

Project



TEACH

Supervising Teacher
Handbook

**A resource for Supervising Teachers and students in
Project TEACH –
Green River Community College’s
teacher preparation program.**

**The Community College’s
Role in Teacher Preparation**

OVERVIEW

This handbook is one of a series published by Project TEACH at Green River Community College in Auburn, Washington.

Project TEACH is a pre-service teacher preparation program designed to provide future educators with a seamless pathway to a teaching career through partnership with local schools and universities. Project TEACH provides hands-on experiences in the K-12 classroom, along with classes designed specifically for future teachers. The project is helping to define a new role for community colleges in the preparation of our future teachers.

Project TEACH began with a grant from the National Science Foundation. The project has also received support from many other sources including the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). Through our FIPSE project we have begun to disseminate our Project TEACH components to other community colleges, both within Washington State and around the nation.

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PERMISSION TO COPY, EDIT, AND ALTER MATERIALS

We are committed to helping other community colleges begin or enhance their teacher preparation programs. This handbook represents one method of sharing our materials. You have our permission to use any of the materials that we have designed for Project TEACH for your own use. You may edit or alter the materials to suit your own needs.

We have made every attempt to clearly describe all components of our programs within these modules. Files are available in an electronic format.

Other modules/handbooks include:

Marketing & Recruiting

Advising

Teachers of Tomorrow Club & Future Teachers Conference

Mathematics for Elementary Teachers

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1. OVERVIEW

Purpose of the Handbook

Over the past few years, Project TEACH has helped place numerous future teachers in local school classrooms to help them gain better insights into teaching careers. The Supervising Teacher plays the most significant role in these placements.

Feedback from Supervising Teachers has indicated that they would like more specific information about Project TEACH and their role in mentoring interns in the program. This handbook was designed for this purpose. It will give you information about Project TEACH and answer many of your questions about your role and the responsibilities of the future teacher who will be volunteering in your classroom.

Overview of Green River's Project TEACH

It has been widely reported that the United States will need several million new teachers in the next ten years. The demand for new teachers is largely due to the fact that, as student enrollments are increasing rapidly throughout the country, more than a million veteran teachers are reaching retirement.

Other facts to consider – and be concerned about – include:

- **About 30% of those who study to become teachers *never* teach.**
- **Nearly 50% of those who enter teaching *leave* the profession within five years.**

The question becomes: how can community colleges in Washington State and elsewhere help meet the desperate need for teachers in the coming years?

An introductory course in education is one opportunity for students to consider, or choose, teaching as a career. While introductory education courses have historically been offered by four-year college teacher education programs during a student's junior or senior year, many teacher education programs are beginning to see the value of offering this course much earlier in the student's preparation program. We believe that the course should be available to students during their first year of college, and thus the course needs to be offered at the community college, where almost half of our future teachers begin their pathway to teaching.

Green River Community College's Project TEACH is committed to helping recruit future teachers and provide them with introductory coursework that provides them with an authentic experience with the profession of teaching. To do this, we require our students to spend 33 hours working with students, teachers, and staff in a school classroom during their introductory course. Most students continue to volunteer in school setting to meet requirements for other courses. Having students work with children in the schools while they are taking this course is a great way to give them a realistic perspective of both the challenges and rewards of teaching in today's classrooms. And, if after this experience they decide that they don't want to pursue teaching, we have assisted them in making this decision early in their educational program and perhaps we have helped them become a stronger advocate for public schools in the future.

Overview of the Placement Component & the Supervising Teacher's Role

Project TEACH students are interested in becoming teachers or working in other school-related careers. However, most of the students are in their first of four years of their teacher preparation program and they are just beginning to explore the profession of teaching.

It is important to keep in mind that these students have not started their formal preparation program yet, so they cannot accept a student teacher's role and they cannot be given primary responsibility for any activity. At the same time, we want to make sure that the students do not spend the majority of their time doing only routine classroom chores.

Instead, we would like our students to spend most of their time assisting you in any activity that gives them the opportunity to work with your students in one-on-one or small group settings, or with the entire class. While the students should be expected to help with some of the other chores within the classroom (grading, creating materials, making copies, etc.), the majority of their time should be spent working directly with your students.

One of the major goals of *Project TEACH* is to help the student decide whether teaching should be their career of choice. To this end, we would also like them to have a variety of experiences in your classroom and at your school.

We realize that having a student intern in your classroom is helpful, but it can also create more work for you. It is not always easy, on a day-to-day basis, to provide meaningful experiences for the intern. To assist with this, we have provided our interns with a *School Placement ACTIVITY Checklist* and a *School Placement DISCUSSION Checklist* (see links in Student area).

