

**OVERVIEW OF THE
COOPERATING TEACHER PROGRAM
And
“NUTS AND BOLTS” OF STUDENT
TEACHING**

August 2005

A. What is the Cooperating Teacher Program?

The Cooperating Teacher Program was created by state law under the Education Enhancement Act of 1986 to provide support for the novice teacher during the student teaching experience. The Education Enhancement Act created a Connecticut Educator Continuum that promotes consistent standards of teaching performance starting with preparation of teacher candidates and continuing through induction and into the career phase of teaching.

The Cooperating Teacher Program was designed to provide training for experienced teachers to support the development of the student teacher's demonstration of competencies outlined in institutional, state and/or national standards. Specifically, student teachers are expected to demonstrate competence in meeting the Connecticut Common Core of Teaching.

Educator preparation institutions are expected under state regulations and accreditation standards to place every student teacher with a state-trained Cooperating Teacher who is certified in the same area as the student teacher. The cooperating teacher is critical to ensuring that the student teacher demonstrates institutional, state and/or national standards as part of the culminating clinical experience in the teacher preparation program. The Connecticut Common Core of Teaching is the state standard which teacher candidates are expected to demonstrate competency in during student teaching.

B. Connecticut's Common Core of Teaching

Connecticut's Common Core of Teaching, adopted in 1999 by the State Board of Education, embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at high levels. The CCT includes:

- (1) **foundational skills and competencies** that are common to all teachers;
- (2) **discipline-based professional standards** that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English language arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages.

The CCT guides state policies throughout the Educator Continuum related to the preparation, induction and ongoing professional growth of teachers as follows:

- ◆ During the **pre-service phase** (in accordance with Regulations for Educator Preparation Program Approval Standards), educator preparation programs are expected to demonstrate that teacher candidates are knowledgeable about:
 - *Connecticut's Common Core of Teaching*
 - *Connecticut's Common Core of Learning*
 - The Connecticut Mastery Tests
 - The Connecticut Academic Performance Test and
 - The Code of Professional Responsibility for Teachers

- ◆ During the **induction phase**, beginning teachers are expected to demonstrate competence in both the foundational skills and competencies and discipline-based professional standards through successful completion of a Beginning Educator Support and Training (BEST) Program teaching portfolio.
- ◆ Throughout the **continuous professional growth phase**, teachers are evaluated based on the CCT (see *Guidelines for Teacher Evaluation and Professional Development*) and provided appropriate professional development to meet individual teacher as well as local district goals.

C. Training of Cooperating Teachers

After a teacher has been *first* approved through the local district selection process to serve as a mentor or cooperating teacher, he or she can participate in one of the following training options:

Option 1: BEST Initial Support Teacher Training

This training has been designed for teachers who wish to serve as either a mentor or cooperating teacher. State-sponsored Initial Support Teacher Training is delivered through the RESCs and through in-district training. The CSDE provides CEUs to training participants.

Option 2: University/college coordinated Support Teacher Training

The university/college provides the current CSDE support teacher training design and uses BEST Program trainers. Participants in this training are eligible to serve as either cooperating teachers or mentors – however, they are expected to give priority to serving first as a cooperating teacher after completing the training. For this option, the colleges and universities are responsible for recruiting teachers to be trained as cooperating teachers and providing CEUs for training.

Option 3: New Cooperating Teacher Training Pilot

Beginning in the fall of 2003, the CSDE has been developing a new Student Teaching Evaluation Instrument (a rubric) based on the Common Core of Teaching (CCT), to use in supporting and evaluating student teachers. During the summer of 2005, a pilot training model is being introduced to focus on training cooperating teachers to use the student teaching evaluation instrument. This is a four-day training (three days focusing on the cooperating teacher role and the evaluation instrument and one day focused on the mentor role for the support of beginning teachers). Priority in the selection of candidates for this training has been given to teachers taking students from institutions currently using the instrument. As of May 2005, these institutions are: Fairfield University, Mitchell College, Sacred Heart University, University of Bridgeport, University of New Haven and Western Connecticut State University. Teachers who complete this pilot training will be eligible to serve as both cooperating teachers and mentors. The CSDE provides CEUs to training participants.

