

ESSENTIALS FOR COOPERATING TEACHERS

The Corban Education Program (CEP) recommends a co-teaching induction to the student teaching process. At first, the teacher candidate is given minor duties to perform while the classroom teacher carries out the instructional functions. Gradually, the teacher candidate assumes more and more of the instructional functions while the classroom teacher assumes the vital role of supervisor and evaluator. During the developmental process, cooperating teacher-teacher candidate conferences should focus on the teaching techniques and classroom management.

The Candidate as the Teacher

Corban faculty members and university supervisors recognize that the cooperating teacher (CT)'s first responsibility is the instruction of his/her students. The student teaching experience must enhance this goal. In the interest of providing the students with an effective learning situation, while at the same time enabling the teacher candidate to become an effective teacher, the following practices have been found to be productive:

1. The CT becomes a model for the teacher candidate (TC) by:
 - a. Demonstrating new teaching techniques.
 - b. Meeting individual differences of the students.
 - c. Noting and measuring behavioral changes in the students.
 - d. Diagnosing problems and prescribing appropriate remedial activities
2. The TC should be permitted a degree of freedom in implementing his/her own teaching style and techniques.
3. Per TSPC Oregon Administrative Rules, the teacher candidate needs to complete a practicum (student teaching experience) which is at least 15 weeks in length before the candidate can be recommended for licensure. The TC must assume primary responsibility for part of the teaching.
4. During the candidate's initial teaching, the CT will observe and offer suggestions during a follow-up conference. The cooperating teacher also will act as a resource person.
5. In the event of an unsatisfactory adjustment to the teaching situation, the university supervisor maintains the right to remove the teacher candidate from the teaching placement. For professional growth purposes, the teacher candidate should be involved in the decision. A conference between the CT, the university supervisor and the building administrator will precede any action.

Criteria for the Selection of the Cooperating Teacher

CT's of Corban University teacher candidates must meet the following qualifications:

1. A current teaching license valid for their present assignments.
2. A minimum of three years of teaching experience immediately prior to this student teaching assignment.
3. Expertise in supervising and evaluating teacher candidates as verified by a building administrator.
4. Continued professional growth through course work and/or participation in school or district activities.
5. Commitment to the supervision and development of teacher candidates.
6. Effective interpersonal relations with colleagues, students, and parents.
7. Flexibility and adaptability in working with adults and children.
8. Professional skills, knowledge, and competencies which Corban seeks to develop in the teacher candidate.

Recommended Activities for the Teacher Candidate

During the student teaching experience, it is expected that the TC will have an opportunity to engage in a variety of activities. The following list of suggested activities for TC's will vary according to the grade taught and the methods used by the classroom CT.

1. Prepare unit and daily lesson plans.
2. Give individual instruction.
3. Assist with class routine.
4. Keep attendance records.
5. Prepare tests and examinations.
6. Discuss test results with students.
7. Evaluate daily assignments.
8. Give demonstrations for class.
9. Check out equipment and supplies.
10. Use laboratory equipment.
11. Keep records of students' written work.
12. Supervise study periods.
13. Prepare instructional materials.
14. Assist with extra-curricular activities.
15. Help direct games and playground activities.
16. Conference with CT.
17. Conference with students and/or parents.
18. Assist with reports, grade cards.
19. Supervise class projects.
20. Take charge of students' make-up work.
21. Assist in class control.
22. Direct poster work, maps, charts.
23. Attend school departmental meetings.
24. Assist in administering standardized testing.
25. Accompany class on field trips.
26. Attend school and social events and PTA.
27. Study health and cumulative student records.
28. Attend general faculty meetings.
29. Attend a school board meeting.
30. Observe in other classes.

Orientation of the Teacher Candidate

A positive introduction to student teaching is very important. As soon as possible, the TC must become familiar with his/her physical surroundings and responsibilities. Included are the physical building, the faculty and staff, the classroom, the pupils, the school district, and the community served by the school.

Orientation to the Class

Orientation of the TC should be carefully planned by the classroom CT. Assign the TC to some responsibilities immediately. S/he is expected to be able to function as a skilled teaching partner. Possible tasks for the teacher candidate include:

1. Learning each student's name.

2. Checking attendance and reporting absentees.
3. Contributing to class discussions.
4. Searching for articles, clippings, pictures, and other materials which will add to the effectiveness of the class work.
5. Helping plan and construct bulletin board displays.
6. Giving individual help to students.
7. Helping direct games and playground activities
8. Helping supervise students on field trips.
9. Sitting in on conferences with parents and school authorities.
10. Helping prepare PowerPoints and other materials.
11. Preparing bibliographies.
12. Assisting with reports, grade cards
13. Attending school functions.
14. Preparing case studies.
15. Learning to use student record files.
16. Discovering what units students have recently studied.
17. Finding out what students are studying in other subject areas.
18. Becoming familiar with classroom student portfolios.

Orientation to the Faculty, Staff, School District, and Community

It is important for the TC to learn how to become a contributing member of a school faculty. To attain this goal, activities of the classroom CT should:

1. Introduce the TC to faculty, staff, and school specialists.
2. Encourage the TC to participate in various faculty and school activities.
3. Include the TC in conferences with parents.
4. Arrange for the TC to become familiar with the school office, counseling services, curriculum planning, custodians, and library procedures.
5. Familiarize the TC with the philosophy, regulations, special requirements, and administrative procedures of the school.
6. If possible, arrange visits to other classrooms after consulting with the principal and/or department chairman (secondary schools).

Orientation to School Personnel and Staff

It is important that the TC develop good working relationships. Therefore, s/he should experience a variety of the important aspects of the teaching profession including:

1. Working with specialized school personnel.
2. Participating in a variety of faculty activities
3. Attending faculty meetings.
4. Attending Professional Learning Community meetings.
5. Understanding the importance of the office and custodial staff.
6. Working with office staff in scheduling field trips.
7. Attending parent-teacher meetings.
8. Observing and recognizing professional responsibilities in matters of appearance, dress, social etiquette, and general conduct.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Professional Guidance

1. Acquaint the TC with the teaching routines and details of the classroom.

2. Discuss the scope and sequence of classroom curriculum.
3. Discuss the required lesson plans with the TC.
4. Provide time for cooperative planning and follow-up conferences with the TC.
5. Give the TC regular feedback on strengths and weaknesses.
6. Work with the TC in gaining knowledge and experience with Oregon Standards and related standardized assessments.

Evaluation

Develop a working knowledge of Corban's web-based evaluation system (FieldX), and submit the following reports by the end of the experience:

1. Teacher Resume
2. 2-6 formal lesson observations of the TC.
3. Formative and Summative evaluation of the TC.
4. Dispositions Evaluation of the candidate.
5. Teacher Survey

RESPONSIBILITIES OF THE BUILDING ADMINISTRATOR

Though not working with the teacher candidate on a regular basis, the principal, or another school administrator, provides ultimate essential guidance and oversight. That guidance is most likely to be evident in the following activities:

1. Recommends qualified teachers as cooperating teachers.
2. Makes an initial introduction and may help orient the TC to the various activities or personnel in the building.
3. Help create a warm, accepting and professional climate for TC in the building.
4. Seeks opportunities for informal conferences with classroom teachers concerning the progress of TCs.