The student intern is not required to do all of the activities on this list because it is meant to provide a variety of experiences the student should receive over a two-year period at Green River, not just during their introductory course. You will note that many of the items on the lists require that the student talk to or work with a variety of other teachers and staff at the school. We would appreciate whatever assistance you can lend in providing opportunities that will help them meet this requirement.

One of the goals of Project TEACH is to create a teacher preparation program that provides a central role for current teachers in the preparation of future teachers. We want to thank you in advance for helping us achieve this goal.

If you should have any questions or comments during this internship, please contact your intern's teacher. A full list of Project TEACH contacts can be found on page 13.

2. QUESTIONS & ANSWERS

Below are a few questions with brief answers about Project TEACH and the student placement component. More detailed information is provided in the pages that follow.

What is Project TEACH?

***Project TEACH* is a unique teacher preparation program that links high schools, community colleges, and four-year teacher preparation programs in order to create a smooth transition into the teaching profession. Centered at Green River Community College, *Project TEACH* is developing programs and activities that allow potential future teachers to explore the teaching profession.**

What is the purpose of *Project TEACH*?

One component of *Project TEACH* requires that community college students who are interested in becoming teachers spend as much time as possible in local classrooms. Supervising Teachers invite these students into their classrooms and provide them opportunities to work with students, observe, and help with duties that are typically required of teachers.

What is my role as a Supervising Teacher?

During any single quarter, a student will be assigned to your classroom for a few hours per week. We ask that during this time you assign students duties that will help them accomplish the goals of working with children and exploring other teaching duties. While we realize that having another adult in your classroom creates work, experience has shown that the extra help provided by the *Project TEACH* student will also be of help to you and your students.

What qualities are you looking for in Supervising Teachers?

Public school teachers or other specialists who have at least 2 years of full-time experience in K-12.

Teachers who are committed to teaching and have a desire to help future teachers explore the rewards and challenges of the profession.

Teachers who are committed to the Washington State student learning standards and who are willing to help our students become familiar with them.

What are the expectations of the Supervising Teachers?

We ask that you help our *Project TEACH* students engage in a variety of activities that will help them explore the field of education. We ask that most of these activities allow them to work directly with children. A list of required ACTIVITIES and DISCUSSION items can be found in this packet.

We ask that you communicate with *Project TEACH* staff during the quarter to offer comments and to alert us of possible concerns.

We ask that you complete a short evaluation form at the end of the student's placement.

What are the expectations of the *Project TEACH* students?

Students are expected to treat this assignment as a job. Once they work out a schedule with you, we ask that they commit to this assignment by being there for each session on time.

We ask that the students do their best when performing the duties assigned by the Supervising Teacher.

Students who are expecting college credit must receive a satisfactory evaluation and turn in documentation.

How will students be assigned?

When you agree to become a Supervising Teacher, we place your name on a list that we provide to our *Project TEACH* students. Most often students choose teachers based upon someone they are familiar with, the location of the school, and/or the grade levels that they teach. We ask our students to contact you or your building volunteer coordinator directly. During any particular quarter you may or may not have a student contact you. When they do contact you, you can interview the student to determine whether they would be a good match for your current needs.

What is the Role of the Principal?

Some schools may require that volunteers meet with the principal or his/her designee before any placement begins, or early on in the process. Regardless of whether this is a requirement at your school; we would like the principals in all of our placement schools to be aware of our *Project TEACH* students and their roles at your school. As a supervising teacher, we ask for your help in informing the principal about students who are placed at your school, and if possible, helping them meet with the principal.

3. Roles and Responsibilities for the Supervising Teacher

Serve the role of a *coach* for the intern. Provide instructional, professional and personal support.

Act as a liaison between the intern and other teachers, administrators and staff at the school.

Observe, listen, assess and provide feedback

Provide support and encouragement

Orient the intern to the culture of the school

Serve as an active role model

Provide opportunities for the intern to become familiar with Washington State's *Student Learning Standards* and the *Washington Assessment of Student Learning (WASL)* test

Offer assistance in classroom management and teaching strategies

Help the intern discover if teaching is the appropriate career choice and, if so, what level of teaching or teaching position (classroom, special education, resource/support staff, etc.) might be best

Inform the intern about job benefits, activities and day-to-day routines

4. Roles and Responsibilities for the Student Intern

Be committed to learning and improving

Treat the volunteer position as a “job”. Be on time for each assignment and never absent except for illness or emergencies that are communicated to the Supervising Teacher.

Begin to take on the professional role of the teacher in terms of such things as conduct, dress, activities, communication methods, etc.

