

INFORMATION FOR COOPERATING EDUCATORS

COOPERATING EDUCATORS & SUPERVISORS WEBSITE

All documents and rubrics including the Student Teaching Handbook can be found at www.unk.edu/certification. Click on *Cooperating/Mentor Teachers & Supervisors* at the bottom of the right column. Candidates and cooperating educators should bookmark this site.

UNIT PLAN AND LESSON PLAN

Within the first six-seven weeks, the teacher candidate is required to create and teach a 5-day (minimum) unit plan. Five of the unit lesson plans, the first four lessons and the final lesson, must be created using the UNK Lesson Plan Template. For all other lessons in the unit the teacher candidate may use the school's lesson plan model. The Unit Plan Summary should be completed using the Unit Plan Summary Template. Candidates will summarize the five UNK formatted lesson plans.

The cooperating educator will be asked to formally score the Unit Plan Summary and one written lesson plan from the unit, the lesson they will also observe being taught, providing feedback following the observation. The candidate will indicate which lesson on the Unit Plan Summary by placing an X next to the lesson number.

The teacher candidate should provide a copy of the written unit plan to the cooperating educator two (2) weeks prior to teaching the unit. **(Special Note: TCP teachers CANNOT use the same unit used in TE833.)**

Prior to the teacher candidate teaching the unit, the cooperating educator will evaluate two items:

1. the **written** Unit Plan Summary
 - To evaluate the Unit Plan Summary, the cooperating educator should use the **Unit Plan Summary Rubric**.
 - Teacher candidates must earn **a minimum score of 45**. Proficient is the benchmark.
 - If needed, the cooperating educator should have the teacher candidate rework parts of the summary until they earn the minimum score.
 - The cooperating educator should conference with the teacher candidate providing feedback before they teach the unit.
2. the **written** lesson plan selected by the teacher candidate on the Unit Plan Summary
 - To evaluate the written lesson plan, the cooperating educator should use the **Lesson Plan Rubric**.
 - Teacher candidates must earn **a minimum score of 117**. Proficient is the benchmark.
 - If needed, the cooperating educator should have the teacher candidate rework parts of the lesson until they earn the minimum score.
 - The cooperating educator should conference with the teacher candidate providing feedback before they teach the unit.
 - The cooperating educator should provide feedback on the additional four (4) lesson plans before the unit is taught.

Following the teaching of the selected lesson from the unit, the cooperating educator will provide feedback on:

3. the **teaching** of the lesson plan
 - To provide feedback on the teaching of the lesson plan from the unit, the cooperating educator will complete the **Observation Form - Formative Assessment**.
 - This is a non-scored document used to provide feedback to and promote discussion during a conference with the teacher candidate the same day or soon after the observation.

The cooperating educator should email a copy of the Unit Plan Summary Rubric and the Lesson Plan Rubric to the UNK supervisor. The cooperating educator should provide the teacher candidate with copies.

If a teacher candidate has two endorsements, they will complete a unit plan for each endorsement.

The due dates for the Unit Plan are:

- Taught by September 27, uploaded in Canvas student teaching course by October 4:
 - 16-week placements and TCP Completers
 - 1st unit plan for 8-week placements & 10 + 10 placements
- Taught by November 22, uploaded in Canvas student teaching course by Nov. 29 – 2nd unit plan for 8 + 8 teacher candidates
- Taught by December 6, uploaded in Canvas student teaching course by Dec. 13 – 2nd unit plan for 10 + 10 teacher candidates

The teacher candidate will submit their unit plan in the Canvas Student Teaching course. The supervisor should input the scores in the Canvas Common Assessments.

MIDTERM SUMMATIVE ASSESSMENT AND EDUCATOR DISPOSITIONS

The cooperating educator and the teacher candidate will **each** complete a Summative Assessment and Educator Dispositions at the halfway point of the placement.

- For the cooperating educator, the midterm is designed to rate the candidate's performance as a teacher candidate at this point in the placement. Their ratings should be based upon the teacher candidate's cumulative performance during the preceding weeks.
- For the teacher candidate, the midterm provides a self-assessment, allowing them to reflect on their performance during the preceding weeks.

When completing the midterm, it is important to refer to the Evidence Charts and the Educator Disposition Rubric found on the website. The Evidence Charts further define the Summative Assessment rubric criterion and the Disposition Rubric further defines the Educator Disposition indicators.

