

Angelo State University
COLLEGE OF EDUCATION
Cooperating Teacher Guidelines

Cooperating teachers successfully combine the knowledge and understanding of classroom teaching with the skilled guidance of a prospective teacher. You are the key person in connecting theory to practice and assuring a successful beginning experience for our student teachers.

A. Initial Orientation

1. Get acquainted with your student teacher through a personal meeting or by phone before the beginning of the assignment.
2. Prepare your students for a student teacher coming into the classroom for the semester.
3. Create a physical sense of belonging by providing your student teacher a work place near your desk and appropriate supplies such as textbooks, handbook, schedule, and seating charts.
4. Alert your student teacher to school and room policies and routines: dress code, location of restrooms, teachers' lounge, and cafeteria.
5. Work with your student teacher to develop goals for observation and involvement in the classroom.
6. Arrange introductions to other teachers, staff members, and to students.

B. Supervision and Guidance

1. Facilitate your student teacher's gradual induction into teaching by:
 - a) Providing opportunities to observe a variety of appropriate teaching methods.
 - b) Discussing with your student teacher the subject areas in which she/he feels most confident and allowing her/him to teach in these areas first.
 - c) Working out a subject timeline and tentative schedule that enables the student teacher to move gradually into a full teaching schedule, and providing for gradual tapering off towards the end of the experience.
 - d) Clarifying responsibilities for making lesson plans, securing and organizing appropriate materials, and other activities.
2. The student teacher's day should begin and end with the regular school day for teachers on your campus.
3. Early in the experience, encourage your student teacher to introduce a lesson, collect papers, and make transitions.
4. Provide the opportunity for your student teacher to have experience using copying and audio/visual equipment, learning kits, computers, and other available materials and equipment.
5. Help your student teacher thoroughly plan the first lessons; examine and improve plans with your student teacher, pointing out and discussing possible problem areas.
6. Student teachers are expected to turn in lesson plans to you weekly by Thursday afternoon. Please add suggestions, additions or corrections and initial the plans to indicate to the University Supervisor that you have seen the plans. Encourage your student teacher to try different teaching methods.

7. If appropriate, avoid interrupting your student teacher's lesson to enforce discipline; expect the student teacher to handle it. Discuss after the lesson.
8. Keep communication open through discussion. Encourage questions from your student teacher. Whenever possible, talk with your student teacher as you would a co-teacher.
9. Share ideas, observations and responsibilities. Encourage your student teacher to be creative. Allow reasonable freedom to carry out ideas.
10. Acquaint your student teacher with the school's testing program, parent conferences, and other aspects of the evaluation process. Teach them the strategies that you would use in test preparation.
11. Make arrangements for your student teacher to observe or work with other teachers, classrooms, and grade levels during the student teaching assignment.
12. If permissible, allow the student teacher to attend an *ARD* meeting.
13. Arrange for supervised experiences on the playground, in the lunchroom and hall duty.
14. Arrange for your student teacher to visit with the campus secretaries, school nurse, custodial staff, and lunchroom staff.
15. Invite your student teacher to participate in all activities: PTA, class planning, staff meetings, and projects.

C. Evaluation

1. Become familiar with the TxBESS standards and rubrics to facilitate the evaluation process.
2. Take observational notes either on a notepad or directly on the appropriate rubric.
3. Provide regular feedback - written and oral - about daily lessons and lesson plans.
4. Attend four benchmark meetings with your student teacher and University Supervisor. (If possible) use your notes and rubrics as a basis for evaluation.

D. Additional Guidelines

1. ECH - 4, 4 - 8, and All Level student teachers will return to the ASU Campus for block classes one afternoon a month. The block classes begin at 2:30 p.m. so please do not release your student teacher earlier than what is needed for travel time to the ASU campus.
2. Although student teachers should participate in regular after-school tutoring, they are not required to stay for Extended Day classes.
3. All absences by a student teacher must be recorded on a form with a make up plan for the hours missed. The student teacher must contact both you and the University Supervisor for each absence.
4. Attendance at District or Regional ESC in-service training sessions is mandatory for student teachers. If your campus offers optional "trade day" sessions for in-service training, please do not require your student teacher to participate.
5. Notify the University Supervisor immediately in the event of any serious problem.