THE COST PARTICIPANT INFORMATION GUIDE

COST

CONSORTIUM FOR OVERSEAS STUDENT TEACHING

Fostering Globally Responsive Teaching Practice

2009-2010

Contents

Note: Student teachers participating in COST will share this guide with receiving site supervisors.

INTRODUCTION

The COST Participant Information Guide is designed to serve as a resource for those who work with the Consortium for Overseas Student Teaching (COST) Program. This includes: the Program Director, Sending Site Coordinator (coordinator at the home institution), Receiving Site Coordinator (coordinator at the host site), external supervisor (host site representative of the university), classroom-based supervisor (cooperating teacher), student teacher and school principal.

The purpose of the *Information Guide* is to provide an overview of program policies and procedures, outline participant responsibilities and offer ideas for sustaining productive relationships. Some information and resources have been appended as references. Since the success of the program hinges in large part on the strength of relationships that develop as participants work together, this guide can be used to facilitate relationship building. Collaborative reflection about curricular issues and teaching/learning interactions stimulates growth in candidates and enhances the program generally.

It is important to note that candidates who participate in COST are well prepared to do so. They begin student teaching with the knowledge, skill and disposition needed to successfully complete this, their culminating field experience. Before being approved for participation in the COST program, student teachers must successfully complete school-based field experiences in a variety of diverse settings. These experiences are carefully organized and supervised by faculty at the sending institution. All stateside field experiences are closely monitored and systematically evaluated by university and school-based faculty through a continuous assessment process. In addition, COST candidates must undergo a special application process and participate in an orientation program where they explore issues related to building intercultural understanding.

Members of the COST Board of Directors extend hearty thanks to the supervisors who provide leadership and service to the profession through program participation. We are especially grateful to the cooperating teachers who generously give time and talent to induct our candidates into the profession while managing full classroom responsibilities. The guidance provided by these partners is invaluable. Undoubtedly, they greatly influence the student teacher's success in the classroom and sense of efficacy entering the profession.

PART 1: PARTICIPANT ROLES AND RESPONSIBILITIES

Program Director

The coordination of the COST Program requires initial and continued liaison between the overseas schools and the COST member institutions in the United States (US). The COST Director serves as the primary liaison and has several responsibilities including:

- Communicating with Receiving Site Coordinators regarding all aspects of the program.
- Facilitating the application process.
- Collecting data on available student teaching positions in overseas schools and sharing the data with consortium members.
- Monitoring the placements for student teachers.
- Initiating and developing program changes and improvements.
- Providing overall leadership and direction for the program.

Sending (Home) Site Coordinator

The COST Sending Site Coordinator and/or designee manages program matters on the home campus where the student teacher is enrolled. The Sending Site Coordinator's responsibilities include:

- Meeting with other COST coordinators as a policy group and providing advice to the Program Director.
- Establishing procedures and evaluations related to policies at the home institution.
- Providing on-campus publicity and information about the program, e.g., brochure, information guide, etc.
- Distributing, accepting, reviewing and transmitting applications submitted by students to the COST Program Director.
- Ensuring that candidates have a thorough orientation to the program before departure.
- Interviewing student teachers when they return from the overseas experience.
- Providing students with information relative to certification in their home state.
- Acting as liaison between program applicants and the COST Program Director.
- Providing placement information to program applicants.
- Distributing COST evaluation forms to student teachers.
- Arranging for faculty to visit host sites as applicable.
- Managing accounts for COST membership and student teacher fees.

