over the course of their field experiences?*

CTE teacher candidates teach the lessons assigned in their education classes, after careful planning with their Cooperating teachers. Their education course assignments can usually be integrated with the curriculum currently taught at your school. As end-of-semester goals, candidates should be able to plan and teach at least two lessons (or mini-lessons) without a Cooperating teacher's assistance at the end of semester one (O&P). In student teaching, candidates teach a three-week solo that can be taught in consecutive weeks or spread out over the semester.

6. *What assessment instrument do I use to evaluate the teacher candidate?*

The O&P field experience evaluation form allows the Cooperating teacher to identify three observed areas of strength and make suggestions for three areas of development. The field evaluation form is administered in semester one. The student teaching evaluation form

provides an opportunity to document the CTE student teacher's ability to meet defined standards over the course of the student teaching semester (semester two). The O&P field evaluation and student teaching evaluation forms are aligned with the ten Hawaii Teacher Performance Standards and are included in this Cooperating teacher handbook. The Alternative Certification for CTE Licensure (Alt. Cert.) faculty evaluators will email Cooperating teachers electronic copies of the assessment forms. Cooperating teachers complete the form and then conference with the teacher candidate about the assessment. The Alternative Certification faculty evaluator will attend the conferences as deemed necessary.

7. *What is the Professional Disposition Assessment used for?*

The Alternative Certification faculty evaluator and CTE teacher candidates use this assessment to evaluate and self evaluate CTE teacher candidate performance. These six professional dispositions help to define the professional qualities expected of CTE teacher candidates. If they choose, Cooperating teachers may also use this assessment in conjunction with the mid-semester and end-of-semester assessment forms described in #6 above to help evaluate CTE teacher candidate performance.

8. *What do I need to do if I feel the teacher candidate's performance is marginal with respect to the expectations?*

Start by talking with the Alternative Certification faculty evaluator. The evaluator and the Cooperating teacher can talk with the CTE teacher candidate to help identify areas of strength and areas for improvement and offer specific recommendations on how to improve. If CTE teacher candidates continue to have problems, the Alternative Certification supervisor will initiate a *Plan of Assistance for Improvement*. Teacher candidate performance will be assessed throughout and at the end of the semester to determine whether the teacher candidate will continue in the program.

9. *How much weight does my evaluation of the teacher candidate count toward the teacher candidate's "grade?"*

The Cooperating teacher's evaluations during each semester are important documents in assessing progress toward becoming a professional teacher. The student teaching final evaluation becomes part of the placement file sent to future employers. The Cooperating teacher's assessment weighs heavily in the decision as to the final grade, although the Leeward CC faculty evaluator actually assigns grades. Teacher candidates who have not demonstrated that they are ready to move to the next level often repeat field experience or student teaching to demonstrate their knowledge, skills, and dispositions for teaching. CTE teacher candidates who do not demonstrate the required levels of performance will not be recommended for licensure.

10. *What should I have them do when they first arrive and is there a standard progression for what I have them do?*

When teacher candidates first arrive, they need opportunities to get to know the students and Cooperating teachers with whom they will be working. Cooperating teachers can have CTE teacher candidates assist them in routine tasks and gradually allow teacher candidates to take lead responsibility for those tasks. CTE teacher candidates can work with individuals and small groups of students. CTE teacher candidates also need to spend time observing, making notes about questions they have, and talking with their Cooperating teacher about their systems and strategies for how they do things as they do. The first semester is about learning about how schools and classrooms work, with a gradual move toward teaching a few “solo” lessons.

11. *Can I leave the O&P student unattended with the students while I leave the classroom?*

Cooperating teachers can leave CTE teacher candidates unattended with the class when Cooperating teachers and CTE teacher candidates feel that they are ready to handle the responsibility. During the first semesters, field experience, Cooperating teachers should allow CTE teacher candidates to have increasing responsibility for handling the classroom alone. Cooperating teachers should let CTE teacher candidates know where they will be and how to contact them quickly should the need arise. A substitute teacher must be hired if the Cooperating teacher will be off-campus.

