

Evidence 2023.2.1.1: Coop Teacher Course Syllabus

Evidence Overview

This document is a piece of evidence and appears to be an outline of a course for teacher cooperators, outlining its objectives, content, and assessment methods. It emphasizes the importance of preparing educators to supervise teacher candidates and covers a wide range of topics related to effective supervision and the improvement of teaching and learning. The course addresses areas such as analyzing educational policies, understanding adult learning, effective candidate teacher supervision, data-based decision-making, research in action, differentiated instruction, and technology integration in education. The course employs various activities, including readings, projects, presentations, and reflections, for evaluating participants' progress and achievement.

CAEP Standards

Alignment

Initial

Advanced

2.1

The Evidence

This document outlines a teacher cooperator course, detailing its objectives, content, and assessment methods, with a focus on preparing educators to supervise teacher candidates and covering topics such as analyzing educational policies, understanding adult learning, effective candidate teacher supervision, data-based decision-making, research in action, differentiated instruction, and technology integration in education.



Medical record

Preparatory course for cooperating teachers

(Requirement of Law 79 of 1989 for all Teaching Practice Cooperating Teachers)

45 contact hours: Certification

15 contact hours: Renewal

To the cooperating teacher

The cooperating teacher has been selected because he is a qualified professional who offers his students enriching educational experiences. It is through the preparation, direction, and knowledge of the cooperating teacher that each teacher candidate experiences an important instructional role in the classroom. The cooperating teacher establishes the style of working with the teacher candidate through modeling, mentoring, and support. Open communication between the two is essential when discussing teacher expectations, instructional decisions, and evaluating the teacher candidate's performance. When a cooperating teacher agrees to accompany a teacher candidate he or she is making a vital contribution to the future of the teaching profession.

Course Description

Through this course, excellent educators will be prepared in the classroom to supervise teacher candidates from different university institutions. It covers from preschool to secondary level. The course content encourages the development of the skills necessary to perform excellent work in the supervision of teacher candidates. As part of the educational experience, emphasis will be placed on the development of competencies related to supervisory tasks such as planning, orientation, communication, feedback and evaluation. One of the essential components of the course is the analysis of the policies and regulatory procedures that govern the Teaching Practice Program of the Puerto Rico Department of Education and university institutions with Teacher Preparation Programs. In addition, the andragogical model and the processes of a facilitative and relevant teaching practice for the professional development of the future teacher are discussed. The modality of teaching this course can be in-person or a combination of in-person and online. This course will count as professional development contact hours.

Goals

Through the course activities, the cooperating teacher will develop the skills to:

1. Structurally analyze the regulatory procedures that govern teaching practice, taking into consideration the legal dimension and the challenges that teachers and students face in their implementation.
2. Logically and critically analyze the role, functions and expectations of the university supervisor, practice center director, cooperating teacher and teacher candidate.
3. Establish differences and similarities related to the teaching and learning process between students at the Pk-12 levels and adult students.
4. Compare and contrast the characteristics and skills that a cooperating teacher must possess for effective supervision.
5. Analyze the specific processes of the supervision cycle for the teacher candidate as established by the university institution.
6. Analyze evaluation and assessment processes and instruments as means to identify and support areas of opportunity and academic strengths of teacher candidates with the goal of achieving standards and improving their performance.
7. Make decisions through the effective collection and processing of information.
8. Use research in the classroom as a tool within the teaching and learning processes of students.
9. Integrate educational media and processes to facilitate differentiated education and promote the academic development of all students.
10. Develop strategies to integrate technology and its effective management in the educational process.

