

## Responsibilities of the District Cooperating Teacher

The cooperating teacher is an integral part of the student teaching experience. The experience and knowledge that the cooperating teacher shares with the student teacher is key to the success of the experience. The cooperating teacher is a classroom teacher designated to oversee, evaluate, and provide feedback to the student teacher on a daily basis. The cooperating teacher should not be a first year teacher, should have at least three years of teaching experience, hold a professional license, and, ideally, will possess a master degree. These supervisors are master teachers in their schools/districts. Cooperating teachers will use evaluation instruments, standard observation, feedback, and coaching strategies to assist student teachers in developing their instructional and management skills during their time in the classroom. The University provides a stipend for professional services to the cooperating teacher.

Cooperating teachers are an integral part of the student teaching experience. They are expected to:

- Facilitate development of the 3-5 edTPA Lesson Plan Segment.
- Provide time for the 3-5 edTPA Lesson Plan Segment to be implemented in the classroom.
- Assist in orienting the student teacher to the school, classroom, and the students, along with school district policies, rules, and regulations.
- Supervise the student teacher on a daily basis.
- Phase the student teacher into the teaching/observation cycle. Candidates will begin their experience acting as an observer and will gradually expand their responsibilities in the classroom. The student teacher should be fully in charge of classroom instruction for the final three - four weeks of the experience.
- Provide prompt and substantive feedback to the student teacher regarding all performance activities and interactions with school personnel, students, and parents.
- Work with the student teacher to develop a schedule of responsibilities.
- Set and communicate standards for the daily lesson plans that the student teacher is expected to develop.
- Review the student teacher's lesson plans to allow for revisions where necessary.
- Communicate the student teacher's progress to the University faculty supervisor via face-to-face discussion or telephone contact. This communication is established by the University faculty supervisor for the purposes of on-going performance review.
- Complete evaluations of the student teacher's progress using the forms provided in the module and on the electronic portfolio and submit them to the faculty supervisor after reviewing them with the student teacher.
- Complete a mid-term and final evaluation using the forms provided by the University, review with the student teacher, and submit them to the University faculty supervisor.
- Collaborate with the University faculty supervisor to assist the student teacher in developing identified skill and knowledge deficiencies throughout the student teaching experience.
- Immediately inform the faculty supervisor of any concerns regarding the student teacher.
- The faculty supervisor can be reached directly and provides a phone number and times of availability.
- Establish a time to talk with the student teacher about his/her activities, impressions, reflections, suggestions for goals, and areas of improvement.