D. CEUs for Service in the Role of Cooperating Teacher

Teachers who serve in the role of cooperating teacher are eligible for 1.5 CEUs per student teaching placement, up to a maximum of 6 CEUs during the five-year period of the professional educator certificate.

Requests for CEUS for service in the role are processed by each school district.

E. Student Teacher Placement by Teacher Preparation Institutions

The student teacher placement directors at Connecticut educator preparation programs contact district facilitators directly with the request for placing student teachers in a school in the semester preceding the start date of student teaching. A list of trained support teachers eligible to serve in the role of cooperating teacher is disseminated to the student placement directors at the teacher preparation institutions by the Connecticut State Department of Education.

District facilitators are required to approve the assignment of a BEST trained cooperating teacher to a student teacher.

As part of the state accreditation processes, data on student teacher/cooperating teacher placements is reviewed to ensure each student teacher has been appropriately placed with and supervised by a trained cooperating teacher.

F. Responsibilities of the Cooperating Teacher

The following is a sample of Cooperating Teacher responsibilities to help guide the collaborative work between a cooperating teacher and student teacher. The following list is just a sample and is not intended to be exhaustive. Items may vary as the needs of the student teacher dictate and based on institutional expectations of the cooperating teacher and student teacher.

Professional and Procedural Support

- interviewing and/or initiating contact with student teacher before student teaching begins;
- acting as a role model for student by continually promoting professionalism by discussing career responsibilities and professional development opportunities;
- encouraging and guiding growth;
- facilitating introductions to other faculty and school staff;
- acclimating the student teacher to the school setting, policies and procedures; and
- delineating student teacher responsibilities, e.g., attending meetings, hours of attendance.
- informing the student teacher of all school policies and rules concerning classroom management and discipline;
- providing access to texts, curriculum guides and classroom/school materials and resources.

- discussing expectations for phasing-in student teacher to accept more classroom responsibilities.

Instructional Support

- ensuring that the student teacher understands and uses local, state or national curriculum standards to support planning of instruction;
- sharing student learning background data;
- reviewing and discussing lesson plans on a continual basis;
- monitoring the student teacher's use of textbooks, workbooks and homework assignments;
- discussing relationship of content decisions, teacher methods and student learning;
- conferring on the student teacher's instructional plans;
- conducting observations of student teacher instruction;
- conducting post-observation conferences;
- helping student teacher become more reflective about his or her practice and to self-evaluate; and
- providing evaluative data to the university supervisor about the student teacher's progress in meeting competencies.

Institutions may provide an orientation session for cooperating teachers to help them understand their responsibilities as well as that of the student teacher. Student teachers responsibilities are outlined in their institution's Student Teaching Handbook. To obtain a copy of the student teacher handbook, contact the Student Teacher Placement Director at the teacher preparation institution.

G. Responsibilities of Student Teachers

The following is a brief sample of student teacher responsibilities taken from various guidelines that institutions have developed. Each student teacher must adhere to the responsibilities as outlined by his/her educator preparation institution and that of the cooperating teacher and school district.

- adherence to the Code of Professional Responsibility for Teachers (Sec. 10-145d-400a) of the state regulations;
- adhering to school schedules or to the schedule of previously-arranged student teaching, arriving on time and staying through the required time period; includes staying for conferences, staff development activities or faculty meetings with the cooperating teacher;
- dressing professionally, conforming to school expectations for teachers;
- becoming familiar with the Common Core of Teaching, and Common Core of Learning;
- preparing daily lesson plans detailing specific objectives, instructional strategies and evaluation procedures;
- preparing units of study or working within units already in progress;
- observing other teachers' classes besides that of the cooperating teacher;
- becoming familiar with school library and outside sources for curricular materials;
- participating actively in conferences with the cooperating teacher and university supervisors;

- assessing student learning;
- becoming familiar with CMT and/or CAPT assessments; and
- participating in school-wide activities, e.g., curriculum development, professional development committee, etc.

Student teachers should refer to their institution's Student Teaching Handbook for detailed listing of responsibilities. To obtain a copy of the student teacher handbook, contact the Student Teacher Placement Director at the teacher preparation institution.