Thematic content

Part A. Topics addressed to functions as a cooperating teacher

	Issue	Subtopics	Time approximate	Tasks suggested
Module 1	Public politics (PP) Program of practice teacher Objectives: 1, 2	DEPR PP (Law, Regulation, Program Circular Letter) PP of the university institution Teacher Professional Standards (DEPR), Professional ethics Roles, functions and expectations	3 hours	Write your philosophy about teaching and supervision

Module 2	Learning from adult Target: 3	Prevailing theories and models Pedagogy vs Andragogy Similarities and differences regarding the teaching and learning process Best practices in the adult teaching and learning process	3 hours	Submit by written a real example where it is reflected clearly the difference between teaching to children and adults.
Module 3	Supervision effective of candidate for teacher Objectives: 4, 5, 6	1. Standards of the teacher candidate (alignment with standards teacher professionals) 2. Elements for effective supervision Supervision styles Effective Supervision Strategies Effective Supervision Skills Characteristics Not Associated with Effective Supervision Challenges for supervision 3. Supervision cycle Relationships between the cooperating teacher and the teacher candidate Observation and communication skills What does the teacher candidate expect in interviews with the cooperating teacher? The interview Critical reflection Supervision criteria and instruments Evaluation of the teacher candidate's performance Evaluation strategies Evaluation criteria Evaluation instruments Skills to write short, clear and precise reports with recommendations	18 hours	Watch videos modeling conversations (interviews) between teacher cooperative and candidate for teacher role play Case study applying skills to write reports short and precise. At the end of this module give a thoughtful look to philosophy written at the beginning of the course

Part B. Topics aimed at improving teaching and learning

	Issue	Subtopics	Time approximate	Suggested tasks
Module 1	decision making data-driven Target: 7	Reliable data Laws and regulations for data protection (FERPA, FOIA, Student Bill of Rights) Privacy, Confidentiality and Security Strategies data collection Use and management of data Representation and Data analysis	6 hours	Case study (where you apply the strategies collection of data, management, data analysis) and decision making decisions.
Module 2	Research on action Target: 8	Theory and application Processes and protocols Models, examples Exchange of previous experiences How do I start? Models of instruments/metrics	6 hours	Identify a simple situation in your classroom and develop the process research, execute and present results.
Module 3	Instruction Differentiated Target: 9	Successful models Diversity Multiculturalism Strategies to support diversity learning in a same group for all the students How do I do it?	6 hours	Write plan classes that reflect how the teacher attends to differences from their students in a same group.
Module 4	Integration of the technology in the teaching Target: 10	Standards of ISTE technology (Intellectual Standards for Technology in Education) Best practices of integration of the technology in the classroom	3 hours	Write plan classes integrating technology for Development of knowledge of the students.

Activities

The following activities are recommended:

1. Readings, articles and other documents related to the course topics
2. Analysis of situations
3. Special individual and group projects

4. Demonstrations
5. Written works
6. Workshops
7. Discussion forums
8. Conferences

Assessment

The following criteria are recommended to measure the achievement of the objectives.

1. Attendance and punctuality
2. Professional portfolio
3. Modeling teaching strategies
4. Critical analysis of readings, articles and other documents
5. Oral presentations (individual or group)
6. Written reflections on a topic related to the course
7. Design of a lesson plan

Special notes

Include, depending on the academic institution, the rules and procedures regarding plagiarism and fraud.

Educational resources

Include according to availability at the academic institution. It is suggested that it be selected by the professor or academic department:

1. Textbook
2. Supplementary readings
3. Electronic resources
4. Others

Bibliography

Aguilar Millastre, C. (2014). ADHD and learning difficulties: a guide for parents and educators. Diálogo Editorial.

Blanco Pérez, M. (2012). Specific difficulties in learning mathematics in Early years of schooling: early arrest and developmental characteristics. Ministry of Education, Culture and Sports. Spain.
<https://books.google.es/books?id=UykbAgAAQBAJ&printsec=frontcover&dq=dificultades+in+the+learning&hl=es&sa=X&ei=9lStVMHrLvWPsQTh5YDgAw&ved=0CFIQ6AEwCQ#v=onepage&q=difficulties%20in%20the%20learning&f=false>

Brunner, I. & Rottensteiner, E. (2011). The development of intelligence in childhood: Examples practical for successful teaching. Mexico, DF: Economic Culture Fund.

Castilla, Guillermo (Ed.) (2009). Difficulties in learning language and mathematics. Guillermo Castilla Editions, Spain.