Receiving (Host) Site Coordinator

The Receiving (Host) Site Coordinator serves as the liaison at the host site. He/she has unique responsibilities for accepting or rejecting a student teaching placement request particularly with respect to the availability of appropriate personnel and educational settings. He/she also serves as the external supervisor/evaluator in place of the university supervisor at the home institution who normally fills that role. *Note:* The receiving site coordinator may designate another professional to conduct external evaluation (e.g., assistant principal). Responsibilities include:

- Reviewing applications to ensure that experience and interest of applicants are compatible with the school's needs.
- Confirming placement arrangements in a timely fashion and notifying the COST Program Director quickly if a student cannot be placed.
- Providing information about the school population, curricula available and teacher availability as cooperating teachers. (Completing fact sheets when requested.)
- Making available information about housing and food costs.
- Providing the name, address and telephone number of an individual who can be contacted by the accepted student teacher to inquire about specifics such as living arrangements, appropriate clothing and dress, teaching materials needed, etc.
- Arranging for housing of student teachers. *Note:* Students should not be housed with their cooperating teacher or in accommodations that put either the student teacher or the cooperating teacher in an awkward position.
- Arranging for the student teacher to be met at the airport, or providing directions for the student teacher to follow upon arrival.
- Providing secondary or alternative contact in case of emergency.
- Ensuring that the student teacher is safely ensconced in his/her living situation.
- Providing feedback to the COST Program Director about the program, offering suggestions and comments for improvement as needed.
- Conducting an orientation for student teachers before the placement begins to explain requirements as well as policies and procedures.
- Monitoring progress in the classroom.
- Providing administrative and supervisory oversight for all aspects of the student teaching experience. This includes selecting cooperating teachers, arranging schedules, completing external evaluations, and guiding student teachers in the resolution of personal problems.

Receiving Site External Supervisor

The External Coordinator at the receiving site plays a very important role providing a perspective of progress from outside the classroom. Responsibilities include:

- Collaborating with the cooperating teacher in guiding and monitoring the student teacher's progress.

- Reviewing lesson plans periodically.
- Observing the student teacher during instructional periods.
- Reviewing the midterm and final performance evaluations.
- Conferring with the student teacher after observations to provide feedback and facilitate reflection.
- Reporting concerns to the receiving site coordinator (and as appropriate) the sending site coordinator.

Cooperating Teacher

As a model, coach and evaluator, the cooperating teacher plays a crucial role in helping the student teacher prepare for professional certification. Because the cooperating teacher works with the student teacher every day during the placement period, he/she is uniquely positioned to profoundly influence his/her professional growth. Responsibilities include:

- Becoming thoroughly acquainted with the student teacher's background and using this information to provide guidance and support.
- Helping the student teacher understand that it is normal to feel a bit overwhelmed and uncertain at first.
- Introducing the student teacher to other teachers and school personnel.
- Helping the student teacher understand his/her role and how it relates to the total school program, e.g., acquainting the student teacher with extracurricular as well as regular classroom activities.
- Providing clear directions regarding classroom procedures and schedules.
- Discussing the teaching program with the student teacher so that there is a clear understanding about classroom activities as they relate to immediate and long-range goals.
- Providing the student teacher with instructional materials, desk, access to student records, and appropriate technology.
- Guiding the student teacher not only in the presentation of subject matter, but also in the coordination and integration of materials that develop skills and knowledge among the learners.
- Conferring regularly with the student teacher about progress and responsibilities.
- Guiding the student teacher in the preparation of daily lesson planning and longer units of study, including techniques to assess student learning.
- Increasing the student teacher's responsibilities as he/she shows readiness to assume them.
- Permitting the student teacher to be completely responsible for planning, preparation, instruction, and evaluation for a minimum of five consecutive days.
- Observing the student teacher's lessons on a regular basis and conferring regularly to analyze performance.
- Directing the student teacher toward professional journals, research and writings from authorities in the field of instruction.
- Helping the student teacher participate in school and community activities.

- Conferring with the student teacher to discuss progress, especially noting strengths and weaknesses, and providing suggestions for improved teaching performance.
- Providing written progress reports documenting areas of strength and professional growth.
- Promoting reflective teaching.
- Utilizing COST evaluation materials to conduct formal midterm and final evaluations to assess the student teacher's progress.