H. The College or University Supervisor

The college or university supervisor is the liaison between the student teacher, cooperating teacher and the teacher preparation program. His or her role is to participate in the preparation process and to evaluate the student teacher's performance. The supervisor also helps to clarify university expectations and serves as an additional observer and documenter of the progress of the student teacher. The supervisor can help to solve problems and offer alternative approaches.

The supervisor and cooperating teacher should meet early in the student teaching placement to clarify university expectations, plan future visits and share ideas for enhancing the student teacher's experience. Educator preparation institutions generally provide an orientation session or meeting for their cooperating teacher and student teachers, either separately or together.

If the student teacher encounters significant difficulties with teaching or if there is a conflict between the cooperating teacher and the student teacher, the supervisor should be called in to help resolve the situation. The cooperating teacher should contact the supervisor and the district facilitator if any problem arises regarding the student teaching experience that may impact the performance or the effectiveness of the student teacher or the continuation of the placement.

The number of visits by the supervisor may vary, but during each visit it is important to set aside time to share perceptions about progress and to have a three-way conference with the student teacher. The university supervisor and the cooperating teacher should work together to provide a practical teaching experience that prepares the student teacher for entering the profession.

If the cooperating teacher or district facilitator has concerns regarding the student teacher placement, they should contact the dean or student teacher placement director at the teacher preparation institution.

I. The Role of the Principal in Cooperating Teacher and Student Teacher Placements

The principal should:

- ensure that the cooperating teacher and student teacher placement is made through the district facilitator;
- meet the student teacher;

- ensure that the student teacher is provided supervision from the college or university supervisor;
- support the cooperating teacher in his or her role if possible; and
- provide substitute coverage to work with the student teacher when the cooperating teacher is absent.

J. Reporting Concerns to the Preparation Institution or the Connecticut State Department of Education

In situations of unusual difficulty regarding the unacceptable performance of the student teacher, the university supervisor and the director of student teaching should be notified immediately. The university supervisor will promptly arrange to come to the school to discuss the problem or, if necessary, to terminate the placement.

District facilitators and cooperating teachers experience problems regarding a student teaching process or procedures may report concerns to the Connecticut State Department of Education by calling 860-713-6716 or sending an e-mail to teacher.cert@po.state.ct.us

THE NUTS AND BOLTS OF STUDENT TEACHING*

* This section is adapted from the Central Connecticut State University (CCSU) Student Teaching Handbook.

The Triad

The student teaching triad consists of the student teacher, the university supervisor, and the cooperating teacher. Other individuals both at the school and the university (such as the seminar faculty) provide additional support to the student teacher. Especially when problems are identified, it is important that information is exchanged among all individuals working with the student teacher.



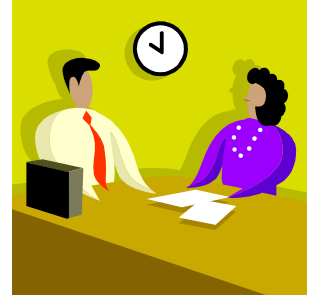
Getting Acquainted/Orientation to the School Community

Although the student teacher does not officially begin the placement until the start of the semester, it is helpful to invite the student teacher in to the school to informally become acquainted with the school community and classroom. This visit can be used by the student teacher for observing, meeting key staff members, obtaining copies of pertinent school information, and getting to know the cooperating teacher. Give the student teacher a tour of the school with an explanation of the use of various rooms and facilities to help the student teacher know privileges and responsibilities. In addition, during the student teaching assignment, if possible, the student should meet and talk with the following persons: principal, vice principal(s), guidance counselors, library media specialist, department chairs (particularly at the secondary level) and other teachers.

In the initial meeting, it is helpful if the cooperating teacher shares curriculum materials and topics that the student teacher is likely to teach. This will provide the student teacher with time to research and plan for future instruction as decided by the cooperating teacher.