Cepeda Dovala, M. (2013). Teaching strategies for learning by competencies. UNID Digital Publishing
https://books.google.es/books?id=3qGNAAQBAJ&printsec=frontcover&dq=estrategias+de+ense%C3%B1anza&hl=es&sa=X&ei=bLitVPmXKMO1eLfmG_gH&ved=0CDoQ6AEwBQ#v=onepage&q=strategias%20de%20ense%C3%B1anza&f=false

Chappuis, J. et al (2011). Classroom Assessment for Student Learning: Doing It Right – Using It Well. Pearson. http://ati.pearson.com/downloads/chapters/CASL_02E_C01.pdf

Coll, C. et al (2010). Development, learning and teaching in secondary education. Editorial GRAÓ.
<https://books.google.es/books?id=CmFBAAQBAJ&printsec=frontcover&dq=estrategias+of+learning&hl=es&sa=X&ei=TL2tVPmmOon5eP7OgMgH&ved=0CEgQ6AEwCDgK#v=onepage&q=strategias%20de%20learning&f=false>

Díaz Barriga Arceo, F. and Hernández Rojas, G. (2010). Teaching strategies for learning significant: a constructivist interpretation (3rd ed.). Mexico: McGraw Hill.

Díaz Suárez, D. (2013). You have the tools! Learn to use them! Strategies and tips educational for teachers, parents and students. Xlibris.

Fiuza Asorey, M.J. (2013). Learning difficulties and developmental disorders / Learning difficulties and developmental disorders: Didactic Manual

Francia, A. & Mata, J. (2010). Group dynamics and techniques. Madrid: CCS Editorial.

Henry, M., et al (2010). Supervising student Teachers: The Professional Way. Rowman & Littlefield Education.

Hernández Martín, A. et al (2012). Collaborative learning methodologies through technologies. Aquilafuente, Salamanca University Editions. https://books.google.es/books?id=pAyTAAQBAJ&printsec=frontcover&dq=aprendizaje+colaborativo&hl=es&sa=X&ei=X76tVJ_sMortesKMg7.q=aprendizaje%20colaborativo&f=false

Hogan, T. P. (2007). Educational Assessment: A Practical Introduction. Hoboken, NJ: John Wiley.

Lima Sánchez, F. (2010). Difficulties in learning mathematics in Education Primary. Training Tutorial.

González Urdaneta, E. (2007). A model of educational supervision. Laurus, Vol. 13, No. 25, September-December, 2007, pp. 11-35. Libertador Experimental Pedagogical University, Venezuela. <http://www.redalyc.org/pdf/761/76111479002.pdf>

Modern study guide: planning, techniques and learning methodology. (2007). Madrid: Cultural.

Guskey, T. (2003). Using data to Improve Student Achievement. Educational Leadership Volume 60 Number 5. <http://www.ascd.org/publications/educationalleadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

Guskey, T. (2008). How classroom assessment improve learning. ALLTHINGSASSESSMENT <http://www.allthingsassessment.info/wordpress/?p=52>

Kise, J. A. G. (2007). Differentiation Through Personality Types: A Framework for Instruction, Assessment, and Classroom Management. Thousand Oaks, CA: Corwin Press.

Kubiszyn, T. & Borich, G. (2007). Educational Testing and Measurement: Classroom Application and Practice (8th ed.). New York: J. Wiley & Sons, Inc.

Mayer, R. E. (2010). Educational psychology: Teaching for meaningful learning. Madrid: Pearson Education.

McCombs, B.L. & Millar, L. (2007). Learner Centered Classroom Practices and Assessments: Maximizing Student Motivation, Learning, and Achievement. Thousand Oaks, CA: Corwin Press.

Medina-Díaz, MR, et al (2001). Assessment of student learning. Black Island Editors.

<https://books.google.es/books?id=Zw7PpmkYTxsC&pg=PA328&dq=assessment+en+el+sal%C3%B3n+de+clases&hl=es&sa=X&ei=UIKtVNbvM8H5eMGbgsAE&ved=0CDoQ6AEwAg#v=onepage&q=assessment%20en%20the%20sal%C3%B3n%20of%20classes&f=false>

Miranda Martín, E. (2002). School supervision and educational change. A supervision model for the transformation, development and improvement of centers. Faculty, journal of curriculum and teacher training, 6 (1-2), 2002
<https://www.ugr.es/~recfpro/rev61ART5.pdf>

Moore, K. (2012). Effective Instructional Strategies: From Theory to Practice. SAGE.

