



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN



## SYLLABUS

PREPARATORY COURSE FOR CERTIFYING TEACHERS  
AS COOPERATING TEACHERS



**INSTITUTE FOR TEACHER PROFESSIONAL DEVELOPMENT  
TEACHING PRACTICE PROGRAM  
2015**

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## SYLLABUS

### PREPARATORY COURSE FOR COOPERATING TEACHERS

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

**Course Code**                      **Course Title**                      **Credits: 3 (45 hours)**

#### GENERAL INFORMATION

Professor:

Office:

Office Hours:

Office Phone Number:

E-Mail Address:

Time Period:

#### TO the COOPERATING TEACHER

The cooperating teacher has been selected because he/she is considered 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 working style with the teacher candidate through modeling, counseling, and support. Open communication between the two is critical when discussing teacher expectations, instructional decisions, and evaluating the performance of the teacher candidate. When a cooperating teacher agrees to accompany a teacher candidate, he/she is making a vital contribution to the future of the teaching profession.

#### I. COURSE DESCRIPTION

Through this course, excellent classroom educators will be prepared to supervise teacher candidates from different university institutions. The course ranges from pre-school throughout the high school levels. The content of the course fosters the development of necessary skills in order to perform an excellent task in supervising the teacher candidates. As part of the educational experience, emphasis will be placed on the development of competencies related to supervision tasks, such as planning, orientation, communication, feedback, and evaluation. One of the essential components of the course is the analysis of policies and normative procedures that govern the Teaching Practice Program of the Department of Education of Puerto Rico and university institutions with Teacher Preparation Programs. In addition, the andragogic model and the processes of a facilitating and pertinent teaching practice for the professional development of the future teacher are discussed. This course may be delivered fully on site or in an onsite/online manner. This course will also count as professional development contact hours.

## II. OBJECTIVES

**Throughout the activities of the course, the cooperating teacher will develop the following competencies:**

1. To structurally analyze the normative procedures which govern the teaching practice taking into consideration the legal dimension and the challenges 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 regarding the teaching and learning process among PK-12 students and adult students.
4. Compare and contrast the characteristics and skills that a cooperating teacher should have for effective supervision.
5. Analyze the specific processes of the supervision cycle of the teacher candidate as established by the university institution.
6. Analyze evaluation and evaluation processes and instruments as a means to identify and support areas of opportunity and academic strengths of teacher candidates with the goal of reaching standards and improving their performance.
7. Make decisions through the effective collection and processing of information.
8. Engage in classroom action research as a tool within the teaching and learning processes of students.
9. Integrate educational means and processes in order to facilitate differentiated education and foster the academic development of all students.
10. Develop strategies to integrate technology and its effective management within the educational process.

### III. THEMATIC CONTENT

#### Part A. Topics addressing the roles of the cooperating teacher

	Themes	Sub-Themes	Approximate Time	Suggested Tasks
Module 1	Public Policy (PP) Teaching Practicum Program  <b>Objectives: 1, 2</b>	PP of the DEPR (Law, Regulation, Circular Letter of the Program) PP of the university institution Professional Teacher Standards (DEPR), Professional Ethics Roles, functions, and expectations	3 hours	Write philosophy on teaching and supervision
Module 2	Adult Learning  <b>Objective: 3</b>	Prevailing theories and models Pedagogy vs Andragogy Similarities and differences between the teaching and learning process Best practices in the adult teaching and learning process	3 hours	Write a true example clearly illustrating and reflecting upon the difference between teaching children and adults.
Module 3	Effective supervision of the teacher candidate.  <b>Objectives: 4, 5, 6</b>	<p><b>1. Teacher candidate standards</b> (alignment with teacher professional standards)</p> <hr/> <p><b>2. Elements for effective supervision</b> Supervision Styles Effective Supervision Strategies Skills of effective supervision Characteristics not associated with effective supervision Supervision Challenges</p> <hr/> <p><b>3. Supervision Cycle</b> 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 Criteria and instruments of supervision Evaluation of the performance of the teacher candidate Evaluation Strategies Evaluation criteria Evaluation instruments Skills for writing short, clear, and accurate reports with recommendations.</p>	18 hours	<p>Watch videos modeling conversations (interviews) between cooperating teacher and teacher candidate</p> <p>Role playing</p> <p>Case study applying skills in order to write short and accurate reports.</p> <p>At the end of this module, give a reflexive look at the philosophy written at the beginning of the course.</p>