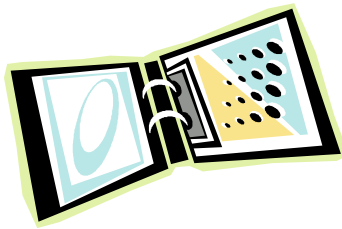
Establishing Communication

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan to have a regularly scheduled weekly conference. This meeting time should be dedicated to planning for the week, discussing student concerns or insights and to reflect on performance. It may be helpful to create a meeting agenda in order to use the time efficiently.



Be specific in assignments to student teachers and remember to include **completion dates**. Give adequate guidance and direction when assignments are made. Broad general hints are not adequate. In the assignments, make clear **what is expected, how you wish it done, and where the material is to be found**.

Some cooperating teachers have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the student teacher as well as an ongoing dialogue between you and the student teacher.



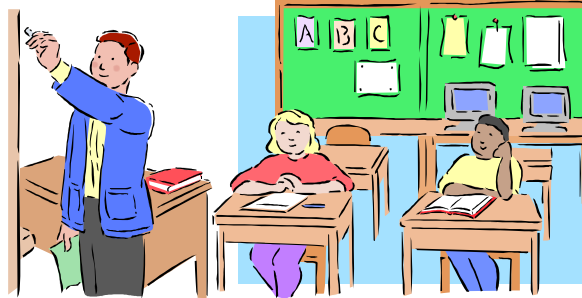
Introductory Phase of Student Teaching

The introductory phase of student teaching involves observation and teacher assistant activities. This phase will last a period of time commensurate with readiness to assume teaching responsibilities. The cooperating teacher will add teaching opportunities to the student teacher's schedule as his/her competence and confidence grow.

Observation of the cooperating teacher in action during the introductory phase is an invaluable learning experience for the student teacher. Through observation the student teacher can learn many strategies that may save embarrassment and increase performance efficiency. Many errors could be easily avoided if careful observation is made of the cooperating teacher's classroom procedures.

Suggestions for Student Teacher Observation of Instruction

As indicated above, the student teacher will benefit from focused observations of the cooperating teacher and other master teachers. The following questions are designed to help the student teacher focus on important classroom procedures and utilize observation time wisely. It may be helpful for the student teacher to take notes during the observation of instruction.



A. Classroom Routine - (Details are important!)

1. Starting procedures

- What does the teacher do as students arrive in the classroom?
- Does she/he have instructions on the board or activities for engagement?
- How are class roll, lunch count, etc. conducted?
- How does she/he move into the first lesson?

2. Distribution of materials

- How are instructional materials organized for distribution during the lesson?
- What are student responsibilities (distribution, collection, clean-up) regarding materials?

3. Restroom procedures

- May students move freely to the restroom?
- Are passes available to use under certain guidelines?
- Must the teacher give permission before a student may be excused?

4. Lunch procedures

- How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
- How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?

5. Homework/Make-up work/Late work/Tutorials

- How does the teacher grade homework?
- What is the policy for late work?
- What is the policy for students who have been absent?
- What is the policy for helping students before, during, or after school?

B. Record Keeping

1. Attendance

- Are there any special codes used by the teacher?
- Does she/he allow students to assist?

2. Grading (Watch carefully how the teacher grades papers – accuracy is a must!)

- Does the teacher use different types of evaluation symbols? (e.g., 100%, $\sqrt{+}$)
- How is the grade book set up?
- How does she/he deal with participation grades?

3. Referrals

- How are disciplinary actions and follow-up procedures (e.g., parent phone calls) handled?

- How are other referrals (e.g., speech, counselor) handled?

C. Classroom Management (Influenced by school and individual teacher policies)

1. Tardy policy

- How is the policy enforced?
- What does the teacher/school feel are acceptable excuses for tardiness?

2. Seating arrangement

- How does the teacher determine seating? (alphabetical, discipline)
- Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)

3. Grouping

- Are students grouped for projects, reading, etc.?
- How does the teacher determine this grouping?

4. Management Techniques

- What are the rules?
- How were they chosen?
- How is the classroom discipline plan implemented?
- How are appropriate behaviors reinforced?

5. Student/Teacher Interaction

- How does the teacher bring all students into the learning environment and keep them on-task?
- How does the teacher redirect off-task behaviors?
- What nonverbal signals are used? How are students recognized during classroom discussion?
- How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
- How are students moved from whole group to small group and vice-versa?