Student Teacher

The student teacher's role is to apply the knowledge and skill gained during the initial phases of the teacher educator program in a classroom setting and to serve as a program ambassador. Responsibilities include:

- Reviewing the contents of the COST Participant Information Guide and the final evaluation with the cooperating teacher.
- Following school rules, policies, and procedures regarding discipline and student safety.
- Communicating with school personnel (faculty, staff, and administration) in a professional, tactful manner by:
  - Conforming to standards of behavior and dress consistent with school and community requirement.
  - Using discretion in sharing confidential information about pupils.
  - Establishing a professional rapport with pupils and an appropriate teacher-student relationship.
- Taking initiative and seeking constructive criticism from the cooperating teacher and the external supervisor.
- Maintaining a professional demeanor at all times with pupils, parents, and school personnel.
- Giving student teaching duties first priority even though there may be other personally compelling concerns.
- Being punctual in arriving at school, at scheduled classes, and at meetings in accordance with school policies.
- Notifying the cooperating teacher as well as the external supervisor in advance when absence cannot be avoided. Any illness in excess of two days must be documented by a written excuse from a physician. *Note:* A placement extension may be required if absences accumulate to more than five.
- Keeping confidential information received about pupils or school personnel.
- Providing the cooperating teacher with teaching plans in accordance with guidelines established or school policies.
- Demonstrating teaching skills that include individualizing for pupil differences.
- Demonstrating effective classroom management skills.
- Demonstrating self-assessment skills, e.g., reflect about constructive suggestions for improvement and welcome constructive suggestions, and incorporate them in subsequent planning and teaching.

- Performing non-instructional duties within and outside the classroom if these are expected of the cooperating teacher.
- Demonstrating the ability to assume full teaching responsibilities a minimum of five consecutive days during student teaching or as required by the home institution.
- Attending mandated seminars, meetings, conferences or professional development activities as scheduled by the school and/or university.
- Keeping the external supervisor and/or receiving site coordinator informed about progress, problems, or any other matters that should be brought to the supervisor's attention.
- Having the cooperating teacher complete the final evaluation form.
- Exhibiting high ethical, moral and professional standards. (See Code of Ethics in Appendix A for a more detailed description of this responsibility.)
- Ensuring that the completed evaluation is received by the home institution in time to enter a grade for the semester.

Note: Failure to ensure timely delivery may result in the assignment of an incomplete grade.

School Principal

The principal of the school is involved with the student teacher in many ways, including:

- Creating a positive attitude among school staff, student body, and community.
- Providing an orientation explaining school policies and procedures.
- Being aware of the student teacher's progress and the response of the class to the student teacher.
- Acting as a public relations person to explain the COST Program to inquiring parents and pupils.
- Serving as one of the contacts for a visiting sending site representative (if one is designated).
- Choosing to conduct formal observations of the student teacher in the school.
- Assisting the student teacher in his/her attempt to become familiar with the country.
- Making frequent and regular contact with the student teacher to discuss general progress reports.
- Communicating with the COST receiving site coordinator if and when problems arise.

*Note***:** We understand that as the chief school administrator the principal has many demands on his/her time. However because he/she is the instructional leader of the school, it is very beneficial for the student teacher to have the perspective of progress that is unique to the principal's role. Therefore, we encourage principals at COST receiving sites to observe the student teacher at least once during the placement. Evaluation may be formal or informal; however, we recommend taking time to conduct a conference after the observation to share perceptions about performance.

PART II: STRUCTURE OF THE STUDENT TEACHING EXPERIENCE

The student teaching placement is organized into three phases to ensure that student teachers are gradually introduced to their responsibilities, have opportunities to demonstrate competencies needed for certification eligibility, and have time to reflect about what they have learned as the experience ends.

Phase I: Orientation

As the name implies, the *orientation* phase focuses on adjustment issues. This phase can begin as soon as the placement is approved and usually extends through the first week or so of the placement period. It is a time for the student teacher and cooperating teacher to become acquainted and develop rapport. It is also a time for the student teacher to become acquainted with the school personnel. Although the cooperating teacher will take responsibility for introducing the student teacher to school policies, procedures and staff members, the student teacher should take the initiative to learn about and become part of the school community.