**Part B. Topics addressing the improvement of teaching and learning**

	Themes	Sub-Themes	Approximate Time	Suggested Tasks
Module 1	<b>Data-driven decision making</b>  <b>Objective: 7</b>	Reliable data Laws and regulations for the protection of data (FERPA, FOIA, Student Rights Letter) Privacy, Confidentiality, and Security Data collection strategies Use and management of data Representation and analysis of the data	6 hours	Case study (where the strategies of data collection, management, data analysis, and decision making are applied).
Module 2	Action Research  <b>Objective: 8</b>	Theory and Application Processes and protocols Models, examples Exchange of previous experiences How do I start? Instrument / Metric Models	6 hours	Identify a simple situation in your classroom and develop the research process, execute, and present results.
Module 3	Differentiated Instruction  <b>Objective: 9</b>	Successful models Diversity Multiculturalism Strategies to support the diversity of learning styles within the same group and for all students How do I do it?	6 hours	Write a lesson plan demonstrating a reflection how the teacher addresses the differences among students within the same group.
Module 4	Integrating technology into teaching  <b>Objective: 10</b>	ISTE (Intellectual Standards for Technology in Education) Best practices for integrating technology into the classroom	3 hours	Write a class plan integrating technology for the purpose of developing student knowledge.

#### **IV. ACTIVITIES**

The following activities are suggested:

1. Readings, articles, and other documents related to themes addressed in the course
2. Analysis of situations
3. Individual and group special projects
4. Demonstrations
5. Written tasks
6. Workshops
7. Discussion groups
8. Conferences

#### **V. EVALUATION**

The following criteria are recommended for measuring achievement of 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 subject related to the course
7. Designing an instructional plan

#### **VI. SPECIAL NOTE**

Include, according to the academic institution, rules and procedures regarding plagiarism and fraud.

#### **VII. EDUCATIONAL RESOURCES**

Include, according to availability in the academic institution. It is suggested that they be selected by the professor or academic department:

1. Text book
2. Supplementary readings
3. Electronic resources
4. Among others

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### **Online Resources**

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Bylaws and other regulatory documents to be addressed to in the discussion of different subject matters.

**A. TEACHING PRACTICUM PROGRAM**

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

**B. OTHER DOCUMENTS OF PUBLIC RULES**

1. Flexibility Plan, latest version approved by USDE
2. Federal Public Law 107-110, No Child Left Behind 2001 (NCLB)
3. IDEA Act (108-446), "Individuals with Disabilities Education Improvement Act," December 3, 2004
4. Act No. 51 (June 7, 1996), Assistant Secretary for Integral Educational Services for Persons with Disabilities and its amendment to Act No. 46 (January 30, 2006)
5. Public Law 101-336 (ADA) Americans with Disabilities ACT of 1990 and its 2008 amendment and Section 504 of the Vocational Rehabilitation Act
6. Law 44 (July 2, 1985), on the Prohibition of Discrimination Against Disabled People, as amended in December 20, 1991 (Article 10 - Educational Institutions / 1 L.P.R.A. § 508)
7. Act No. 149 (June 30, 1999), "Organic Law for the Department of Public Education of Puerto Rico"
8. Act No. 177 (August 1, 2003), Welfare and the Integral Protection of Children and its amendments included in Act No. 356 (September 16, 2004)
9. "Public Law 108-364 of 2004, Assistive Technology Act of 2004 (Oct 25, 2004)" (29 USC 3001)
10. Act No. 17 (April 22, 1988), Law to prohibit sexual harassment in employment: impose responsibilities and set penalties
11. Profile of High School Graduates of Puerto Rico conducted by IPEDCo Base
12. Circular Letter No. 12-2012-2013 Prevention of "bullying" in schools
13. Circular Letter No. 15-2013-2014 Public Policy regarding the Integration of Parents or Guardians within the 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 Level Expectations

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