

INFORMATION FOR COOPERATING TEACHERS

Foremost, Regis University wants to thank you for inviting a Teacher Candidate into your classroom and providing meaningful mentorship for our pre-service teacher.

THE ROLE OF A COOPERATING TEACHER

- Although you are kindly inviting a Teacher Candidate into your classroom, we respect that classroom decisions are ultimately yours to make.
- In conjunction with the University Supervisor, you will determine at what point the Teacher Candidate will take over the classroom, as appropriate.
- The Teacher Candidate will look to you as her/his mentor in content knowledge and instructional expertise. You will also be a source of guidance regarding school culture and interpersonal dynamics with pupils, families, and colleagues.

THE RESPONSIBILITIES OF A COOPERATING TEACHER

- Orient the Teacher Candidate to your building and classroom.
- Attend the initial meeting and help create a plan for the student teaching semester.
- Support the Teacher Candidate in leaving early 8 times during the semester to attend the required Professionalism course.
- Meet with the Teacher Candidate daily to share your plans for the day and his/her role in the classroom.
- Verbalize your thinking about instructional and management strategies.
- Share information and data about students as appropriate along with your plans to differentiate to meet pupil needs.
- Provide meaningful opportunities for the Teacher Candidate to work with small groups or individuals in your classroom.
- Support the Teacher Candidate as s/he develops lesson plans and begins to teach.
- Review the Teacher Candidate's lesson plans for lessons taught in your classroom.
- Observe the Teacher Candidate and follow-up with feedback and coaching as appropriate.
- Encourage the Teacher Candidate to accelerate his/her growth.
- Evaluate at midterm by providing specific feedback on the Student Teaching Evaluation.

Scoring Form and readjust targets for the second half of student teaching if necessary.

- Provide gradual release of responsibility for your classroom, while continuing to monitor and hold high expectations for the Teacher Candidate's performance.
- Summarize the student teaching experience by completing the Student Teaching Evaluation Scoring Form and participating in the Final Meeting.

SUBSTITUTE TEACHING DURING STUDENT TEACHING

Your Teacher Candidate may not substitute teach during student teaching.

LESSON PLANS/WORK SAMPLE---EXPECTATIONS

Teacher Candidates are expected to have written lesson plans daily. You should review these plans for completeness and quality.

COMPENSATION FOR HOSTING A TEACHER CANDIDATE

- You will receive a \$250 stipend.
- If in Colorado, you will also receive a certificate for 30 clock hours of Continuing Education Credit for CDE licensure.

COACHING TOOLS AND RESOURCES

As you know, the most effective teachers are reflective about their work. You are in the unique position of helping a teacher begin to apply her/his understanding of educational pedagogy in a classroom setting. Connecting theory to practice and envisioning the teacher you would like to become are among the intellectual and emotional milestones of the student teaching experience. You are one of the conduits to helping all of this come together for your Teacher Candidate. Throughout the course of the semester, your stance may change from mentor to coach, depending on the readiness of your Teacher Candidate.

As a mentor to the Teacher Candidate, you will do the following:

- Quickly intervene to avoid an unsafe situation
- Observe and collect data about the Teacher Candidate's performance and the behaviors of your pupils
- Give specific feedback in the form of observed data
- Engage in discussions about the effectiveness of the Teacher Candidate's classroom instruction and management
- Provide suggestions to the Teacher Candidate when s/he does not have the resources to address a situation or problem

As your Teacher Candidate progresses, you may move into a coaching model with the Teacher Candidate, and do the following:

- Observe and collect data about the Teacher Candidate's performance and the behaviors of your pupils
- Ask reflective questions based on the observed data

- Encourage the Teacher Candidate to explain the reasoning behind classroom decisions and their effectiveness
- Pose situations which require the Teacher Candidate to apply new learning to novel situations

The Pre-Post Conference Questions are designed to guide your discussions with the Teacher Candidate. They are suggestions that may begin a conversation about teaching and learning. Since you will meet daily with the teacher, it is not expected that you use every question as you discuss each lesson that is taught. The intent of the questions is that they become a habit of mind for a reflective beginning teacher: their power lies in their connection to the midterm and final evaluations.