Phase II: Induction

During *induction*, the most extensive and intensive phase in the sequence, the candidate increasingly assumes responsibility for carrying out teaching responsibilities, particularly instructional duties. Pacing activities in this phase helps the candidate build knowledge, skill and confidence needed for the *solo* experience – the minimum five consecutive days of full control teaching without assistance – that represents the culminating activity in this phase and required for certification eligibility.

As the student teacher phases into the instructional role, he/she should also be given opportunities to observe and assist the cooperating teacher. Observations promote reflection about instructional and management issues as well as become better acquainted with the needs of the pupils in the class. To familiarize the candidate with various roles, settings, techniques etc., observations should be wide-ranging in scope targeting pupils, teachers, and school service personnel in the assigned school and other educational settings.

Assisting the cooperating teacher not only boosts the teaching power in the classroom, it also provides a way for the two teachers to develop a strong working relationship. There are a variety of ways the student teacher can assist including tutoring individual pupils, working with small groups, grading papers, preparing materials and tests, and team teaching.

Full responsibility for teaching usually begins early in the placement period with individual lessons and progresses to clusters of lessons until the student teacher takes on all the responsibilities for teaching for a full day, then several days, and finally a full week. As the student teacher increasingly assumes instructional responsibilities, he/she needs a lot of guidance with planning, implementation, and evaluation of specific lessons and long-term units.

By having many, varied experiences observing, assisting and delivering instruction, the student teacher learns to apply the content and pedagogical knowledge acquired during earlier phases of the teacher education program while building skill and confidence needed to form a strong professional identity.

Phase III: Transition

The *transitional* phase that occurs in the last week or so of the placement period provides time for the student teacher to reflect about the experience and consider it in the larger context of school life. Transition activities also help pupils in the class prepare for the student teacher's departure. During this time, student teachers usually visit other classrooms as well as other schools and educational settings. Student teachers should be encouraged to visit and observe personnel who are serving in a variety of school related roles (e.g., the school counselor, family resource coordinator) and reflect about what he/she is learning.

PART III: EVALUATION AND OTHER ACTIVITIES DESIGNED TO PROMOTE GROWTH

The purpose of this section is to describe program requirements and offer suggestions for ways to promote professional growth.

Performance Evaluation

Clear, accurate, meaningful evaluation of student teacher performance represents the cornerstone of the student teaching experience. Structured evaluation provides a way to clearly and specifically document progress and build a plan for professional growth. Although informal evaluations are conducted throughout the student teaching experience, a formal, comprehensive evaluation should occur twice during the placement period – about the mid-point and end of the placement period.

These formal evaluations should be conducted by the cooperating teacher and reviewed with the student teacher in a conference setting using the performance evaluation form that is included in the placement packet. The evaluation conference provides the student teacher with realistic practice in self-evaluation (reflection) as he/she thinks deeply about his/her progress. Student teachers should be encouraged to evaluate their performance prior to the conference using the form.

The COST evaluation form was developed by representatives of the sending site institutions. This collaborative project was undertaken to provide consistency of evaluation and to incorporate institutional requirements. National and state approved performance standards were identified using evaluation instruments used by these institutions. The form was designed to incorporate key features these instruments.

Note: The student teacher is responsible for ensuring that the COST evaluations are delivered to his/her home institution campus COST coordinator upon completion of student teaching.

Student Teacher Activities

Student teachers should gradually become involved in classroom and school activities. Activities include: lesson planning, observing, assisting teachers, participating in extra-curricular activities and engaging in professional development.

Lesson Planning

Student teachers should develop formal written plans for lessons they are teaching. While there is general agreement that good planning contributes to good teaching, there is no widespread agreement that any particular format is the best. Whatever the format, good plans share several similarities: they include goals/objectives for learning, materials and procedures for

implementation, methods for assessing learning, reflection about instructional impact and steps for further instruction.

