



**Yeshiva University**

**AZRIELI GRADUATE SCHOOL  
OF JEWISH EDUCATION  
AND ADMINISTRATION**

**Professional Enhancement  
Practicum (PEP)  
Cooperating Teachers'  
Handbook**

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## Contents

<b>Introduction .....</b>	<b>3</b>
<b>Overview.....</b>	<b>3</b>
<b>Azrieli Student PEP Requirements.....</b>	<b>3</b>
<b>PEP Objectives.....</b>	<b>4</b>
<b>Cooperating Teacher Responsibilities .....</b>	<b>4</b>
Orientation and Professional Development.....	4
Progressive Integration.....	5
Communication with Azrieli.....	5
<b>Benefits .....</b>	<b>6</b>
<b>Timeline of Cooperating Teacher Responsibilities .....</b>	<b>6</b>

## ☞ INTRODUCTION ☞

The student teaching experience provides Azrieli Graduate School (AGS) students the opportunity to apply their coursework to the day school classroom. Cooperating teachers will have the opportunity to guide and mentor our students in this process, providing many of them with their first exposure to the teaching profession. Mentoring helps improve new teachers' ability to address student needs and enhances teachers' professional growth as they learn to develop a positive class and school climate. Aside from the many benefits to our students, research shows that you, the cooperating teachers, also benefit from mentoring student teachers.

This guidebook contains a brief overview of the cooperating teacher program. It details your benefits and responsibilities, the student teachers' responsibilities, and the objectives of the program.

## ☞ OVERVIEW ☞

At the end of each school year, as AGS determines its student teacher roster for the following year, cooperating teachers are contacted and matched to those students. As a cooperating teacher, you are expected to mentor your student teacher by meeting with him weekly, sharing lesson plans, answering his questions, facilitating his first teaching sessions, providing guidance and feedback on those and all future lessons, and communicating with AGS staff. You are given a stipend that increases based on years of service to AGS. You are required to meet in a conference call, set up by your student-teacher's AGS supervisor, twice each semester to discuss your student teacher's progress and address any concerns you might have.

## ☞ AZRIELI STUDENT PEP REQUIREMENTS ☞

This section provides a brief description of the requirements that our student teachers must fulfill to complete PEP, a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). The two major components of PEP are the teaching experience and an AGS seminar.

**Teaching Experience:** Students in the full-time 1-year program, as well as students in the Smicha program, take classes during the day on Mondays and Tuesdays and are placed in an elementary, middle, or high school classroom to student-teach the remainder of the week. (Students in the online program may have a different teaching schedule.) Students are observed and assessed by AGS supervisors up to four times a year; these supervisors and the student, with your approval, will arrange observation days and times.

Seminar: The seminar is a year-long course that helps students connect their Azrieli experiences with their classroom observations and practice. The 14 meetings, unevenly spaced throughout two semesters, allow students to connect the knowledge and skills they acquire in your classroom with the theory they are learning in their AGS classes. The seminar also provides a forum for students to reflect on their student-teaching experiences.

### ∞ PEP OBJECTIVES ∞

Over the course of PEP, students must demonstrate that they are capable of applying the knowledge, skills, and dispositions they have acquired at AGS to the day school classroom. In particular, we expect to see growth and competency in the following abilities:

1. **Planning the class**: Student teachers are expected to be able write lesson plans with clear objectives and essential questions or big ideas, and describe appropriate activities and assessments.
2. **Classroom Climate**: Student teachers should be able to manage and respond appropriately to student behavior, implement sound classroom procedures and routines, and promote a caring and positive environment.
3. **Instruction**: Student teachers should engage students in the learning process using clear explanations, varied instructional strategies, and connections to prior knowledge; and demonstrate sufficient knowledge of the subject matter content.
4. **Dispositions**: Student teachers should maintain a professional demeanor, be receptive to critical feedback and implement changes as suggested, and reflect on and respond to daily classroom situations.