Listen to suggestions from the Supervising Teacher and other schools staff. Be open-minded, willing and accepting, and seek honest feedback

Arrange for an informational meeting with the school’s principal or designee

Identify possible needs and ask for help when needed

Observe teaching techniques and classroom procedures

Observe a variety teachers, staff, and school activities

Offer reflections on his/her own practice

Seek out opportunities to become familiar with Washington State’s *Student Learning Standards* and the *Washington Assessment of Student Learning (WASL)* test.

Participate in professional development opportunities, extra curricular activities, and other activities that will help you understand the role of schools

Become knowledgeable about classroom, school, and district policies and procedures

Reflect on “teaching” as a career choice. What level(s) of teaching might be the best fit?

Are there positions within the school other than teaching that might be a better fit?

5. Pre-placement Checklist

This copy is for reference, the student is responsible for submitting any required forms.

This checklist is designed to be reviewed by the Supervising Teacher and the future teacher at their initial meeting.

Complete the Project TEACH Application (online).

Contact the school you wish to volunteer in and determine the teacher placement available. Discuss school policies for background checks, finger printing, registering each day at the main office, and wearing identification nametags during the placement.

Complete the Placement Information Form (online).

Discuss with teacher what the primary responsibilities of the student intern will be during the placement, remembering that a majority of the time should be spent observing and working with students. While activities such as one-on-one tutoring and doing classroom chores is acceptable for part of the placement, the majority of the intern's time should be spent engaged in activities that allow him/her to observe and/or participate in the full spectrum of teaching responsibilities.

Review the *School Placement DISCUSSION Checklist* and the *School Placement ACTIVITIES Checklist* and determine with the teacher which of the items can be accomplished during the placement.

Discuss with the teacher any possible days during the placement that will be missed by the intern or that the school will be closed for holidays. What method (phone, email, other) should be used by the intern to notify the Supervising Teacher if they will be absent?

Discuss with the teacher how the intern will be introduced to the class on the first day. What name/title will be used by the students to refer to the intern?

Discuss with the teacher appropriate dress for the placement.

Discuss with the teacher any issues of confidentiality.

Obtain and review a copy of the school's handbook, classroom rules and procedures, and other documents that will help the intern become acquainted with school and classroom policies and procedures.

Begin filling out the Log of Hours, Activity Checklist and Discussion Checklist.

Name: _____

Date: _____

6. School Placement DISCUSSION Checklist

(NOTE: This copy is for reference only. The student's copy has room for them to make

notes.)

During an intern's placement, we would like them to have several conversations with their Supervising Teacher and other school staff. To help focus these discussions, we have provided the intern with the following checklist of possible discussion topics. *Interns are not expected to complete this checklist during a single placement. Instead, the checklist is meant to be completed during the student's two-year program with Project TEACH.*

The discussion topics on this checklist can be completed during either formal or informal discussions with the Supervising Teacher or any school staff member. The intern is responsible for filling in the notes on the checklist.

School Structure, Resources and Procedures

Layout of the school

School's opening day/week activities and procedures

School's closing day/week activities and procedures

School assembly – schedule, duration, type

School's procedures for fire, earthquake, intruder drills

School Board – meeting times, procedures, purpose

Mill Levies – purpose, pass/fail rates

Special education and other support programs

School staff support – specialized teachers, staff, administrators

The teacher's lounge, copy/supply/media room, and other resource facilities

Field trip policies and procedures

Classroom and school budget procedures

New teacher support systems

Celebrations, holidays, and decoration rules and procedures

Classroom Design and Resources

Layout of the classroom

Arrangement for student desks – seating charts

Supplies and resources available

Handing back and displaying student work – mailboxes, bulletin boards

Special classroom areas – centers, labs, displays

Textbooks – selection methods, storage, checkout procedures

Computer and other technology – use and availability

Classroom Policies and Procedures

Morning or homeroom procedures

Classroom rules – development procedures, consequences

Homework policies

Attendance and tardiness procedures

Recess / lunch / study hall procedures

Lesson plans – development, requirements

Planning for substitute teachers

Evaluation and Testing

State frameworks and/or curriculum guides

State Learning Standards and State Testing

Other standardized tests

Grading policies and procedures

Report cards – samples, procedures

Parents

Methods of communicating with parents

Parent / Teacher conferences, open houses

Ways to involve parents in classroom/school activities

Professional Activities

Conferences for teachers – type, purpose, funding

Salary, contract, union issues and membership

Professional portfolio requirements, continued certification

Extra curricular responsibilities

7. School Placement ACTIVITY Checklist

(NOTE: This copy is for reference only. The student's copy has room for them to make notes.)