Observing

Observations provide the student teacher with opportunities for viewing a professional teacher at work. Guided questions during this experience help focus the student teacher on the complex environment and maximizes the benefit.

Assisting

By assisting the cooperating teacher, the student teacher becomes acquainted with the classroom before taking on responsibilities associated with full control. The cooperating teacher takes full responsibility for teaching while directing the student teacher to help with a specific aspect of the lesson. This activity calls for joint planning and instructional participation. Both cooperating teacher and student teacher work side by side as colleagues.

Teaching

After becoming acquainted with classroom procedures, teaching strategies, and student needs, the student teacher begins assuming full responsibilities for instruction with the guidance and support. This includes planning and managing the classroom environment as well as planning, implementing and evaluating lesson plans. Gradually, the student can assume full control for extended periods of time.

Cooperating Teacher Activities

Observing

Observation is a key component of the cooperating teacher's role. Success in student teaching depends heavily on the effectiveness and frequency of feedback the cooperating teacher provides. Through observation, supervisors can collect data to provide feedback in a way that promotes reflection about specific issues related to teaching and learning.

In the early stages, observations should be informal to develop a sense of the student teacher's comfort and performance levels. The cooperating teacher can gradually build in more formal observations as the student progresses into the mid-stage of student teaching to provide the student teacher with systematically collected feedback.

Any time the cooperating teacher is formally observing, he/she should take notes about specific teacher/learner interactions. These notes when shared with the student teacher serve as a record of these interactions and when analyzed can be used to shape a plan for professional growth. The student teacher should be encouraged to review the notes as a means of self-reflection and assessment.

If the cooperating teacher should at some point develop reservations regarding the student teacher's performance, these notes provide documentation to support that assessment. The notes are especially useful as a source of information if it subsequently becomes necessary to prescribe clinical work for the student teacher to develop or improve in areas in which he/she is experiencing difficulties. (See Appendix C for Observation Guidelines.)

Note: The cooperating teacher should monitor the classroom at all times when the student teacher has full control since he/she is the teacher of record.

Conferring

Just as observations lay the groundwork for developing a professional growth plan, conferences provide a mechanism for making the plan concrete. (See Appendix D for a sample format for the Professional Growth Plan.) Reflective conferences allow the cooperating teacher and the student teacher to analyze data together and identify strengths and areas for growth as well as actions to address growth areas. (See Appendix F for tips for promoting reflection and conducting conferences.)

Evaluating Progress

The informal evaluation that occurs through the observation and conferencing process serves as a compass for growth and formal evaluation. Collaboration between the cooperating teacher and external supervisor about evaluation decisions strengthens the process.

REFERENCES

The references that follow address issues related to supervision and building intercultural understanding. We encourage program participants to recommend other references for inclusion in the list.

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Web

101 Tools for Tolerance: Simple Ideas for Promoting Equity and Celebrating Diversity: http://www.tolerance.org/101_tools/101_tools.pdf

Beginning Teacher's Toolbox: http//:www.inspiringteachers.com

Center for Cognitive Coaching: http://www.cognitivecoaching.com

Global conversations among students up to 15 years of age: http://www.kidlink.org

Global Learning and Observation to Benefit the Environment: http://www.globe.gov

Institute for Global Ethics: http://www.globalethics.org

Lesson Plans: Learning to Teach in a Complicated World: lessonplans.blogs.nytimes.com/2008//09/25/the-cross-cultural-classroom/

Lesson Plans to Address Diversity: http://www.racebridges.net

Mentor Support Center: http://www.teachers.net

Seeking Educational Equity and Diversity: http://www.wcwonline.org/seed/

What's Up with Culture? http://www.pacificedu/sis/culture/

World Without Walls: Learning Well with Others: http://www.edutopia.org/collaboration-age-technology-will-richardson

APPENDIX A
Code of Ethics for Student Teachers

The assumption that student teachers desire to do the right thing in their teaching relationships; that teaching is a privilege which should be denied to those who do not adhere to high ethical standards; and that a statement of Code of Ethics will help those whose judgments might be faulty has resulted in the creation of this document. Recognizing the magnitude of teacher responsibility to learners and to society, this Code of Ethics is offered to reflect and promote the aspirations of our profession.