Robledo, P., et al (2013). Learning Difficulties: History, concept, research and action. Spanish Academic Publishing.

Smith, G. E. & Throne, S. (2009). Differentiating instruction with technology in the middle school classroom (1st ed.). Eugene, Or.: International Society for Technology in Education.

Suárez Parades, I. (2010). Games from stories. Madrid: CCS Editorial.

Suazo Díaz, S. (2006). Multiple intelligences: Practical manual for the elementary level. University of Puerto Rico Editorial.

The Center for Comprehensive School Reform and Improvement (2013). Using Classroom Assessment to Improve Teaching. http://www.education.com/reference/article/Ref_Using_Classroom/

Veláz de Medrano, C. (2009). Competencies of the teacher-mentor to support the beginning teachers. Faculty; curriculum magazine and faculty formation. Vol 13, number 1. <http://www.ugr.es/~recfpro/rev131ART14.pdf>

Veléz Santos, A. (2010). Styles of administration and educational supervision of a principal school: a case study in Ponce, Puerto Rico.

Social & Educational Professional Group Inc. <http://soedpr.blogspot.com/2010/11/estilos-de-administration-and-supervision.html>

Villaslobos, JE (2013). Collaborative learning and the use of the social exchange network linguistic. GRIN

Woolfolk, A. (2010). Educational psychology. Pearson Education, Mexico.
https://archive.org/stream/PsicologiaEducativaWoolfolk/Psicologia%20Educativa%20Woolfolk_djvu.txt

Electronic Resources

Albornoz, M. Diversity and Education. Retrieved on January 7, 2015
<http://mayeuticaeducativa.idoneos.com/>

Circular Letter 1-2015-2016 Public Policy on Planning the Learning Process.
<http://intraedu.dde.pr/Cartas%20Circulares/6-2014-2015.pdf>

Cadillo, J. (2011). You are a good observer in the classroom.
<https://knowledgeandsystems.wordpress.com/tag/el-maestro-observador/>

Education department of Puerto Rico. Retrieved January 7, 2015.
<http://de.gobierno.pr>

Dwyer, C. (2015). Using Classroom Data to Give Systematic Feedback to Students to Improve Learning. <http://www.apa.org/education/k12/classroom-data.aspx>

Educational Index, Educational Resources. Retrieved January 7, 2015.
http://www.educationindex.com/education_resources.html

Differentiated education strategies: Students in the Special Education program
K-3 Mathematics. Retrieved January 7, 2015. http://intraedu.dde.pr/Materiales%20Curriculares/Matem%C3%A1ticas%202014/Estrategias%20de%20educaci%C3%B3n%20diferencia/Estudiantes_del_programa_de_Educaci%20n_Especial_Matematicas_grados_K_3.pdf

Differentiated education strategies: Students in the Special Education program
Mathematics 4-6. Retrieved January 7, 2015. http://intraedu.dde.pr/Materiales%20Curriculares/Matem%C3%A1ticas%202014/Estrategias%20de%20educaci%C3%B3n%20diferencia/Estudiantes_del_programa_de_Educaci%20n_Especial_Matematicas_grados_4_6.pdf

CADAH Foundation (2012). How to manage the impulsivity of hyperactive children in the classroom. Retrieved January 7, 2015. <http://www.fundacioncadah.org/web/articulo/comomanejar-la-impulsividad-de-los-ninos-hiper%C3%A1culos-en-el-aula.html>

García Castaño, J., Pulido Mogano, R. & Montes del Castillo, A. (sf). Multicultural education and the concept of culture. Ibero-American Journal of Education, 13. Retrieved on January 7, 2015. <http://www.oei.org.co/oeivirt/rie13a09.htm>

Garcia, Y. Connectivism, a theory of learning in the digital age. Retrieved on January 7 2015 <http://en.calameo.com/read/00072840478de5ca1f785>

PaPaz Inclusion Kit. Some management tips in the classroom. Retrieved on January 7, 2015
http://www.redpapaz.org/inclusion/index.php?option=com_content&view=article&id=148&Itemid=145

Learning theories seen from didactics. Retrieved on January 7, 2015
<http://www.scribd.com/doc/40900003/Los-procesos-de-ensenanza-aprendizaje>