12. *What paperwork will I be required to complete?*

Cooperating teachers complete either a field evaluation of CTE teacher candidates (semester 1) or a student teaching evaluation (semester 2). These evaluations may also be used at mid-semester as the Cooperating teacher and Alternative Certification faculty evaluator deem appropriate. No other paperwork is required.

15. *What is the role of the Leeward CC faculty evaluator?*

The Alternative Certification faculty evaluator visits the classroom at least five times during the semester to assess and support the CTE teacher candidate or student teacher, and to provide support to the Cooperating teacher. The faculty evaluator makes informal (ED 295A first semester) and formal (scheduled) observations (ED 295B second semester), and provides oral and/or written feedback to the CTE teacher candidate. For CTE teacher candidates who experience challenges in meeting basic field expectations, the supervisor facilitates a *Plan of Assistance*.

Partnership payments and re-licensure points

- 1. Is there a mentor stipend paid for partnering with Leeward CC to mentor teacher candidates?***

Partnership payments for each semester are \$50 for each field experience CTE teacher candidate and \$200 for each student teacher. Payments are made directly to the school where a candidate is employed as an intern or directly to the Cooperating teacher (CT). In the case of a stipend paid to the site, the school determines how the payment is distributed or used (i.e., classroom supplies for mentor teachers, professional development, etc.).

- 2. Can being a mentor teacher help to satisfy some of the requirements to renew my license with the Hawaii Teacher Standards Board (HTSB)? How do I receive verification of service?***

At the end of each semester, the Alternative Certification for CTE Licensure program provides you with a letter of appreciation and a certificate confirming your service as a Cooperating teacher for field experience or student teaching. Retain the letter and certificate as evidence of service. You may note such service on your license renewal application with the Hawaii Teacher Standards Board (HTSB). See www.htsb.org for more information about license renewal.

What Makes an Effective Cooperating Teacher?

Help us to be KNOWLEDGEABLE:

- Provide information on your curriculum for the semester
- Share information on the latest initiatives
- Share classroom organization and management systems
- Share copies of worksheets, handouts, newsletters, calendars, etc.
- When it is appropriate, arrange for your teacher candidate to be able to observe or sit in on parent-teacher conferences

Help us to be EFFECTIVE:

- Share classroom management techniques and systems
- Share support resources
- Provide teacher candidates with a copy of report cards or work with them on report cards.
- Provide teacher candidates with the opportunity to assess and grade class assignments
- Provide sound professional advice that goes beyond the pre-service teaching program
- Develop a non-threatening observing routine, observe unobtrusively

Help us to be CARING

- Introduce the CTE teacher candidate to your school community
- Make time to talk
- Provide time to teach
- Give honest feedback
- Be truthful about the profession
- Being understanding
- Be a positive role model and share the wisdom of your experience

MAHALO NUI LOA THESE AND FOR ALL OF THE MANY, MANY OTHER KINDS OF SUPPORT THAT EFFECTIVE COOPERATING TEACHERS GIVE SO GENEROUSLY TO OUR CTE TEACHER CANDIDATE.

Expectations for Field Experience (ED 295A)