Following the completion of the midterm by each party, the two should conference to compare individual assessments.

By the final assessment, the goal is for teacher candidates to be performing at proficient which is a 45 minimum point total on the Summative Assessment and a 27 minimum point total on the Educator Dispositions. **Cooperating educators should be reminded not to overrate teacher candidates at this point.** Cooperating educators should indicate areas of strength and weakness to allow the teacher candidate to focus on improving by the end of the placement. The teacher candidate should demonstrate growth from the midterm to the final. If performance is questionable, cooperating educators should be in communication with the supervisor. Remediation may need to be implemented.

- To access the Summative Assessment and Educator Disposition, cooperating educators should go to the UNK website. They should click on the name of the form and then click on the down arrow at the top right hand of the page to save the document to their computer. They should open the file from their computer, check the box labeled "Midterm," and complete the form. Candidates can find this document in the Canvas Student Teaching course.
- While teacher candidates with PK-12 endorsements MAY have two different placements, they will only complete one midterm. It will be completed by the first placement cooperating educator. If a teacher candidate has two endorsements, a midterm will be completed while teaching in each endorsement area.

After the cooperating educator conferences with the teacher candidate, the cooperating educator should be sure to type their name and check the box for electronic signature at the end, as well as the teacher candidate's name. They should send a copy of the midterm in an email to the UNK supervisor. They should give the candidate a copy. The supervisor should input the scores in Canvas.

- **The due dates for the midterm Summative Assessment are:**
 - September 6, 1st 8-week placement
 - September 13, 1st 10-week placement
 - October 4, 16-week placement and TCP Completers
 - November 1, 2nd 8-week placement
 - November 8, 2nd 10-week placement

FINAL SUMMATIVE ASSESSMENT AND EDUCATOR DISPOSITIONS

At the end of the teacher candidate's endorsement placement, a final Summative Assessment and Educator Dispositions will be completed by the cooperating educator and the UNK supervisor. Some teachers and supervisors complete the assessment together; others choose to do one separately. It is important to refer to the Evidence Charts and the Educator Disposition Rubric found on the website when completing. The cooperating educator should hold a final conference with the teacher candidate to share the results. The supervisor will also share their results with the teacher candidate.

At the end of the clinical experience, the teacher candidate must be performing at proficient which is a 45 minimum point total on the Summative Assessment and a 27 minimum point total on the Educator Disposition. A teacher candidate cannot pass student teaching if they earn a score of "Below Standard" on **any** indicator on the Summative Assessment. A teacher candidate cannot pass student teaching if they earn a score of "Below Standard" on **any** indicator on the Educator Dispositions.

- To access the Summative Assessment and Educator Dispositions, go to the UNK website. Click on the name of the form and then click on the down arrow at the top right hand of the page to save the document to your computer. Open the file from your computer. Check the box labeled "Final." Complete the form.
- After the final conference with the teacher candidate, the cooperating educator should be sure to type their name and check the box for electronic signature at the end, as well as the teacher candidate's name. They should send a copy of the final in an email to the UNK supervisor. The cooperating educator and supervisor should give the candidate a copy.
- Candidates who are acquiring two endorsements will have a final at the end of student teaching in each endorsement area.

- **The due dates for the final Summative Assessment are:**

- October 4, 1st 8-week placement
- October 18, 1st 10-week placement
- December 6, 2nd 8-week placement, 16-week placement, and TCP Completers
- December 18, 2nd 10-week placement

The supervisor should input the final scores in Canvas by **Friday, December 13, for 8+8 and 16-week candidates and by Friday, December 20, for 20-week candidates.**

SUPERVISOR OBSERVATIONS

There will be 5 supervisor observations during the semester. Discuss how observation dates will be scheduled.

FOR TCP TEACHERS: The number of observations can be found on the Supervisor Caseload. For all new TCP teachers hired spring 2024 and fall 2024, the supervisor will observe once a semester until the final semester where they will observe 5 times.

The teacher candidate should email the lesson plan document to the supervisor 24 hours prior to the observation. This gives the supervisor time to review the lesson before the visit. The candidate must use the UNK Lesson Plan Template.

