

Yeshiva University

AZRIELI GRADUATE SCHOOL
OF JEWISH EDUCATION

Professional Enhancement
Practicum (PEP)
Cooperating Teachers'
Handbook

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www.yu.edu/azrieli

INTRODUCTION

resources, as well as the opportunity to reflect on and share with colleagues the mentoring process. You would have been able to discuss general and specific challenges with AGS faculty. This has been suspended for this year.

WHAT REMAINS THE SAME:

Progressive Integration

For the first weeks of school, at least until the chagim, our students are expected to be observing you and everything that goes on in your classroom. They may also leave your room on occasion to observe other willing teachers in the same or other subjects, including secular ones, and grades. Student teachers must be able to observe before they begin to teach; observation and reflection, along with weekly discussions with you, are integral to the success of their work.

After this observation period, you are expected to integrate student teachers into classroom teaching by gradually allowing them to take on more and more teaching. By mid-November, student teachers should be teaching individual students or small groups, in as well as out of the regular class. By mid-December, student teachers should be planning lessons with you 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:

- allowing your student teacher to observe you each day and to hear her reflections on what she has learned from these observations.
- sharing and discussing your lesson plans and assisting the student teacher with his/hers
- allowing the student teacher to teach individuals, small groups, half-classes, and full classes, and observing those lessons
- meeting with the student weekly to discuss your teaching and observations of her teaching, including her content knowledge and dispositions
- facilitating opportunities for the student teacher to participate in all school activities
- inviting the student teacher to 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. Feel free to be in touch with this supervisor:

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

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.