Semester I	Recommended Goals
<p>Build positive relationships with CTE students and Cooperating teacher, learn about the students in the CTE classroom, and help create a safe and engaging learning environment.</p> <p>Teach at least two lessons without assistance by the end of the semester.</p>	<p>Teach at least one half-day (morning or afternoon block or equivalent) without assistance by the end of the semester.</p>
<ol style="list-style-type: none"> 1. Demonstrate professionalism by being on time, staying the entire day, assisting with Cooperating teacher's schedule, being prepared for school, providing written lesson plans in advance, and maintaining confidentiality. 2. Attend professional meetings (faculty meetings, conferences) as indicated. 3. Build positive relationships with Cooperating teachers, CTE students, peers, school staff, and parents and caregivers. 4. Take initiative to assist Cooperating teachers (work with individuals and small groups, prepare lesson materials). 5. Participate in and take increasing responsibility for leading routines, class business, other activities, and transitions. 6. Take responsibility for ongoing communication with Cooperating teachers and Alt. Cert. supervisors (calls, email, logs, journals). 7. Observe and reflect on classroom management, planning, teaching, assessment, and other professional practices. 8. Observe and reflect on CTE students' interactions related to GLOs, HCPS III, CTE Career Pathway standards, and teachers. 9. Teach and reflect on lessons required in courses and by Cooperating teachers and supervisors. Integrate technology as appropriate. 10. Interact and meet with parents and caregivers as indicated. 11. Prepare self-assessment evidence for evaluations, and set up conferences with Cooperating teacher. 12. Begin building professional portfolio to provide evidence of meeting Standards and dispositions throughout the semester, including evidence from student work. 	<ol style="list-style-type: none"> 1. Help design lessons and units, including related assessment tasks and criteria. Collect related evidence of student learning and achievement. 2. Assume increasing responsibility for communicating with parents and caregivers. 3. Show increasing evidence of professional decision-making as a teacher. 4. Continue to build professional portfolio evidence. 5. Demonstrate knowledge, skills, and dispositions to begin second semester of program. 6. Attempt the Praxis II subject assessment (content knowledge) exam(s) if applicable.

Expectations for Student Teaching (ED 295B)

Student Teaching (ED 295B)	
<p>Make the transition from student teacher to beginning teacher. Complete at least three weeks (15 days) of solo teaching by the end of the semester.</p>	<p>Accomplishments</p>
<ol style="list-style-type: none"> 1. Demonstrate professionalism by being on time, staying the entire day and afterward as needed, planning and collaborating with Cooperating teacher, being prepared, providing written lesson and unit plans in advance, and maintaining confidentiality in all respects. 2. Attend professional meetings (faculty meetings, parent conferences, IEP meetings) as indicated and approved. 3. Build positive relationships with Cooperating teachers, CTE students, peers, school staff, supervisors, and parents and caregivers. 4. Make a semester plan with Cooperating teacher to assume periods of full responsibility in the classroom and to transition the classroom back to the Cooperating teacher. 5. Take responsibility for ongoing communication with Cooperating teachers and Leeward CC supervisors, as specified during student teaching (e.g., conferences, journals, logs). 6. Observe and reflect on classroom management, planning, teaching, assessment, and other professional practices of self and others, in relation to Alternative Certification for CTE Licensure program framework. 7. Observe and reflect on CTE students’ interactions in relation to GLOs, HCPS III, Common Core, CTE Career pathways standards, HTSB/InTASC standards and dispositions, teachers and each other. 8. Plan, teach, assess, and reflect on at least three weeks of solo teaching, distributed across the semester as planned with Cooperating teacher. 9. Provide lesson and unit plans in advance to Cooperating teacher and Leeward CC evaluator. 10. Assume responsibility for contacting and meeting with parents and caregivers. 11. Prepare self-assessment evidence for evaluations, and set up mid-semester and end-of-semester evaluation conferences. 12. Complete Final Professional Teaching Portfolio to demonstrate knowledge, skills, and dispositions as a knowledgeable, effective, and caring new CTE teacher. 13. Submit official documentation of a passing score on the Praxis II subject assessment (content knowledge) exam if applicable to Alternative Certification program office prior to Student Teaching. 	<ol style="list-style-type: none"> 1. Share and reflect on classroom and school experiences. 2. Complete and pass a student teaching performance assessment as directed by the Alternative Certification evaluator. 3. Prepare and present final professional portfolio to Cooperating teacher and Alternative Certification faculty evaluator. 4. Schedule mid-semester and final evaluation conferences. 5. Complete student teaching program evaluation.