

# **Cooperating Teacher Checklist**

\*You are the most influential in determining the success of the student teacher's experience! You will instruct, advise, observe, and provide feedback on the effectiveness of their performance in the classroom on a daily basis.

## Things to do prior to the arrival of your student teacher:

- Set up a desk / work space for your student teacher in your classroom.
- Gather pertinent handouts and materials for your student teacher, such as the school calendar, classroom procedures, classroom management plan, policies, safety procedures, curriculum resources, etc.
- Prepare your students for the arrival and role of the student teacher, particularly issues of student teacher "authority" in the classroom.

## Once your student teacher arrives:

- o Introduce him/her to the class, and show your student teacher where to sit to start observing.
- Model classroom routines and expectations. Involve the student teacher in recess, cafeteria duty, faculty meetings, parent/ teacher conferences, professional development, and other activities that you do during the school day.
- o Take the student teacher on a tour of the campus, introducing him/ her to other staff members.
- Arrange a time for an initial orientation with the student teacher to discuss parking, routines, lesson planning, procedures, facilities, schedules, and upcoming events.
- Outline explicitly the duties and responsibilities you will assign to the student teacher during the course of the teaching experience, especially those that involve additional time before and after school.
- Provide opportunities for guided observation and a graduated participation in the teaching process, culminating in the student teacher accepting full professional responsibility for the class towards the latter half of the assignment.
- As your student teacher begins to phase in and teach, provide feedback, both written and through discussion as soon as possible after each teaching event. (Your University Supervisor will ask you for feedback regarding the student teacher's progress, and you can use this documentation for support.)
- Set aside a few minutes each day for a conference with your student teacher. Encourage the student teacher to ask questions.
- Maintain regular communication with the University Supervisor, and participate in three-way meetings with the University Supervisor and the student teacher.
- Track attendance. Student teachers are expected to attend every day. Absences must be made up at the end of the student teaching assignment. If a student teacher misses more than 2 days, contact the University Supervisor.

## If your student teacher is experiencing any difficulties:

- Communicate with your student teacher and give suggestions for improvement.
- o Identify and document any concerns about candidates as early as possible and contact the University Supervisor to discuss and implement improvement/ growth plans.

## **Frequently Asked Questions:**

#### What kind of paperwork is required?

There is minimal paperwork required. The University Supervisor will compile all of the written documentation and evaluations for the student teacher. Cooperating teachers will be asked to provide feedback based on a rubric and participate in 2-4 benchmark conferences with the University Supervisor and the student teacher. A "Cooperating Teacher Weekly Evaluation" is provided to help guide the feedback discussion. There will be a short survey to complete at the end of the student teaching.

## How often should cooperating teachers leave the student teacher alone?

Student teachers should not be regarded as substitutes. They are students beginning their first teaching experience who are placed in an experienced teacher's classroom to learn and grow professionally under *direct supervision and guidance*. Without the cooperating teacher's guidance and feedback, the student teaching experience is not effective.

During this experience, student teachers should demonstrate that they can manage the class on their own. Therefore, cooperating teachers may occasionally leave the classroom for short periods of time and stay within close proximity. The student teacher should be informed of what to do if they need assistance during these times. Ultimately, the cooperating teacher retains the responsibility for the classroom, the students, and the student teacher.

#### What should I do when the University Supervisor comes to visit?

Continue with whatever has been planned. The University Supervisor does not wish to disrupt the lesson. Each visit should include a conversation with the cooperating teacher and the student teacher regarding progress, as long is it does not interfere with the regular classroom schedule.

### What can be done about student teachers who are not performing satisfactorily?

There should be no surprises when it comes to performance of student teachers. It is very important to regularly and consistently communicate and give feedback regarding strengths and areas of concern to their student teacher. It is equally important to communicate these strengths and areas of concern to the University Supervisor.

Sometimes, cooperating teachers do not take opportunities to effectively communicate areas of concern with their student teachers for fear of hurting their feelings or because of lack of time during the school day. For the student teacher to be able to grow professionally, this must be done.

Student teachers have opportunities to correct their areas of concern. Some of them can do it quite rapidly, while others might have to repeat or extend the student teaching experience. University Supervisors will guide growth plans or provide other interventions so that cooperating teachers do not bear the burden of a student teacher who is not progressing.

#### For More Information:

Refer to the Student Teacher Handbook or contact the Educator Preparation Information Center at (325) 942-2209 or e-mail the Field Experience Advisor @ Tia.Agan@angelo.edu

Thank you for hosting a student teacher and helping to shape our future educators!