During and following an observation, supervisors must 1) collect data/document performance through scripting/notetaking and 2) provide feedback. Supervisors may use one of two formative assessments to provide feedback:

1. Observation Form - Formative Assessment
2. Formative Assessment - Guided Narrative

Use the Evidence Charts found in the supervisor handbook or on the website when providing feedback. These charts provide specific observable candidate behaviors for each standard. Speak to evidence to support observations. Be specific, focusing on strengths and areas for improvement. Build on previous observations, noting any growth or lack of growth since the last observation. Observational comments form a pattern. Written comments made are used to establish levels of performance. Written comments should contain statements/words that indicate level of performance. Goals should be set for the next visit. It should be clear WHY a student gets the ranking they get at the time of the Summative Assessment by reading previous observation comments.

Following the teaching of the lesson, the supervisor and teacher candidate should conference to discuss the formative assessment. Supervisors **MUST** provide a copy of the formative assessment to the teacher candidate. Cooperating educators should also meet regularly with supervisors, both with and without the teacher candidate present, to provide input to the supervisor regarding the teacher candidate's performance. Keep your notes until the end of the school year. These will be used if remediation is needed or in the case of teacher candidate withdrawal/removal from the experience.

As one of their 5 observations, the supervisor can, but is not required, to observe the teacher candidate one day during the teaching of the unit plan.

APPLYING FOR GRADUATION. Fall graduates should apply for graduation on MyBlue by September 15. Spring graduates should apply for graduation by February 1. The cost is \$25. This is required even if the candidate is not participating in commencement activities. **POST BACCS INCLUDING TCP TEACHERS:** Some of these students/teachers will be graduating with a master's degree while others will be getting their Initial Certification. Only teachers graduating with a master's degree need to apply for graduation.

COMMENCEMENT. Fall commencement will be Friday, December 20, 2024. Teacher candidates who are student teaching for 20 weeks may need return to the classroom after commencement. Teacher candidates will be excused to attend the Friday graduation.

PRAXIS SUBJECT ASSESSMENT. Teacher candidates can graduate without having passed the Praxis Subject Assessment but they will need to pass it before they can be certified in Nebraska. Refer to www.ets.org/praxis/ne or www.unk.edu/certification for questions about the tests.

MINIMUM REQUIREMENTS: Teacher candidates will be required to meet the minimum score (benchmark) on EACH assessment.

ASSESSMENT	
Lesson Plan	117 points
Unit Plan Summary	45 points
Final Summative Assessment	45 points with no ones
Final Educator Dispositions	27 points with no ones

LOG SHEETS. At the end of the semester, supervisors can scan and email the Supervision Log Sheets to stuteach@unk.edu or mail in envelopes provided.

ADDITIONAL ITEMS BY STUDENT TYPE

TRADITIONAL TEACHER CANDIDATES

COOPERATING/MENTOR TEACHERS & SUPERVISORS WEBSITE

The cooperating educator and teacher candidate should go to the Student Teaching Handbook and review Cooperating Teacher Responsibilities and Suggestions, Teacher Candidate Responsibilities, and Teacher Candidate Intervention and Removal Procedure.

FINAL STUDENT TEACHING DATES.

The final student teaching date for teacher candidates in 16-week placements is Friday, December 6, 2024. The final student teaching date for teacher candidates in 20-week placements is Friday, December 20, 2024, or the last day teachers are required to be in school for the semester.

INITIAL MEETING

Reach out early to your teacher candidates by email to introduce yourself. Have the teacher candidate schedule a meeting between the supervisor, cooperating educator, and teacher candidate. Ask the teacher candidate what the best way to contact them is.

At the meeting, provide the cooperating educator with the [Information for Cooperating Educator Letter](#). Provide the teacher candidate with the [Information for Teacher Candidates](#) document.

TEACHER CANDIDATE SCHEDULE

This will be **emailed** to the teacher candidate. They should fill it out with their contact information and their daily schedule and email it to you within the first week. They should check their Loper Email regularly.

GUIDED OBSERVATION SHEET

There is a Guided Observation Sheet provided for each teacher candidate in their folder. Please give this to them at the Initial Meeting. The teacher candidate should use the Guided Observation Sheet during the **first week** in the classroom for purposeful observation. This will enable the teacher candidate to become familiar with the program in specific ways so that they feel comfortable when teaching responsibilities are assumed. The candidate should review their findings with the cooperating educator. Supervisors can also discuss this with the candidate during their first observation.

