

**Teacher Development Handbook**

**Department of Teaching & Learning**

**College of Education**

**Southeastern Louisiana University**

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**Teacher Development Program Overview**

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**Purpose & Rationale**

With increased societal demands for teacher accountability in the intellectual and social development of school-age children, the need to prepare teachers who are academically fit, pedagogically skilled, socially competent, and psychologically healthy has never been more critical (Darling-Hammond, 2000; Knowles & Sudzina, 1991; Kyriacou, 1987; Kyriacou & Stephens, 1999). Teaching is a highly demanding and extraordinarily complex profession. A person desiring to become a teacher must maintain academic standards and demonstrate requisite qualifications for successful teaching, including interpersonal skills, communication skills, appropriate professional conduct, and satisfactory performance in field experiences. University faculty members, advisors, supervisors, and administrators should establish and maintain high standards, for the benefit of the teacher candidates (TCs) they are preparing and the students those TCs will ultimately serve (Raths & Lyman, 2003).

Throughout teacher training programs, university faculty and school personnel raise red flags regarding academic, social, psychological, and pedagogical elements. Because organized teacher candidate (TC) assistance programs are limited or at best unorganized, identified concerns may go unaddressed or uncorrected, and TCs with deficiencies could enter the teaching profession unprepared emotionally and/or pedagogically. Therefore, to address the concerns of faculty and school personnel, the College of Education through its Student Admission and Retention in Teacher Education Committee (SARTE) approved a systematic referral process for its faculty and supportive school staff who identify specific problems in the performance of TCs. As such, the Teacher Development Program is able to better the quality and improve the success rate of Southeastern TCs.

**Program Goals**

The Teacher Development (TD) Program has three main goals. First, it strives **to promote the professional development of Southeastern TCs and instill in them the appreciation for continued professional development** to increase their knowledge of the learner, their knowledge of pedagogical strategies, and their ability to recognize requirements of policies at Southeastern, in the state, and in the nation. In addition to coursework, TCs attend professional development workshops which prepare them to contribute to the educational development of students in area schools. Knowles and Sudzina (1991) found that student teachers’ expectations and prior experience often didn’t match realities, thereby creating problems. To address those discrepancies, seminars and workshops for all TCs or for a select group are conducted on topics such as time management, planning, inclusion, classroom management, technology, test-taking, and differentiation. Previous studies have shown that teacher efficacy is an important part of TCs’ success, and courses and workshops can increase that efficacy.

Second, continuing to address the professional needs of TCs, the program aims to provide a physical location (i.e. the TD Lab) housing a library of educational resources and professional reference materials **to assist TCs in mastering content, creating enthusiasm for content, and developing materials** for their classrooms. The faculty and staff assisting with activities in the TD Lab are eager to facilitate the success of Southeastern TCs as they proceed through the necessary coursework to prepare them for life-long learning. These professionals with extensive experience are dedicated to helping TCs acquire the skills, strategies, and techniques that will result in successful work with diverse learners. TCs spend time in the Lab creating student-centered activities that can be used in the classroom, preparing for an inviting classroom climate, and researching to make their teaching appropriate to instill a love of learning in today’s students. TCs have access to die-cuts, a laminating machine, books, and manipulatives. There is no charge for using any of the materials; however, users pay a modest fee for consumables such as laminating film and paper products. TCs frequent the Lab as faculty and mentor teachers assign various projects; once they are aware of the opportunities there, they continue to frequent the Lab.

Finally, and possibly most importantly, the program **provides assistance to TCs who need immediate intervention** to prevent poor performance or possible failure during their teacher preparation. For that purpose, TD:

1. Provides pedagogical support to help TCs improve their teaching performance in areas such as lesson planning, procedures, interaction, and classroom management.
2. Provides personal support services to aid TCs in managing their personal lives through referrals to the University Counseling Center. (Knowles and Sudzina (1991) suggested that personal external factors, a detriment to student teaching, should be addressed as soon as possible.)
3. Maintains a resource file of university and community services appropriate for referrals and assistance, as well as a comprehensive list of resources aimed at addressing deficiencies which are common among TCs.

