



## COOPERATING TEACHER CHECKLIST

\* You are the most influential in determining the success of the clinical teacher's experience! You will instruct, advise, observe, and provide feedback on the effectiveness of his/her performance in the classroom.

### **Things to do prior to the arrival of your clinical teacher:**

- Set up a desk/workspace for your clinical teacher in your classroom.
- Gather pertinent handouts and materials for your clinical 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 clinical teacher, particularly issues of clinical teacher "authority" in the classroom.

### **Once your clinical teacher arrives:**

- Introduce him/her to the class, and show your clinical teacher where to sit to start observing.
- Model classroom routines and expectations. Involve the clinical teacher in recess, cafeteria duty, faculty meetings, parent/ teacher conferences, professional development, and other activities that you do during the school day.
- Take the clinical teacher on a tour of the campus, introducing him/her to other staff members.
- Arrange a time for an initial orientation with the clinical teacher to discuss parking, routines, lesson planning, procedures, facilities, schedules, and upcoming events.
- Outline explicitly the duties and responsibilities you will assign to the clinical 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 clinical teacher accepting full professional responsibility for the class towards the latter half of the assignment.
- As your clinical 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 clinical teacher's progress, and you can use this documentation for support.)
- Set aside a few minutes each day for a conference with your clinical teacher. Encourage the clinical teacher to ask questions.
- Maintain regular communication with the University Supervisor, and participate in three-way meetings with the University Supervisor and the clinical teacher.
- Track attendance. Clinical teachers are expected to attend every day. Absences must be made up at the end of the Clinical Teaching assignment. If a clinical teacher misses more than 2 days, contact the University Supervisor.

### **If your clinical teacher is experiencing any difficulties:**

- Communicate with your clinical teacher and give suggestions for improvement.
- 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 clinical 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 clinical 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 Clinical Teaching.

#### **How often should cooperating teachers leave the clinical teacher alone?**

Clinical 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 Clinical Teaching experience is not effective.

During this experience, clinical teachers should demonstrate that they can manage the class on their own. Therefore, cooperating teachers may occasionally leave the classroom for short periods and stay within close proximity. The clinical 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 clinical 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 clinical teacher regarding progress, as long as it does not interfere with the regular classroom schedule.

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

There should be no surprises when it comes to performance of clinical teachers. It is very important to regularly and consistently communicate and give feedback regarding strengths and areas of concern to their clinical 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 clinical teachers for fear of hurting their feelings or because of lack of time during the school day. For the clinical teacher to be able to grow professionally, this must be done.

Clinical 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 Clinical Teaching experience. University Supervisors will guide growth plans or provide other interventions so that cooperating teachers do not bear the burden of a clinical teacher who is not progressing.

**For More Information:** Contact the EPI Center at (325) 942-2209. *Thank you!*