

## ESSENTIAL INFORMATION FOR COOPERATING TEACHERS



Over their final two semesters in our Early Childhood and Development A.A.S. program, students have field placements in two different sites. In each placement students are required to spend a minimum of six (6) hours per week, 90 hours at their Field Site. Any absences must be made up, with your approval.

**NEVER** leave a student alone in a supervisory role. Also never use the student as a substitute during field placement. If appropriate, a student may be hired as a substitute **AFTER** completing both Field Experiences.

Please contact the student's College Supervisor if you have any questions, concerns, or suggestions. Jennifer Mirecki can be reached at 341-4367 or [jennifer.mirecki@sunyorange.edu](mailto:jennifer.mirecki@sunyorange.edu) and Elizabeth Tarvin can be reached at 341-4482 or [elizabeth.tarvin@sunyorange.edu](mailto:elizabeth.tarvin@sunyorange.edu).

The College Supervisor will visit the classroom 3 times during the semester to observe the Field Student "in action". These visits will be set up in advance upon your approval.

Over the course of the semester students **MUST**:

- Plan and present a "Getting to Know You Activity"
- Plan and present a "Flannel Board Story and Activity"
- Plan and present a "Small Group Language Activity"
- Plan and present a read aloud to the whole group
- Plan the centers in the room for a week
- Plan and present a "Music and Movement Activity"
- Act as a "substitute/lead teacher" following your plans at least one day.
- Plan and present three additional activities/transitions agreed upon by both student and cooperating teacher.

***\*You will be asked to sign off on the Lesson Plan sheet when each one has been completed.***



## **FALL SEMESTER EXPERIENCE**

*Following is an outline week-by-week, of your responsibilities as the cooperating teacher. In the very few spare moments you have during the day, please share your expertise with the student. Help the student to understand your thinking in the many decisions you make in creating your physical layout, curriculum, and management technique. Please also provide regular verbal feedback. Reinforcement of appropriate practice, as well as constructive criticism, will help students get the most from their Field Placement experience.*

**Each day** At the start of each session please discuss the day's plan and assign specific work or areas.

At the end of their session, recommend possibilities for improvement, and review upcoming activities.

### **Weeks 1-2**

Help the student understand your:

- \_\_\_ goals
- \_\_\_ expectations
- \_\_\_ management techniques
- \_\_\_ classroom schedule

Give opportunities for the student to get to know the children.

### **Weeks 1-4**

Assign participation in as many routine tasks as possible.

Students can assist with:

- \_\_\_ snack
- \_\_\_ centers
- \_\_\_ transitions
- \_\_\_ other classroom activities which involve student interaction

Student will plan and present a "Getting to Know You" activity

College Supervisor 's 1<sup>st</sup> visit.

### **Week 5**

- \_\_\_ Complete September Monthly Report

Please return it to the college in the envelope provided.

If time allows, please conference with the student to discuss the evaluation.

### **Weeks 5-10**

Allow supervision of small group activities such as:

- ☐ facilitating a particular center
- ☐ transition times

Students will also be responsible for:

- ☐ creating and presenting a flannel board story.
- ☐ presenting a small group language activity
- ☐ first planned choice activity (due 10/4)

College Supervisor will make a second visit

### **Week 10**

- ☐ Complete October Monthly

Please return it to the college in the envelope provided.

If time allows, please conference with the student to discuss the evaluation.

### **Weeks 11-15**

Student participation should increase.

Please allow the student opportunities in large group settings to:

- ☐ read stories
- ☐ lead songs
- ☐ organize games

Students will also be responsible for:

- ☐ acting as a substitute/lead teacher, following your plans (with you present)
- ☐ planning and presenting a "Music and Movement" activity to the total class.
- ☐ second planned choice activity (due 11/1)
- ☐ third planned choice activity (due 11/22)

College Supervisor will make a third and final visit.

### **Week 15**

- ☐ Complete November Monthly Report

Please return it to the college in the envelope provided.

If time allows, please conference with the student to discuss the evaluation.

**THANK YOU!**



## **SPRING SEMESTER EXPERIENCE**

**Everyday** Spend a few minutes at the start of each session to discuss the day's plans, assign specific work or areas and, at the end, recommend possibilities for improvement, and review upcoming activities.

**Week 1** Help your student understand your goals, expectations, techniques, and schedule in the classroom

**Weeks 1-4** Keeping in mind this is the student's second field experience, provide appropriate classroom involvement, starting with routine tasks such as snack help, then moving to small group work, such as centers.

**Weeks 5-10** Continue to assign specific areas and/or activities, increasing the level of supervision and responsibility every week. For example, you might delegate one portion of circle time each week until the student is leading the entire activity.

**Mid-sem.** Complete the mid-semester evaluation form, which the student will provide for you two weeks in advance (and can also be found in our on-line handbook). Try to find some time to have a conference with the student to discuss their evaluation.

**Ongoing** Continually help the student prepare for his or her *Lead Teaching Day*. On that day, the student must:

- Produce detailed plans for one week's activities.
- With your help, integrate the week around your thematic plans.
- Assume full supervisory responsibility for that one session of that week.
- Assign roles to you and other classroom staff for that session.

### *Last Week*

Write your evaluative summary relative to the *Lead Teaching Day*.

Complete end-of-semester evaluation form, which the student will provide for you two weeks in advance (and can also be found in our on-line handbook). Try to find some time to have a conference with the student to discuss their evaluation