**Duties of the Coordinator**

The coordinator of the TD program will be responsible for:

1. Conferencing with TCs for whom referrals have been submitted.
2. Developing and overseeing a Professional Improvement Plan for each referred TC.
3. Communicating with faculty and school personnel who submit referrals on behalf of TCs.
4. Responding to referrals initiated and submitted by individual TCs (i.e. self referrals).
5. Monitoring the progress of each referred TC through entry into student teaching or withdrawal from the teacher education program.
6. Providing support to TCs who have been unsuccessful in their attempts to complete the student teaching semester.
7. Documenting contact hours, needs, and outcomes of individual TCs.
8. Maintaining records of referrals, Professional Improvement Plans, and other related documentation.
9. Coordinating professional learning opportunities such as workshops and seminars.
10. Facilitating seminars and workshops based on needs and/or current issues.
11. Developing a resource file of community and/or University auxiliary services and disseminating the information appropriately.
12. Referring TCs to auxiliary services when deemed appropriate.
13. Developing and monitoring a resource library of books, videos, manipulatives and other materials for teacher candidates, faculty, and local school personnel.
14. Arranging for site visits or observing TCs assigned to master teachers at those sites, and conferencing with TCs.
15. Overseeing the daily operation of the TD Lab.
16. Performing (or overseeing) various clerical duties.

**Referrals by Faculty and School Personnel**

**Referral Process**

Faculty should follow the formalized referral process when documenting concerns about a teacher candidate’s (TC’s) performance or disposition. To that end, faculty should complete and submit the ***most current*** version of the Teacher Candidate Referral Form, which is available for download on the Teacher Development (TD) website. The form requires:

1. The TC’s name, W#, and Degree Program
2. Identification of the major areas of concern
3. A written description of the identified concerns
4. A summary of actions taken to address those concerns

Faculty may also include items that he or she would like included in the TC’s Professional Improvement Plan. Additionally, to improve the efficiency of the referral process, it is recommended that faculty notify the TC before submitting the referral form to the TD Coordinator. Once the referral form has been submitted, the Coordinator will contact the referred TC to arrange a meeting.

The Referral Form may be submitted to the Coordinator in one of two ways. The first option is to type the referral and send it to the Coordinator via email. If this option is chosen, the referring individual should type his/her name in the space designated “signature.” The second option is to complete the referral by hand, and submit it to the Coordinator. If the second option is chosen, the form may be: (a) given to the Coordinator in person; (b) placed in the Coordinator’s mailbox; or (c) sent to the Coordinator via campus mail. If the form is placed in the Coordinator’s mailbox or sent via campus mail, the referring individual should email the Coordinator to confirm receipt of the referral.

**Assistance to Teacher Candidates**

Upon receipt of the completed referral form, the Coordinator will contact the identified TC to schedule a meeting. At the initial meeting, the TC and the Coordinator will work together to determine an appropriate intervention level. The Coordinator and the TC will then develop a Professional Improvement Plan (PIP), indicating the identified problem(s) and an appropriate course of remediation. Then, the Coordinator will monitor the TC until the commencement of student teaching or until other career choices have been selected, with the referring individual periodically updated on the TC’s progress. When necessary, the Coordinator may modify the Professional Improvement Plan. However, if a TC chooses not to participate in the program, that desire is documented and the referring teacher notified.

The support services provided through the TD Program to address the pedagogical and personal needs of TCs include but are not limited to:

1. Personal meetings to discuss performance evaluations and remediation strategies as well as review placement difficulties and/or personality conflicts.
2. Field observations of a master teacher to assist the TC in refining his/her teaching skills.
3. A resource library consisting of websites, printed materials, audio recordings, and videos related to self-improvement, educational practices, and teaching strategies.
4. Observations of the TC by the Coordinator and by master teachers within the college.
5. Video recordings of lessons to encourage self-reflection and self-evaluation and to assist the Coordinator with conferencing.

6. Guidance in making program adjustments which result from medical, physical financial, family, legal, and/or other hardships.

7. When necessary, referrals to appropriate auxiliary services such as the University Counseling Center and the Office of Career Services.

**Self-Referrals by Teacher Candidates**

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**Self-Referral Process**

Teacher Candidates (TCs) may also request individual assistance with Praxis preparation, instructional planning, time management, teaching skills, and numerous other concerns. To request individual assistance, the TC must complete and submit a Teacher Candidate Self-Referral Form, which is available for download on the Teacher Development (TD) website at <http://www.southeastern.edu/acad_research/depts/teach_lrn/student_success/teacher_development/index.html> The Self-Referral Form requires the following information:

1. The TCs’ name, W#, and program

2. Identification of major areas of concern

3. A description of the identified concerns

4. Steps already taken to address those concerns

The Referral Form may be submitted to the TD Coordinator in one of two ways. The first option is to type the referral and send it to the Coordinator via email. (The Coordinator’s email address may be found on the TD website.) If this option is chosen, the TC must complete the form and type his/her name in the space designated “signature.” Alternately, the TC may complete and sign the referral by hand, before submitting a hard copy to TD staff in the TD Lab (TEC 239). Lab days and hours are posted on the TD website and on the bulletin board outside TEC 239.