D. Teaching Procedures

1. Lesson Initiation

- How is the purpose of the lesson set?
- How does the teacher motivate students' interest?
- How does the teacher relate lesson content to the students' prior knowledge?

2. Lesson Development/Monitoring of Learning

- How are students monitored for degree of understanding?
- What type of questioning is used to determine student understanding?
- How does the teacher produce a smooth transition from teaching procedures to student practice?
- What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
- What modifications and re-teach opportunities are provided for those who have not mastered the objective?

3. Closure

- How does the teacher involve the students in understanding the purpose of the lesson?

4. Assessment

- How does the teacher evaluate whether the lesson's goals were achieved?
- Do students complete work during the lesson or are they assigned homework to demonstrate their learning of the lesson content?

E. Parent/Teacher Interaction

- How does the teacher communicate expectations of the child to parents?
- How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Supporting Instructional Planning

As early as possible it is helpful to identify curriculum materials and content topics for which the student teacher will be responsible. Student teachers may need assistance identifying district, state and national content standards to which they will be planning instruction. The following is a list of suggestions for the student teacher as it relates to instructional planning.

- **Student teachers are expected give the cooperating teacher their lesson plans prior to implementation of the planned lessons.** Receiving the lesson plans in advance gives the cooperating teacher time to review and provide feedback as well as enough time for the student teacher to integrate any suggestions given by the cooperating teacher.
- Discuss long-term curriculum goals for the content and skills to be taught.
- Help the student teacher develop an understanding of:
 - the students' developmental levels,
 - learner background and prior knowledge related to the content/skills and
 - needs for differentiation in order to plan each lesson.
- Explore with the student teacher a variety of approaches to, and techniques appropriate for teaching specific content and/or skills.
- Make available resources for teaching particular areas of the curriculum.
- Help the student teacher understand alignment of lesson and unit objectives/goals with Connecticut student assessment tests (CMT and CAPT).
- If the student teacher is absent, he/she must provide all of the necessary plans and materials for the day.

Phasing-In Student Teacher's Instructional Responsibility

Cooperating teachers should think about how they want to gradually release instructional responsibility to the student teacher. It is helpful to have the student teacher take-over certain administrative and classroom support functions such as:

- Assisting with attendance to help in learning students' names.
- Working with small groups or individuals needing special help.
- Checking on supplies and equipment.
- Arranging displays, bulletin boards, or learning centers.

- Reading and helping correct sets of papers.

Student Teacher Readiness

Encourage the student teacher to help decide when he/she feels ready to take over instructional responsibility. Allow the student teacher to teach the first class on a topic about which he/she feels confident.

Please keep in mind that all student teachers are expected to fully take over the class for an extended period of time. Please talk with the university supervisor regarding the specific number of weeks.

Helpful Hints for Take-Over

- A daily discussion of the lesson plans should take place in order to review objectives, materials, procedures, and alternatives. Plans should be divided into time segments to help the student teacher pace the lesson. The cooperating teacher should provide specific feedback in terms of the student teacher's plans, classroom performance, actions, and behaviors. Initial lesson plans should be shared with the cooperating teacher in advance.
- The student teacher should be encouraged to continue the classroom procedures and standards for discipline already established by the cooperating teacher.
- If possible, the cooperating teacher should teach model lessons which the student teacher could use as a framework for future instruction.
- Allow the student teacher as much freedom as possible to experiment with ideas of his/her own or those gained from the student's readings or work at the university.

Student Teaching Take-Over Plan

The cooperating teacher's role in the classroom should gradually be minimized, until eventually the student teacher takes on complete responsibility for the class. However, the cooperating teacher should be easily accessible to the student teacher. **Initially, the cooperating teacher should remain in the classroom to observe and to take notes for the purposes of encouragement, review of what was accomplished and feedback. At some point, the cooperating teacher may choose to leave the room in order to allow the student teacher to "spread his/her wings." However, cooperating teachers are discouraged from leaving for extended periods of time as the class and the students are their responsibility.**



We encourage the cooperating teacher and student teacher to create a "Take-Over Plan." This plan will provide the student teacher with clear expectations and the time needed to prepare. We encourage student teachers to use the first two weeks of their placement to develop their relationships with students and the classroom teacher. They should also become familiar with the district's curriculum and the grade-level outcomes.

