

# COOPERATING / ASSOCIATE TEACHER RESPONSIBILITIES

**Our Cooperating / Associate Teachers serve as content experts and provide the day-to-day foundation and support for our Teacher Candidates in the field.**

## **1<sup>ST</sup> WEEK: Please ensure the following:**

- Establish a **mentoring rapport** with Candidate so he/she feels comfortable asking questions and seeking assistance. Be approachable.
- Decide how Candidate will be **introduced and addressed** by your class(es).
- Introduce **Candidate** to Principal, provide tour of the school, and if possible, provide Candidate with any school policy handbook(s). Review most important policies.
- Discuss **arrival / departure times** (school policy). Candidates are expected to comply.
- Provide Candidate with **school calendar** (note staff development days, holidays, half days, etc.). Candidates are expected to follow the school district calendar except when required to be on campus at Niagara University for scheduled seminars.
- **Designate a space** (desk, if possible) for Candidate to call his/her own.
- **Learn about** Candidate's past educational experiences; share yours, if you feel comfortable.
- **Discuss Handbook requirements and Cooperating/Associate Teacher expectations. Inform Candidate when lesson plan(s) are to be submitted to you (one, two, or three days, in advance) in compliance with Handbook lesson components.**
- Remind Candidate to organize daily planner/**organizational binder**.
- If possible, **schedule** a regular time to **conference** daily with Candidate.
- Review class schedule. Provide Candidate with **class list(s)** and identify students with **special needs**. Discuss the diverse learners being served (race, gender, ethnicity, socioeconomic status, exceptionality). Inform Candidate about behavior modification programs in place.
- Permit Candidate to observe **your teaching style**, as well as others in the school. Discuss collaboration taking place among students, school colleagues, other professionals, parents and the community at large.

## **PRIOR TO LESSONS:**

- **Review and approve all lesson plans/materials prior to the day they will be implemented.** Provide suggestions where necessary and compliment accordingly. Allow time for revisions, when necessary. A lesson plan format is available in the Student Teaching Handbook; however, formats may vary according to your requirements. For Supervisory visits as well as in daily planning, Candidates are expected to include the components of good lesson planning (Handbook Lesson Plans).
- **Be sure lesson plans include reference to school curriculum/learning standards.**
- Discuss **areas that need improvement** from previous lesson(s) e.g. behavior/classroom management, motivation, transitions, voice, etc.

#### DURING LESSON:

- Observe lesson.
- Note strengths/weaknesses.
- Note appropriate solutions. Provide candidate with **written feedback regularly**.

#### FOLLOWING LESSON (or at scheduled conference time):

- Assist Candidate to **reflect** on the lesson(s) e.g. results of his/her actions on the students, the effectiveness of resources used, and the impact on student learning and well being. Use **“Lesson De-Briefing Template”** in Handbook 2 or 3 times a week.
- Share feedback with Candidate (strengths/weaknesses), preferably in writing.
- Discuss possible solutions/ action plans for areas of concern.

#### GENERAL:

- Allow Candidate to **demonstrate the application** of professional, academic, and research based knowledge.
- **Provide opportunities** for Candidates to develop, implement, and assess classroom management techniques/ behavior modification programs.
- Allow Candidate to **experiment** with various teaching methods/approaches.
- Discuss how **communication and technology** are used to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Allow opportunities to use technology to facilitate teaching and learning.
- Provide opportunities for the Candidate to observe other teachers/classrooms.
- **Gradually allow Candidate to take full responsibility for the class.**

**PLEASE NOTE: Student Teacher Handbook, SPA Standards and Evaluation Forms are available on MyNU website under College of Education.**