During an intern's placement, we would like them to engage in several classroom, school, and extra-curricular activities. To help focus these activities, we have provided the intern with the following checklist. *Interns are not expected to complete this checklist during a single placement. Instead, the checklist is meant to be completed during the student's two-year program with Project TEACH.*

The intern is responsible for filling in the notes on the checklist.

Observations

An entire lesson

Specific motivational and/or disciplinary techniques

Techniques used to help students who have special needs

A variety of teaching/learning techniques (discussion, group work, seatwork, project, games, individual instruction, storytelling, audio/visual use, learning centers, etc.)

One child teaching another

Visit a variety of grade levels or subject areas.

Special support staff working with children (counselor, reading teacher, librarian, etc.)

Teaching Experience

Work with a single child over an extended period of time

Work with a small group of students

Share a talent or hobby with a class

Help develop and teach a lesson

Help during recess, bus duty, gym

Information Gathering

Arrange for an informational meeting with the school's principal or designee

Tour the school (classrooms, offices, playground, lunch room, gym, lounge, workrooms, library, etc.)

Talk to a variety of school personnel (principal, secretary, custodian, school nurse, social worker, security officer, librarian, support teachers, counselor, etc.)

Visit the faculty lounge or work area

Attend an out-of-school activity (club, sports, music)

Walk through and observe the school's neighborhood

Attend a professional meeting

Clerical / Aide

Help prepare a bulletin board, learning station, or classroom display

Help correct student work

Help prepare report cards or other reports

Help with daily chores (clean, lunch count, attendance)

Help prepare and/or duplicate assignments

Run errands that the teacher would normally do

Help prepare and present a lesson

Other Professional Activities

Observe a “non-traditional” classroom or school

Visit a curriculum library

Visit a store that sells educational materials

8. Final Meeting Checklist

This copy for reference, the student is responsible for submitting any required forms.

This checklist is designed to be reviewed by the Supervising Teacher and the future teacher at their final meeting, but BEFORE the intern's last classroom activity with the children.

Discuss what will happen on the intern's last day with the students. (The students should be informed that it is the intern's last day and the intern given an opportunity to tell the students goodbye.)

Review successes and challenges the intern faced during the placement.

Discuss how the intern's views of teaching may have changed during the placement. (Does the intern still believe that teaching is the correct career choice? Was this the desired level of teaching? Are there other career opportunities within education that may be possibilities or alternatives?)

Discuss possible future placements either in the same classroom/school or in other school settings.

Discuss the deadline for completing the *Placement Evaluation Form* online.

Name: _____

Date: _____

9. Contact Information

During an intern's placement, your main contact at Green River will be the student's current teacher. Please ask the intern to identify their teacher from the list below. For your convenience, we have provided you with a complete list of Project TEACH faculty and staff.

Green River Education Advisors

General Project Advisors -

Steve Kinholt

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Phone: (253) 833-9111, ext. 4354

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Pam Reising

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Elementary and Secondary Education

Marcie Sims

Secondary English Advisor

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David Nelson

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Early Childhood Education Advisors

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General Academic and Transfer Advising

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The Center of Excellence for Careers in Education

The Center of Excellence for Careers in Education

Erik Tingelstad and Jen Irwin

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10. Project TEACH Components & Web Site

We hope that this handbook has answered many of your questions about *Project TEACH*'s student placement component.

Project TEACH has many other components which may be of interest to you. These components are summarized below. In addition, you can find more information about *Project TEACH* at our web site (www.projectteach.org).

Curriculum

2-year, Direct Transfer Degree in Elementary Education, articulates with universities

Year-long mathematics sequence for elementary teachers

Year-long integrated science sequence for elementary teachers & liberal arts majors

Module assignments for future teachers in the social sciences and humanities

Specific courses for teachers (Intro. to Education, Tutoring in Schools, Intro. Spec.Educ., etc.)

Certificates for paraprofessionals and in early childhood education

Teacher Portfolios – developed by students over two-year period with required capstone course

3rd and 4th year university teacher preparation program taught on our community college campus at Kent Station

Early Experiences

Teachers of Tomorrow Club

Teaching Equity Conference and Vision Diversity Conference

Extensive field placements in local schools, mentored by K-12 teachers

Structure

Strong connections between faculty advisors and campus admissions/advising

Housed under the Washington State Center of Excellence for Careers in Education, staffed by a full time director and program coordinator

Dissemination

Printed and electronic materials to share with other community colleges

Web Site (www.projectteach.org) – see next page

Other

Contracted K12 in-service courses in science and mathematics

Scholarships for future teachers

Extensive program evaluation and student tracking components

Extensive recruitment and marketing components