**Assistance to Teacher Candidates**

Upon receipt of the completed self-referral form, the TC will be contacted by the TD Coordinator to arrange a meeting. During the meeting, which may be held in person or virtually, the TC and the Coordinator will work together to determine an appropriate intervention level. The Coordinator and the TC will then develop a Professional Improvement Plan (PIP), indicating the identified problem(s) and an appropriate course of action. The Coordinator will monitor the TC’s progress until he/she completes the Professional Improvement Plan, discontinues his/her participation in the TD Program, or pursues other career options. Missed appointments and a failure to respond to communication (e.g. emails, phone calls) from the Coordinator will be taken as a desire to discontinue participation in the TD Program.

The support services provided through the TD Program to address the pedagogical and personal needs of TCs include but are not limited to:

1. Individualized meetings with the TD Coordinator and other appropriate personnel.
2. Resources such as websites, printed materials, audio recordings, and videos related to exam preparation, self-improvement, teaching strategies, and educational practices.
3. Observations of a master teacher to assist in the refinement of teaching skills.
4. Video recordings of lessons to encourage self-reflection and self-evaluation and assist the Coordinator with conferencing.
5. Guidance in making program adjustments which result from medical, physical, financial, family, legal, and/or other hardships.
6. When necessary, referrals to services such as the University Counseling Center and the Office of Career Services.

**Teacher Development Lab**

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**Teacher Development Lab Offerings**

The Teacher Development (TD) Lab has much to offer both teacher candidates (TCs) and faculty. Examples include:

* Praxis preparation resources.
* Computer workstations
* Books and manipulatives (for check-out)
* Materials and supplies (for purchase)
* Laminating, Cricut-cutting, etc. (for purchase)

**Purchase of Materials & Services**

When purchasing materials and services, TCs and faculty are asked to comply with the following guidelines:

* All purchases must be made in cash; TD cannot accept any other forms of payment.
* Immediate payment is required of TCs who purchase materials and services.
* Faculty accounts are available, but payments must be remitted by the last day of classes.
* Purchasers will be asked to sign the purchase log; however, receipts are also available.
* Non-payment will be addressed by the TD Coordinator and the Department Head.
* All paid services (e.g. laminating) will be performed by the staff of the TD Lab.
* Laminating requests should be made at least one “business day” in advance.
* Whenever possible, laminating will be completed within 1-2 hours of a request.
* Funds from purchases will be used to re-stock items; thus, items will only be re-stocked as funds become available.
* Requests for new purchase items should be made in writing to the TD Coordinator.

**Use of Materials and Resources**

TCs and faculty are asked to comply with the following guidelines regarding the use of materials and resources:

* PRAXIS books must remain on reserve, for use during regular hours of operation.
* All other books, games and manipulatives are available for checkout.
* Requests for new materials must be made in writing to the TD Coordinator.
* Borrowers must sign for ***each*** item that they wish to borrow.
* Items must be treated with care and returned in good condition.
* Borrowers will be expected to replace any lost or damaged items.
* LOC book sets must be returned within two weeks (excluding breaks/holidays).
* All other items must be returned within three weeks (excluding breaks/holidays).
* Requests for extended time must be in writing to [teacherdevelopment@selu.edu](mailto:teacherdevelopment@selu.edu) prior to the due date; these requests will be honored whenever possible.
* All items must be returned by the last day of classes of the current semester/term.
* Failure to comply with these policies will be addressed by the TD Coordinator and the Department Head.

**Visiting the Teacher Development Lab**

During the Fall and Spring semesters, the Teacher Development (TD) Lab is open to TCs and faculty at least 20 hours per week. The official hours of operation are posted on the bulletin board outside TEC 239 and on the TD website. As such, TCs and faculty are asked to consult the official hours of operation when planning their visits to the TD Lab. In addition, faculty are encouraged to bring their classes to the TD Lab. During class visits, TD staff can provide an overview of available materials, resources, and services, and demonstrate services such as die-cutting or Cricut cutting. To arrange a class visit to the TD Lab, faculty should email [teacherdevelopment@selu.edu](mailto:teacherdevelopment@selu.edu).