# Lesson De-Briefing Template

**Cooperating/Associate Teacher:**

**Teacher Candidate:**

**Date:**

**Lesson Taught:**

## Observations/Notes/Comments/Suggestions

**S – Satisfactory**

**NI – Needs Improvement**

1. Planning Phase	S	NI	2. Implementation of Instruction	S	NI
Learning expectations identified			Students could see and hear easily		
Well-developed, detailed lesson			Effective use of essential questions		
Assessment strategies identified			Clear, planned, organized instructions		
Knows name and needs of all students			Appropriate voice and manner		
Criteria used to arrange groups			Opening connects students to lesson expectations in meaningful manner		
Effective speaking/writing skills			Implemented a variety of strategies		
Discussed plan with CT/AT prior to lesson			All students engaged in purposeful and meaningful activities		
Creates positive classroom atmosphere			Pacing enhanced student learning		
Materials aligned to lesson expectations			Responded appropriately to student responses		
Lesson meaningful for group			Implemented cooperative learning		
Materials/equipment ready in advance			Used student assessment data to provide interventions		
Lesson adequately timed & paced			Student understanding of lesson demonstrated in closing activity		

**Additional Comments:**

Note: See next page for Phase 3 of T-Chart Conversation

(Continued from Previous Page):

## The Lesson: Reflection and Instruction

### T-Chart Conversation (A De-Briefing Guide)

Guide to Use of the T-Chart:

**Cooperating/Associate Teacher** completes the T-Chart below while observing the Teacher Candidate and identifies the strengths of the lesson in the left column of the T-Chart. Comments for improvement should be in the form of questions to enhance the CT/AT and Candidate discussion.

Strengths of Lesson	Questions Regarding Lesson (Turn statements about improving into questions, e.g., How will you improve...?)

**Teacher Candidate** completes the T-Chart below after he/she completes teaching the lesson. This time allows the TC an opportunity to reflect on the lesson prior to conferencing with CT/AT.

Things I Liked about the Lesson	Things that Concerned Me

**Cooperating/Associate Teacher and Teacher Candidate** discuss the positive aspects of the lesson, then initiate a conversation about improvement using the questions developed

## **A Sample Outline of Expectations from a Cooperating/Associate Teacher to a Teacher Candidate at Beginning of Placement**

### Student Teaching

Below is a list of requirements that I have for my student teachers. Essentially, you represent me while you are here, and parents, administrators and colleagues have expectations that need to be met.

#### Daily Journal

- Please keep a daily journal with questions, concerns, comments and observations.
- This will be our main source of communication.
- It should be turned in 3-4 times per week (or more if needed), and I will respond to any concerns/comments and questions.
- You can use it to take notes when you observe in other rooms.

#### Meetings

- Faculty meetings are held on Wednesday mornings (usually the 2<sup>nd</sup> Wed of each month) from 8am-8:45am.
- I will be available each morning for help with planning, questions about curriculum, etc. I get to school early and that is the best time for us to plan. Once a week I can stay after to help you plan etc. as well, if needed.

#### Copies

- We have a district policy that copies take at least 3 full days to receive back.
- I would like copies done a week in advance, just to be safe.

#### Letter to parents

- Please have a letter to the parents explaining who you are, what your philosophy entails and what you hope to accomplish during your experience here. That should go home the first or second day you are here.

#### Unit

- Your full unit will be in Reading on one of the following books; The Great Gilly Hopkins, Bridge to Terabithia, Weasel, or Tuck Everlasting. You may choose the novel you would like to do. You will need to develop vocabulary and comprehension questions, assessments, a final project and more. We will discuss this later.
- Develop at least 1 major project to assess students and any other required materials from your college.
- Develop a bulletin board that highlights vocabulary, concepts, etc
- You will also 2 chapters in Social Studies, we will discuss this later as well.
- You will have 1-2 short units for math, we will discuss this later.

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### Subjects

I try to do as many hands on projects as possible. Keep that in mind as you plan.

- Each few days to a week you will acquire a new subject, and by the 4<sup>th</sup> week, you will be teaching all subjects
- Develop 1 project per subject, complete with Rubrics for grading, and samples to show students.
- Keep a plan book and grade book, and turn it in weekly.

### Camera

- This is your time to shine. Bring a camera with you so that you have “evidence” from your experience.
- Pictures are a great way to show what you do in the classroom.

### Lesson Plans

- Formal lesson plans are expected for all lessons taught. I would like those 1-2 days in advance.
- This will be used for discussion purposes after your lessons.

Source: From Teacher Candidate's Organizational Binder (Spring 09)