The Students
1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
4. Shall not use professional relationships or authority with students for personal advantage.
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not knowingly make false or malicious statements about students or colleagues.
7. Shall refrain from subjecting students to embarrassment or disparagement.
8. Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

The Parents
1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall not knowingly distort or misrepresent facts concerning educational issues.
4. Shall distinguish between personal views and the views of the employing educational agency.
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

The Education Profession
1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall not use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Kentucky Education Professional Standards Board. (2008). *Professional code of ethics for Kentucky school certified personnel. Retrieved April 7, 2009, from http://www.kyepsb.net/legal/ethics.asp*

APPENDIX B

Instructional Plans

The cooperating teacher should review and approve all plans for individual lessons and instructional units developed by the student teacher. Lesson plan components and questions are included to guide the review process.

Lesson Plan Components

Objectives for learning are:
- o Appropriate;
- o Clearly stated in terms of expectations for learning;
- o Show clear connection to state and national standards;
- o Specific and related to appropriate assessment procedures;
- o Relate well to larger context for learning (e.g., unit plan); and
- o Relate well to state and national standards.

Note: Be sure to describe clearly what you expect pupils to learn.

Resources are:
- o Appropriate;
- o Designed to facilitate learning.

Procedures are:
- o Appropriate;
- o Relate well to objectives;
- o Clearly described;
- o Actively engage pupils in learning.

Assessment procedures are:
- o Appropriate;
- o Clearly described;
- o Relate well to objectives.

Reflective statements:
- o Discuss impact of instruction on student learning;
- o Include analysis of student data;
- o Relate specifically to objectives and assessments.

Lesson extensions are:
- o Clearly described;
- o Follow naturally and appropriately from the reflective statements.

Questions for Reviewing Lesson Plans

The questions that follow are a sample of those that are frequently used when reviewing plans and/or conferring with student teachers.

- Has the student teacher included a plan/strategy for achieving the learning objectives?
- Has he/she made provision to inform the pupils of the objectives of the learning activity and their importance?
- Has he/she planned for the active involvement and contribution of pupils?
- Has he/she allowed for pupils to function within a reasonable range of interest levels and abilities?
- Are there sufficient changes and a variety of learning activities to recognize pupils' attention spans?
- Does his/her teaching strategy include helping pupils with learning processes as well as learning outcomes? (Learning processes include: communication skills, study habits, methods of inquiry, library and resource skills, outlining and organization, formation of work schedules, establishing personal goals, and critical self-evaluation.)
- Do key questions – especially higher-order questions and those relating to values – show thorough planning, and are they stated clearly in the plan?
- Has he/she considered how the various materials (e.g., chalkboard, bulletin board, artifacts, audiovisual equipment, or technology) will be used?
- If supplies are required, has he/she followed appropriate policies and procedures?
- Has he/she planned a distinct closure of the learning activities with a summary of important learning outcomes and a statement of the student teacher's extent to which the objectives have been achieved?
- Will the pupils view the lesson taught from this plan as a worthwhile learning experience?

APPENDIX C

Guidelines for Observation

Since observation is regarded as a key component of supervision, it is important for supervisors to think carefully about the kind of data they want to collect during this time. Observers use various methods to collect data quantitatively and qualitatively depending on the purpose of the observation.