Cooperative and collaborative learning environments. Retrieved on January 7, 2015
http://sedici.unlp.edu.ar/bitstream/handle/10915/4058/2-_Los_ambientes_de_aprendizaje_cooperativo_y_colaborativo.pdf?sequence=6

Mogollón González, A. (2011). Quality and approaches to supervision. Education
<http://servicio.bc.uc.edu.ve/educacion/revista/a2n20/2-20-5.pdf>

National Center for Education Statistics NMA. Mathematics in Puerto Rico. Recovered on 7 January 2015. http://nces.ed.gov/nationsreportcard/puertorico/index_sp.asp

Learning theories/Teaching strategies. Retrieved on January 7, 2015
<http://es.scribd.com/doc/21743395/Teorias-de-Aprendizaje-y-Estrategias-deensenanza#scribd>

Resources for differentiated teaching. Retrieved on January 7, 2015.
<http://www.pinterest.com/sandraclaverol/ense%C3%B1anza-didiferential/>

Resources for planning. Retrieved on January 7, 2015. <http://www.guiapad.org/>

Using a Response to Intervention Framework to Improve Student Learning. Recovered on 7 January 2015.
http://www.rti4success.org/sites/default/files/Response_to_Intervention_Pocket_Guide_2.pdf

University of Washington. Effective Supervision, Module 5. Retrieved October 21, 2015. http://socialwork.uw.edu/sites/default/files/sswfiles/fielded/FITP/Module5_SupervisionFull.pdf

Resources on the cyber network

http://de.uprrp.edu/cuaderno4/c4_art2.htm

Ramos Isabel & Vázquez, Isabel (1992). Adult education and study programs graduates. Educational Research Center, University of Puerto Rico, Río Piedras, Education Research Notebook, May 4, 1992.

Old

Laws and other regulatory documents to which they can refer on different topics.

Teaching practice program

1. Law No. 79 of August 23, 1989, Law to Regulate the Teaching Practice Program of the Department of Instruction (now Education of Puerto Rico)
2. Regulation no. 4092 of September 19, 1990, for the organization and operation of practice centers
3. Circular Letter 2-2012-2013. Public Policy related to the rules that regulate the organization and operation of Teaching Practice

Other public regulation documents

1. Flexibility Plan, most recent version approved by the USDE
2. Federal Public Law 107-110, No Child Left Behind of 2001 (NCLB)
3. IDEIA Law (108-446), "Individuals with Disabilities Education Improvement Act", December 3, 2004
4. Law No. 51 of June 7, 1996, Auxiliary Secretariat of Comprehensive Educational Services for People with Disabilities and its amendment in Law No. 46 of January 30, 2006
5. Public Law 101-336 (ADA) Americans with Disabilities ACT of 1990 and its amendments of 2008 and Section 504 of the Vocational Rehabilitation Act (VOC)
6. Law 44 of July 2, 1985, Prohibition of Discrimination Against Disabled Persons as amended on December 20, 1991 (Article 10- Educational Institutions/1 LPRA sec. 508)
7. Law No. 149 of June 30, 1999, "Organic Law for the Department of Public Education of Puerto Rico"
8. Law No. 177 of August 1, 2003, Welfare and Comprehensive Protection of Children and its amendments included in Law No. 356 of September 16, 2004
9. Public Law 108-364 of 2004, Assistive Technology Act of 2004 (Oct 25, 2004)" (29 USC 3001)
10. Law No. 17 of April 22, 1988, Law to prohibit sexual harassment in employment: impose responsibilities and establish penalties
11. Profile of the Graduate Student of High School of Puerto Rico carried out by the IPEDCo Base
12. Circular Letter No. 12-2012-2013 Prevention of bullying in schools
13. Circular Letter No. 15-2013-2014 Public Policy on the integration of mothers, fathers or guardians in educational processes in schools of the Department of Education
14. Circular Letter No. 1-2015-2016: Public Policy on Planning the Learning Process

15. Current Curricular Frameworks of the Department of Education of Puerto Rico

16. Current Content Standards and Grade Expectations

17. Memoranda and documents that regulate the implementation of the Teaching Practice Program