

Cooperating Teacher Expectations for Student Teaching Experiences

The cooperating teacher is a vital member of the student teacher triad along with the teacher candidate and the university supervisor. The cooperating teacher models, observes, and discusses teaching styles and strategies daily with the teacher candidate. To receive the greatest benefits from this relationship there must exist a mutual feeling of respect and understanding. It is important for the cooperating teacher to accept the teacher candidate as a co-worker and convey that acceptance to both their pupils and colleagues. The cooperating teacher is expected to demonstrate professional conduct and be a positive, effective role model in all aspects of teaching.

Eligibility to Serve as a Cooperating Teacher:

Cooperating teachers supervise student teachers on a daily basis throughout the quarter or semester. Qualifications include:

- WI teaching license.
- Certification in and a teaching assignment appropriate to the subject competency of the student teacher candidate
- At least three years of teaching experience; one of which is in the district to which the student teacher candidate is assigned
- Recommendation by the building principal and typically a university faculty/staff member
- Evidence of educator effectiveness, including demonstration of best practices, related to:
 - Planning and preparation
 - Classroom environment
 - Instruction
 - Professional responsibilities
 - Demonstration of effective mentorship
- Time and commitment to serve in this important role

In-service teachers interested in being cooperating teachers are strongly encouraged to take *CI 695 Supervision of Student Teaching*, which provides preparation in the supervision of clinical students and in the applicable standards.

Considerations prior to mentoring a UWL student teacher

- At the beginning of the semester, the teacher candidate, cooperating teacher, and university supervisor will meet for the introductory triad meeting to discuss the written expectations of the members of the triad and develop a timeline of progression for the teacher candidate to assume additional teaching responsibilities. The cooperating teacher and teacher candidate will meet on a weekly basis throughout the placement to: 1) monitor progress in meeting the expectations, 2) collaborate and develop opportunities for the teacher candidate to demonstrate meaningful

instruction and an understanding of the district curriculum, 3) assess the teacher candidate's understanding and development of the district's expectations for teachers, 4) review written assessments of the teacher candidate's teaching, based on the expectations, 5) clarify other cooperating teacher- teacher candidate responsibilities.

- It is natural for the teacher candidate to feel anxious and have many questions about the student teaching experience. The cooperating teacher can help the teacher candidate feel more at ease and accepted by providing the teacher candidate with a desk or work space, an assembled packet of school and classroom procedures and policies, and familiarizing the teacher candidate with the administrators, faculty, support staff, curriculum programs, and other available resources.
- It is important to involve the teacher candidate in some classroom activities early in the experience even if these activities are somewhat limited in terms of responsibility. The cooperating teacher can begin by setting aside time to discuss a cooperative plan for the placement. This planning time is useful in identifying performance expectations for both the teacher candidate and the cooperating teacher. It is important that this discussion include a plan for the gradual increase of responsibility of the teacher candidate building up to full time teaching for a minimum of three weeks.

Before the placement begins

1. Communicate dates for in-service days, planning sessions, and other responsibilities.
2. Create a workspace including a safe storage place for personal items for your teacher candidate.
3. Introduce your teacher candidate to administrators, faculty, support staff, families and students.
4. Provide your teacher candidate with necessary resources and curriculum for teaching.
5. Welcome the teacher candidate as a teaching colleague, and convey acceptance to students and other colleagues.

During the placement

1. Communicate with teacher candidate and university supervisor to set a convenient date for the Introductory Triad Meeting within the first week of the placement.
2. Communicate any concerns regarding your student teacher promptly to the University Supervisor or to the Office of Field Experience
3. Demonstrate effective role modeling behavior in all aspects of teaching and professional conduct.
4. Contribute observations and suggestions during the TRIAD conferences.
5. Communicate regularly with the University Supervisor regarding the development of your teacher candidate in the Standards.
6. Assist the teacher candidate in developing competence in all Standards
7. Maintain high expectations for your teacher candidate and communicate these clearly.

8. Provide a supportive environment and a variety of teaching experiences to help your teacher candidate develop competence.
9. Share teaching expertise and experience to help the teacher candidate succeed in the placement.
10. Plan instruction with your teacher candidate. Cooperatively develop a timeline describing the teacher candidate's gradual assumption of the teaching duties toward **a minimum** of three weeks of full time lead teaching. (More weeks are expected and optimal.) The teacher candidate should begin lead teaching by mid quarter and maintain active involvement throughout the end of the quarter.
11. Provide daily, oral feedback on teacher candidate's progress.
12. Provide frequent written feedback on teacher candidate's progress including one formal observation form to hand in to the university supervisor. (The university supervisor will submit the forms to the School of Education Assessment Coordinator.)
13. Review SIP document and prepare comments for TRIAD conference.
14. Participate in mid-term TRIAD conference with teacher candidate and university supervisor.
15. Guide the teacher candidate in developing individual teaching style.
16. Hold the teacher candidate accountable for all professional duties during the school day including faculty meetings, team meetings, parent conferences, supervision duties and professional development sessions.

Toward the end of the placement

1. Review SIP document and prepare comments for final TRIAD conference
2. Participate in final SIP conference with teacher candidate and university supervisor.
3. Provide feedback on UWL School of Education surveys.
4. Share interviewing and employment advice.
5. Write a professional letter of recommendation on school letterhead for the teacher candidate.
6. Serve as a reference for teacher candidate if requested.