These are the primary areas in which student teachers will be assessed by AGS supervisors, and you are encouraged to emphasize these areas of your own instructional practice in your weekly discussions with them.

### ∞ COOPERATING TEACHER RESPONSIBILITIES ∞

#### Orientation and Professional Development

During the school year, you are required to attend four (4) phone conferences with your student-teacher's AGS supervisor. This conference may provide mentoring tools and resources as needed, as well as the opportunity to reflect on and share with colleagues the mentoring process. You'll also be able to discuss general and specific challenges with colleagues and the supervisor.

#### Progressive Integration

You are expected to integrate student teachers into classroom teaching by gradually allowing them to take on teaching responsibilities. From the beginning, you should be meeting with your student teacher to discuss your classes, your curriculum, and all issues that arise. You may assign the student teacher one or two students to observe and discuss with you these observations and conclusions. By mid-November, student teachers should be planning lessons with you and teaching individual students or small groups, in or out of the regular class. By mid-December, student teachers should be planning lessons and co-teaching, or teaching half of, a lesson. By the end of January, student teachers should be ready and able to teach, periodically, full, whole-class lessons pre-planned with you. By the end of February, student teachers should be able to teach a unit of three days, pre-planned with you. Thus, your responsibilities include:

- meeting weekly with your student teacher to discuss your teaching, your curriculum, your goals, your students, and her reflections on all aspects of classroom work
- introducing her to faculty and staff and ensuring her understanding of school policy and routines
- ensuring that he knows the necessity of contacting you before any planned absence
- sharing and discussing your lesson plans and assisting him with his
- allowing her to teach individuals, small groups, half-classes, and full classes, and observing and commenting on those lessons
- meeting weekly to discuss your observations of his teaching, including his content knowledge and dispositions
- facilitating opportunities for her to participate in all school activities, including faculty meetings and staff development programs

#### Communication with Azrieli

Each student teacher has a supervisor who will be observing him or her four times during the year.

The supervisor will arrange two phone conferences per semester with you:

- once early in the semester to field questions you may have
- three additional times to discuss general issues, questions, concerns, and successes, as well as any individual concerns that may arise.

Feel free to be in touch with this supervisor:

- before or after supervisor observations to discuss student progress as necessary
- periodically to provide updates as necessary
- immediately if the student teacher has any major deficit that requires additional help and support
- immediately if a situation develops that is not productive for the student teacher, the students, or you

## ∞ BENEFITS ∞

Aside from the well-known benefits of having student teachers in a school and classroom, AGS offers you a stipend for participation in the program. Participants receive \$400 per semester. In addition, you are offered one graduate course at AGS tuition-free (approximately \$3500 value) each year you serve. All benefits are contingent on your completing all requirements of this program.

## ∞ TIMELINE OF COOPERATING TEACHER RESPONSIBILITIES ∞

1. At the start of the year:
  - a. prepare for the student teacher before the school year begins by assembling necessary materials (texts, plan book, seating chart) and planning her initial experiences.
  - b. during the first few weeks, orient him to the school and make sure he is well integrated into the school culture.
2. As the year progresses:
  - a. gradually allow her to take on more and more teaching duties to prepare her for full-time, whole-class teaching.

### **What progressive integration looks like:**

1. Begin with helping her with administrative duties such as:
  - a. taking attendance;
  - b. breakfast room, lunch room, benching, bus duty, and davening supervision;
  - c. marking papers; co-creating lessons;
  - d. creating bulletin boards.
2. Progress to having him
  - a. work one-on-one with a student;
  - b. teach mini-lessons to small and large groups of students.
3. Culminate with helping her
  - a. plan and co-teach full lessons to the entire class;
  - b. plan and teach full lessons by herself to an entire class;
  - c. plan and teach a three-day unit.

## ∞ THANK YOU ∞

We recognize and appreciate that your mentoring is critical to the professional growth of our student teachers. Thank you for partnering with us in investing in the next generation of Jewish educators.