**Professional Development**

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**Schedule of Opportunities**

At the start of each semester, the Teacher Development (TD) Coordinator will compile a schedule of professional learning opportunities which cover a wide range of education-related topics. The schedule will include sessions by Southeastern faculty and representatives from partnering organizations. The Coordinator will distribute the schedule via email to all enrolled teacher candidates (TCs) by the third week of the semester. For workshops sponsored by the Dept of Teaching and Learning, TCs will receive an invitation and registration link via their Southeastern email account approximately one week prior to the event. In addition, TCs are also encouraged to take advantage of professional learning opportunities offered by school districts, local libraries, and other relevant organizations. At the start of the Summer Session, the Coordinator will also distribute via email a list of professional development opportunities which are offered through local libraries and other community organizations. This will assist TCs who need to earn professional development hours during the summer months.

**Registration & Attendance**

Session leaders and TD faculty/staff take pride in ensuring that all attendees are provided with seating and with copies of materials needed for participation. Additionally, professional development is considered a vital part of the preparation of TCs, and of the continued growth of practicing teachers. For these reasons, TCs should adhere to the following professional development guidelines:

* TCs should attend only the sessions for which they have registered.
* TCs should register for events at least 24 hours prior to an event.
* TCs should attend all events for which they have registered, as no-shows will be considered a breach of professional dispositions.
* TCs must sign in for sessions, as the sign in sheet—not the registration link—will serve as the official record of attendance; TCs who fail to sign in will be marked absent.
* TCs must cancel their registration at least 24 hours in advance if they are unable to attend an event for which they registered. To do so, TCs must notify TD staff via email at [teacher.development@selu.edu](mailto:teacher.development@selu.edu)
* No-shows (i.e. absences) are considered a breach of professional dispositions, and will be addressed by the TD Coordinator and/or the Head of the Department,
* TCs should arrive on time, stay for the duration of the session, and refrain from off-task behaviors such as texting and talking.

**Additional Guidelines for Professional Development**

*TCs must also adhere to the following guidelines from the the Dept of Teaching & Learning:*

Professional Development Activities (PDAs) are opportunities for TCs to identify resources and engage in activities that develop and expand knowledge and skills through community service, service learning, conferences, lecture series, workshops, and training. **A TC is expected to “actively seek out opportunities to grow professionally.”** This is evident as TCs:

* identify resources in order to develop professional expertise (e.g., national/state standards, national/state professional organizations, educational journals, Internet sites, etc.),
* engage in professional development activities that expand existing understanding of teaching and learning concepts (e.g., observing teachers, planning for self-evaluation, using the Internet to locate instructional activities, joining pre-service teacher organizations, locating instructional techniques in educational journals, etc.), and
* **participate in professional development activities to enhance professional skills (e.g., attending meetings of professional organizations, attending conferences and lecture series, attending workshops and training sessions, serving on committees, service learning, etc.).**

PDAs are currently defined in three (3) distinct categories:

1. **Community Service** includes service learning activities, serving on committees, volunteering to assist civic/community organizations, etc.
2. **Conference** includes mini-conferences, meetings for professional organizations, lecture series, Mid-Semester Student Teaching Seminar, etc.
3. **Workshops/Training** generally includes information sessions that can be used by the candidate and is more focused on a specific skill or topic.

**\*\*Publications and Presentations** are NOT to be used for the purpose of documenting PDAs.

PDAs to be entered in PASS-PORT include **attendance and/or participation** in community service, service learning, conferences, lectures, professional meetings, workshops, and training sessions sponsored by national, regional, state, and local organizations, as well as activities sponsored by the university, college, departments and/or required by course instructors.

Examples of PDAs are:

**Community Service/Service Learning**

* School board meeting course assignment
* Serving on committees
* Sponsors of civic organizations
* Joining and attending meetings of pre-service teacher organizations
* Instructor approved course assignments

**Conference/lecture series**

* Mid-Semester Student Teaching Seminar –
* Instructor approved course assignments

**Workshops/Training**

* Dyslexia Workshop
* Annual Mock IEP
* Mock Interview Night – 1hour
* PASS-PORT sessions as approved by facilitator
* Workshops approved by the TD Coordinator
* Instructor approved course assignments

As candidates complete a PDA, they are required to enter it into PASS-PORT.  They should not wait until the end of the semester.  PDAs should be entered at the time of an activity.

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|  | Introductory or Emerging | Developing or Proficiency | Competency or Capstone | Cumulative Total |
| Required  PDA Hours | 5\* | 10\* | 10\* | 25\* |