Modified Scripting

Frequently, especially at the beginning of the placement period, supervisors choose to record teacher/student interactions qualitatively based on what they see transpiring in the classroom. Since it is nearly impossible (and not necessary) to capture every aspect of these classroom interactions, observers usually use a qualitative approach called modified scripting. This simply means that key aspects of instruction are recorded to provide a snapshot of interactions for discussion during the conference which will follow. When using this approach, it is important to record what is seen rather than make interpretations. In the world of ethnography where this method is frequently used, it is called "note taking" in contrast to "note making" which focuses on interpretations. See Carolyn Frank's *Ethnographic Eyes* for a more detailed discussion of this method.

Category Systems

Category systems provide a way to quantify what is transpiring in the classroom. Category systems are used to collect data that focus on specific aspects of teaching/learning interactions such as which pupil responds to teacher questions (e.g., gender) and which remain silent. These can be used to track frequency or interactive patterns for different activities using seating charts, checklists, etc.

APPENDIX D

Building a Professional Growth Plan

The Professional Growth Plan (PGP) is used in teacher education programs across the United States as a map to monitor teacher growth. The plan allows supervisors and student teachers to determine areas of strength and growth as well as set goals for addressing growth areas. This sheet may be used to build a PGP that tracks progress during the course of the student teaching placement.

Strengths:

Growth Areas:

Goals to Address Growth Areas:

Timeline for Accomplishing Goals:

APPENDIX E

Suggested Strategies to Promote Reflection

Student teachers are often concerned about their adequacy as teachers. They worry about situations encountered each day and how to handle them. Concerns usually center on the pupils in terms of how to meet their social, emotional, academic needs, and abilities. Reflective activities allow them to examine various aspects of practice with the assistance of skilled guides.

Cooperating teachers use several strategies to help student teachers develop meaningful, reflective practices. They include:

- Serve as models of inquiry-oriented practice including making their practice transparent (sharing successes and failures in specific ways) during reflective conferences.

- Orient student teachers by introducing them to school community and their role within the community and addressing issues (e.g., school policies, classroom procedures, and performance data, both school and class level).

- Encourage student teachers to consciously examine positions, problems, and decisions/courses of action

- Review written lesson plans with student teachers asking questions about reasons for making certain choices on their plan.

- Review observational data with student teachers asking probing questions about findings to promote analysis. Questions that ask for explanations about decisions as well as those that target pupil response are particularly helpful

APPENDIX F

Tips for Conducting Effective Conferences

Although conferences vary in terms of purpose and must be tailored to meet unique needs, there are some strategies that apply to most conferences. Therefore, it is wise to plan carefully for every conference and think about strategies designed to promote reflection. The tips that follow are meant to serve as a guide in conducting meaningful conferences.

Before the conference:
- Review data to identify strength and growth areas.
- Select a few key points to address.
- Determine conference goals and how they can be accomplished.
- Consider strategies and/or questions to use to guide reflection and achieve goals.

During the Conference:
- Develop rapport by taking time to get acquainted before addressing substantive issues. Climate-building comments are those that show interest and respect for the student teacher as a person. This is a key step in building a strong, trusting relationship between the cooperating teacher and the student teacher.
- Establish a conference agenda with the student teacher as a means of clarifying the purpose for the conference and the mutual goals to be accomplished.
- Facilitate rather than dominate using tone and body language that encourages rather than intimidates.
- Be an active listener. Hear the student teacher's comments. Be alert to nonverbal clues, sensing his/her unexpressed concerns, and dealing with his/her problems.
- When referring to the student teacher's performance, focus primarily on descriptive, data-drawn points rather than evaluative comments. When criticism is warranted, guide the student teacher to consider the constructive criticism in relation to specific data and consider strategies for addressing issues.
- Use a systematic questioning approach that helps the student teacher focus thinking, organize ideas, engage in self-evaluation, and arrive at conclusion/insights and allow for sufficient time for reflection and response.
- Paraphrase a student teacher's response when needed to clarify or emphasize points.
- Remain alert for opportunities to offer supportive comments throughout the conference. Although cooperating teachers should be honest in their descriptive feedback, they also need to be nurturing, especially when they sense frustration and disillusionment on the part of student teachers
- Maintain a reasonable pace but do not overload the student teacher by presenting too much data at once. Introduce one issue at a time.
- Close the conference with a review of the major outcomes (e.g., decisions, solutions, insights, conclusions, commitments and mutual agreement of the expectations) using the Professional Growth Plan format to make sure the plan is reasonable and manageable. (See Appendix D for a copy of the PGP form).