Take-Over Planning Sheet SAMPLE

Use this sheet to identify what the student teacher is **responsible for planning and teaching**. This is a guide. Take-over depends on the readiness of each teacher candidate.

Week	Responsible For:		Planning for Elementary	Planning for Secondary
	Elementary	Secondary		
1	<ul style="list-style-type: none"> • Observe students. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Assist with clerical routines. • Research the curriculum 	<ul style="list-style-type: none"> • Observe students. • Assist with individual students. • Become familiar with the curriculum you are responsible for. • Observe other teachers in the discipline. • Assist with clerical routines. • Post work and assignments. 	<ul style="list-style-type: none"> • Correcting and assessing student work. • Planning a bulletin board. • Walking to students to and from specials. • Conducting morning and closing routines. • Becoming familiar with grading practices. Creating a data collection binder or use existing one started by the CT. 	<ul style="list-style-type: none"> • Getting ready to take over one period. • Assisting in administering assessments. • Checking students' work. • Continuing to work with individual students as needed. • Preparing grade book or becoming familiar with existing grading practices.
2	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students. 	<ul style="list-style-type: none"> • Teach one period. • Check students' work. • Continue to post students' work. • Continue to assist with clerical routines. 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. Discuss with CT as to topic/content area. • Begin planning Exit Portfolio by choosing content area and reviewing resources. • Continue responsibilities from Week 2. 	<ul style="list-style-type: none"> • Teach one period. If same content, begin to take over another section. • Continue responsibilities from Week 2.
3	<ul style="list-style-type: none"> ◆ Correct and assess work; record data. ◆ Conduct morning and closing routines. ◆ Walk students to and from specials and lunch. ◆ Assist CT with duties such as lunch, recess, and/or bus. ◆ Assist with read aloud. ◆ Continue assisting individual students. ◆ Teach one lesson per day. 	<ul style="list-style-type: none"> ◆ Teach one period. If same content area, begin teaching second period. 	<ul style="list-style-type: none"> ◆ With the CT, choose a new content area to begin planning for. Prepare to teach lessons during week 4. ◆ Continue previous routines. ◆ Plan when to videotape. ◆ Discuss content area for exit portfolio and begin related tasks. 	<ul style="list-style-type: none"> ◆ Begin planning for new prep. ◆ If appropriate, begin another period of same content area. ◆ Continue responsibilities from Week 3.
4	<ul style="list-style-type: none"> ◆ Teach 2 lessons/day. ◆ Continue with previous responsibilities and routines. ◆ Fill out 4 week goal setting form. 	<ul style="list-style-type: none"> ◆ Teach 2 periods of same content. ◆ Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Continue work on exit portfolio. ◆ Videotape lesson for self-reflection. ◆ Begin preparing for new content area to be taken over. 	<ul style="list-style-type: none"> ◆ Begin prep for new content area. ◆ Continue with responsibilities from week 4