PLANNED SCHEDULE

Participation in the classroom should be planned sequentially, making the transition to full-time teaching a successful and rewarding experience. Visit with the cooperating educator and teacher candidate about creating a plan for gradual implementation assuming responsibility for: one small instructional group or subject area, total class or subject for period of time, additional groups and subject areas, and the total class or scheduled classes for the entire school day. Ask the teacher candidate to email you a copy of the planned schedule. Cooperating educators may ask for your advice on this schedule.

DISCUSSION AND REFLECTION

A cooperating educator should provide the guidance necessary for developing the teacher candidate's teaching abilities. Day-to-day informal discussions are valuable for checking over plans and materials and evaluating together the teacher candidate's teaching as well as reviewing plans for the next day.

Additionally, it is advisable for the cooperating educator and teacher candidate to set aside some time each week to reflect upon the week in total and make plans together for the week ahead, to discuss teaching techniques and materials, to look at specific problems that have occurred and to assess areas of teaching that have been successful, that have been minimally so, and others needing definite improvement. It is suggested that the cooperating educator find aspects of the teacher candidate's performance that can be honestly praised.

TEACHER CANDIDATE PROFESSIONAL DEVELOPMENT DAYS. TE400 and TE836-01 (Student Teaching) are Blended Courses which means there will be some on-site classroom instruction with an online learning component. The course required on-site classroom instruction will take place on the UNK campus Thursday, September 5, 2024, with the required online learning component being held the following day on Zoom, Friday, September 6, 2024. Teacher candidates must attend both days. Candidates should watch Canvas for more information. Teacher Candidates will not be in class on these days. Candidates should have substitute plans available if required.

- Teacher candidates who are out-of-state are required to attend both days over Zoom.
- Teacher candidates that are hired on a permit, teaching alone in their classrooms (including teaching under Rule 11) are NOT required to attend.

SUPERVISORS: PLEASE EMPHASIZE If a candidate does not attend one or both days for any reason, they will have to wait to attend the next semester's Professional Development Days. This will postpone graduation for a semester.

ABSENCES. Candidates are allowed 3 excused absences. They should notify the teacher and supervisor when they will be absent. If required, they should have lesson plans in place. If a candidate has more than 3 absences, time might be added to the end of the placement. The supervisor and Director will discuss this if it becomes an issue. Tardiness should not be tolerated.

GROWTH PLAN. If it is deemed there is an apparent problem with the teacher candidate's classroom performance and/or professional performance, emphasize that cooperating educators be in touch with the supervisor sooner rather than later. A conference will be held with the cooperating educator, supervisor, and teacher candidate, where suggestions for improvement will be made. A period will be specified for demonstrated improvement by the candidate.

If the planned improvements are not made, a Growth Plan will be completed and signed by the cooperating educator, supervisor, and teacher candidate. There will be a period specified for demonstrated improvement. If the candidate does not make the indicated improvements, they will be removed from the student teaching placement.

SURVEYS. At the end of the student teaching experience, the Director of Field Experiences will email two surveys out to the cooperating educator. One will be a survey of the university supervisor and one will be demographic information about the cooperating educator. Teacher candidates will also complete several surveys which will be in Canvas toward the end of the student teaching semester. They will complete a survey of the cooperating educator, a survey of the university supervisor, a graduate survey, an ISTE Survey, and a Keep in Touch survey.

SUBSTITUTE TEACHING. Teacher candidates in Nebraska can substitute up to **five (5)** days while they are in student teaching and receive pay if they have their Local Substitute Permit. Please be sure schools follow the UNK Student Teacher Substitute Policy. To be paid, the teacher candidate should apply for a Local Substitute Permit. They can find the online application at <https://teach.education.ne.gov/#/>.

THANK YOU LETTERS. There is a thank you letter in the envelope with the teacher's name in the window. Please give this to the teacher towards the beginning of the placement. You cannot mail this as there is no address on the letter.

Summary of Cooperating Educator Tasks

1. Guided Observation sheet review
2. Unit Plan Summary Rubric – email to the university supervisor
3. Lesson Plan Rubric – email to the university supervisor
4. Observe the teacher candidate teach a lesson from the unit plan and complete Observation Form – Formative Assessment. Meet to provide feedback. Give the Observation Form to the teacher candidate to keep.
5. Mid-term Summative Assessment & Educator Dispositions – email to the university supervisor
6. Final Summative Assessment & Educator Dispositions – email to the university supervisor

Summary of Teacher Candidate Tasks

1. Guided Observation sheet, complete, discuss with cooperating educator, keep for personal files
2. Lesson plans for 5 supervisor observations
3. Unit Plan – upload in Canvas student teaching course
4. Mid-term Summative Assessment & Educator Dispositions

TEACHER CANDIDATES ON AN ALTERNATIVE PERMIT OR UNDER RULE 11 WAIVER

REMINDER: These people are using their own classroom to student teach. They will NOT have a cooperating educator in their room. They've been hired to be the teacher in their own classrooms on an Alternative Permit or under a Rule 11 Waiver.

