

COOPERATING TEACHER RESPONSIBILITIES AND SUGGESTIONS

RESPONSIBILITIES:

- Acquaint the teacher candidate with the school and its facilities.
- Introduce the teacher candidate to the principal, the faculty, and other personnel.
- Review school and classroom policies and regulations.
- Describe expectations for the behavior of the students and preferred method of dealing with misbehavior.
- Provide copies of your school faculty and student handbooks if possible.
- Provide an adequate workstation for the teacher candidate.
- Introduce the teacher candidate to the class, emphasizing his or her role as a professional member of the faculty.
- Provide access to student records and other pertinent information as needed, stressing the confidentiality of these reports.
- Help the teacher candidate map out the semester's activities and goals, thus providing an overall general picture of the student teaching experience.
- Involve teacher candidate in the classroom as soon as possible; he/she should continue to be involved until ending date. This does not mean taking over the room, but the teacher candidate should be involved.
- Delegate classroom tasks as well as out-of-class duties, such as playground and lunchroom supervision.
- Acquaint the teacher candidate with record keeping, grading and reporting systems used in the classroom.
- Define general and specific expectations for the teacher candidate's daily performance, which include observation, planning and instruction.
- Clarify the teacher candidate's responsibilities in preparing and submitting written lesson plans.
- Make certain the teacher candidate has adequately planned for instruction before allowing the teacher candidate to teach.
- Allow the teacher candidate to comfortably and gradually assume lead responsibility for all aspects of teaching: planning, instruction, assessment, guidance, and classroom management. UNK encourages co-teaching for most of the semester.
- Gradually allow the teacher candidate to direct instruction as he/she gains confidence and demonstrates the ability to manage the class and to deliver instruction effectively.
- Urge the teacher candidate to use a notebook for observations, ideas, and in assessing personal classroom performance.
- Provide encouragement and opportunities for the teacher candidate to gain experience in utilizing instructional technology.
- Share advice with the teacher candidate about communicating and dealing with parents.
- Maintain the confidentiality of conferences and help the teacher candidate understand the importance of confidentiality.
- Be tactful, frank, and honest in communicating with the teacher candidate.
- Confer at appropriate times with both the teacher candidate and the university supervisor about the performance of the teacher candidate.
- In evaluating performance, focus first on the things the teacher candidate does well. Encourage him or her to ask questions and seek advice.

- Complete the MidTerm Evaluation halfway through the teacher candidate's placement. Review teacher candidate's Midterm Self Evaluation with him or her and the university supervisor. Each of you completes the midterm and then discusses the results. Use the rubric and the Educator Dispositions Assessment rubric to complete the evaluation. (Access online) Email to university supervisor.
- Share concerns and problems with the teacher candidate as soon as possible. Consult with the university supervisor or the Director of Field Experiences if ongoing concerns and problems are not satisfactorily resolved.
- Complete evaluation of the teacher candidate's unit plan. Access the directions, template, evaluation form and rubric online. Email to candidate and university supervisor.
- Complete evaluation of the teacher candidate's lesson plan. Access the directions, template, evaluation form and rubric online. Email to candidate and university supervisor.
- Complete Final Evaluation for teacher candidate. Use rubric found online to assist in evaluation process. Email to university supervisor and teacher candidate.
- **Access all forms electronically at www.unk.edu/certification**

SUGGESTIONS:

Establish Rapport

- Be empathetic
- Choose words carefully
- Be a good listener
- Respond to the needs of the teacher candidate
- Maintain objectivity
- Share your philosophy of teaching

Encourage Reflection

- What were the strengths of the lesson?
- What would you do differently next time?
- Do you think the lesson was successful?
- Was there any "incidental" learning?
- Was the content made meaningful?

Conference with the Teacher Candidate

- Listen first
- Conferences should be private
- Be problem---centered, not person---centered
- Make sure the teacher candidate contributes to the conferences
- Frequent conferences are less stressful than infrequent ones
- Encourage free flow of ideas

Strategies to Assist the Struggling Teacher Candidate

- Work closely with the teacher candidate from the beginning
- Be the lead teacher in planning the co---teaching lessons to model how good planning looks
- Insist on thorough planning
- Plan for success early on
- Praise appropriate behavior
- Demonstrate effective teaching styles
- Do some role playing
- Provide continuous feedback, especially written
- Confer with the University Supervisor