Week	Responsible For:		Planning for Elementary	Planning for Secondary
	Elementary	Secondary		
5	<ul style="list-style-type: none"> ◆ Teach 3 lessons/day. ◆ Continue with previous responsibilities and routines. ◆ Fill out 4 week goal setting form. 	<ul style="list-style-type: none"> ◆ Teach 2 periods of same content. ◆ Begin teaching 1 period of new content area. ◆ Continue with previous responsibilities and routines 	<ul style="list-style-type: none"> ◆ Continue previous work and responsibilities. ◆ Prepare for new content teaching responsibility. 	<ul style="list-style-type: none"> ◆ Continue with previous responsibilities and routines. ◆ Begin prep for new content teaching responsibility.
6	<ul style="list-style-type: none"> ◆ Continue previous responsibilities and routines. ◆ Teach 4 lessons daily. 	<ul style="list-style-type: none"> ◆ Teach new period course. ◆ Continue with previous week's teaching load. ◆ Continue with other responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Begin preparing for new content area to be taken over. ◆ Continue exit portfolio work. ◆ Continue previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Continue with previous responsibilities and routines. ◆ Begin prep for new content teaching responsibility.
7	<ul style="list-style-type: none"> ◆ Teach new content area. ◆ Continue with assumed teaching responsibilities. ◆ Continue with other previous responsibilities and routines. 	<ul style="list-style-type: none"> ◆ Add additional courses not yet taught. ◆ Continue with other assumed teaching responsibilities. ◆ Continue with other routines and responsibilities. 	<ul style="list-style-type: none"> ◆ Set up midterm evaluation conference (week 8 with supervisor). ◆ Plan take-over of any additional content areas not yet taught. 	<ul style="list-style-type: none"> ◆ Set up midterm evaluation conference (week 8 with supervisor). ◆ Plan transition of other periods and preps not previously assumed.
8	<ul style="list-style-type: none"> ◆ Continue previous week's routines and teaching responsibilities. ◆ Participate in midterm evaluation conference. 	<ul style="list-style-type: none"> ◆ Continue previous week's routines and teaching responsibilities. ◆ Participate in midterm evaluation conference. 		

During the final weeks of the placement, a plan should be developed for the cooperating teacher to gradually take back teaching responsibilities.

Other ongoing activities for the Student Teacher:

- Attend PPT meetings, professional development workshops, parent-teacher conferences, faculty and team meetings.
- Videotape regularly. Be sure to follow the school's policy for videotaping.
- Reflect regularly. This should be done verbally as well as in writing.
- ***Keep all lesson plans in a binder*** that is readily accessible for review by university faculty, building principal, department coordinator, cooperating teacher, etc.

Observation, Evaluation and Feedback

On-going observation, evaluation and supportive documentation are essential during the student teaching experience. The cooperating teacher plays a meaningful role in providing feedback as he/she has an opportunity to observe teaching first-hand, every day. Try to remain objective about the performance of a student teacher. Remember that if the student teacher is not successful, it does not mean you have failed in your role as cooperating teacher. Provide daily feedback. This is critical to the student teacher's development. The cooperating teacher should choose lessons to formally observe.

- Evaluation and feedback should be implemented gradually, chunking and focusing on certain competencies from the beginning of the placement (e.g., planning and management) until the student teacher is comfortable at delivering instruction and being evaluated on all competencies. Observe the student teacher's performance in a variety of teaching situations.
- Use the evaluation instrument and standards as the means to evaluate and communicate about teaching performance.
- Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.
- Document your observations of and feedback to the student teacher. Maintain formative and summative evaluation documentation.
- Use the post-observation conference to reinforce effective teaching practices as well as to provide feedback on the particular teaching performances that need improvement.
- Analyze student assessment data from daily lessons with the student teacher and guide the student teacher to use the data in planning subsequent instruction.
- Urge the student teacher to self-evaluate daily and to be flexible regarding expectations for his or her accomplishments.

Collaborating with the University Supervisor

Each student teacher will be formally observed by a university supervisor. During this time, the supervisor will be writing a report about the observation and making recommendations for the next observation. If time and schedules permit, we strongly suggest that the cooperating teacher participate in the post-observation conference. This will enable the cooperating teacher to provide the supervisor with valuable insights as well as assist the student teacher with any suggestions made by the supervisor. We are sensitive that time is precious and the teacher may be unable to attend all meetings. Communication via e-mail is also an effective means to maintain continuous communication with the university supervisor.



The university supervisor and cooperating teacher collaborate in the evaluation process. At the mid-term evaluation and the final evaluation, the university supervisor and cooperating teacher develop a common evaluation report to discuss with the student teacher. When the cooperating teacher and university supervisor present a united front, a student teacher gains a more coherent understanding of his or her progress and performance. The final grade assigned is usually decided jointly by the cooperating teacher and the university supervisor.

In situations of unusual difficulty regarding the unacceptable performance of the student teacher, the university supervisor and the director of student teaching should be notified immediately. The university supervisor will promptly arrange to come to the school to discuss the problem or, if necessary, to terminate the placement.