APPENDIX G

Sending Site Responsibilities

1. **Application process should include:**
   - Assurance of strong academic standing, (e.g., GPA)
   - Teacher recommendations
   - Supervised teaching experience in schools in the US
   - Check application to ensure completion and accuracy.
   - Basic orientation to program.
   - Discussions regarding costs associated with the process.
   - Follow-up meeting where students articulate the requirements.
2. **Upon approval of Sending Site Coordinator, discuss:**
   - Aspects of teaching and living in another country
   - Visa requirements
   - Appropriate health care requirements/insurance
   - Liability requirements (where applicable): perhaps NEA
   - Clear evaluation forms/procedures communicated to the student and the site coordinator
   - Specific requirements for placement: e.g., subject, age level, number of hours, days, weeks, etc.
   - Highlight special circumstances
   - Explain if and which of the requirements above are flexible
   - Clear communication between sending and receiving site coordinators.
3. **Before student teacher departs for the placement:**
   - Review university requirements including certification, graduation and performance evaluation.
   - Check to be sure all necessary procedures have been followed.
4. **During the student teaching:**
   - Keep the communication lines open
   - Monitor progress
   - Address problems as needed
5. **When student teacher returns:**
   - Send note of appreciation to the receiving host site coordinator for the hospitality
   - Send note of appreciation to the receiving site supervisors
   - Assess the personal/cultural growth of the student teacher

APPENDIX H

Receiving Site Responsibilities

1. **Before the student teacher arrives:**
   - Make school placement, arrange for accommodation and communicate arrangements to the student teacher.
   - Post information about site on COST website.
   - Ensure that the Visa requirements have been met.
   - Be aware of any special circumstances (e.g., medical, dietary, religious) the student teacher may have
   - Clearly communicate expectations of receiving site and host family.
   - Arrange for someone to meet student upon arrival in the country and provide contact information (e.g., cell phone) as well as substitute person for pick-up if needed.

2. **Upon arrival:**
   - Meet student teacher at point of disembarkation.
   - Arrange transportation to school from housing situation.
   - Discuss how to handle money including cautions for safety purposes.
   - Explain how to compensate host family for accommodation.
   - Explain school policies and procedures including policies regarding attire and necessary identification credentials.
   - Review expectations for placement including requirements for professional development activities and evaluation materials together with student teacher and supervisors.
   - Discuss areas of concern and or special interests.
   - Exchange emergency contact information with student teacher and supervisors.
   - Discuss access to resources such as library, internet etc.

3. **During the placement:**
   - Monitor progress and provide guidance and assistance as needed.
     Address problems as needed.
   -

4. **Before departure:**
   - Ensure that performance evaluation has been completed by supervisors.
   - Hold debriefing session with student teachers and supervisors to discuss benefits of placement for all parties.

APPENDIX I

Selection of Cooperating Teachers

Because the cooperating teacher can play such a critical role influencing the student teacher's growth, several criteria should be considered in the selection process including:

- Interest in supervising a student teacher.
- Demonstrating a willingness to contribute to the growth of student teachers through effective supervision.
- Holding appropriate academic credentials (e.g., valid teaching certificate in the subject taught).
- Having significant teaching experience (minimum of four years required).
- Demonstrating superior teaching performance.
- Recognized continuous professional growth including graduate studies and in-service training.
- Recommendation from a top-level administrator in charge of assignment and appointment.
- Proven professional and ethical behavior within the education community.
- Knowledge of changes in the field of specialization and evidence of translating new knowledge into practice.