INITIAL MEETING

Reach out early to your teacher candidates by email to introduce yourself. Have the teacher candidate schedule a meeting between the university supervisor, cooperating educator, and teacher candidate. Ask the teacher candidate the best way to contact them.

At the meeting, provide the cooperating educator with the **Information for Cooperating Educator Letter**. Provide the teacher candidate with the **Information for Teacher Candidates** document.

COOPERATING EDUCATOR OBSERVATIONS

Cooperating Educators should observe the candidate a **minimum of three times**. Once during the first 8 weeks, once during the second 8 weeks, and once when the teacher candidate teaches their unit.

TEACHER CANDIDATE SCHEDULE

This will be **emailed** to the teacher candidate. They should fill it out with their contact information and their daily schedule and email it to the supervisor within the first week. They should check their Loper Email regularly.

STUDENT TEACHER PROFESSION DEVELOPMENT DAYS. These candidates WILL NOT attend these two days. Information provided during these days will be posted in the Canvas student teaching course.

Summary of Cooperating Educator Tasks

1. First 8-weeks – observe the teacher candidate and provide feedback
2. Unit Plan Summary Rubric – email to the university supervisor
3. Lesson Plan Rubric – email to the university supervisor
4. Observe the teacher candidate teach a lesson from the unit plan and complete Observation Form – Formative Assessment. Meet to provide feedback. Give the Observation Form to the teacher candidate to keep.
5. Mid-term Summative Assessment and Educator Dispositions – email to the university supervisor
6. Second 8 weeks – observe the teacher candidate and provide feedback
7. Final Summative Assessment and Educator Dispositions – email to the university supervisor

Summary of Teacher Candidate Tasks.

1. Lesson plans for 5 supervisor observations
2. Unit Plan – upload in the Canvas student teaching course
3. Mid-term Summative Assessment and Educator Dispositions

TCP TEACHERS COMPLETING

SUPERVISOR OBSERVATIONS

The number of observations can be found on the Supervisor Caseload.

Student Teacher Professional Development Days. These candidates WILL NOT attend these two days. Information provided during these days will be posted in the Canvas student teaching course.

Summary of Cooperating Educator Tasks – Email these documents to the university supervisor.

1. Mid-term Summative Assessment and Educator Dispositions
2. Unit Plan Summary Rubric
3. Lesson Plan Rubric
4. Observe the TCP teacher candidate teach a lesson from the unit plan
5. Final Summative Assessment and Educator Dispositions

Summary of TCP Teacher Tasks

1. Lesson plans for 5 supervisor observations
2. Unit Plan – upload in the Canvas student teaching course
3. Mid-term Summative Assessment and Educator Dispositions

TCP TEACHERS (NEW OR RETURNING)

These teachers are only observed. They DO NOT have any required assessments by the supervisor. They may have requirements within one of their TE courses, but it does not involve the supervisor.

SUPERVISOR OBSERVATIONS

For all new TCP teachers hired spring 2024 and fall 2024, the supervisor will observe once a semester until the final semester where they will observe 5 times.

If the teacher is new or new to you (you took over for a previous supervisor), introduce yourself to the TCP teacher whether by phone or email before your first observation. Tell them about yourself. Let them know you will be serving as their supervisor throughout their program at UNK. This is a two-year program at a minimum. Some teachers may extend this to three years.

If the teacher is new, **Please review the UNK Transitional Certification Program Checklist included in the supervisor folder. There is a copy for EACH NEW TCP teacher.**

TCP TEACHER QUESTIONS

If TCP teachers ask questions about their program, tell them to contact their advisor. If they have questions about their courses, tell them to contact their course faculty.

CANVAS TCP BULLETIN

The TCP teacher has been invited into the Canvas “Transitional Certification Program Organization.” REMIND THE TCP TEACHER TO read the monthly TCP Bulletin. It provides timely information. The TCP teacher will get a Loper email when the bulletin posts each month.