

Role of the Cooperating Teacher

Training requirements and links

Cooperating teachers play a critical role in the professional development of a student teacher. Eastern Kentucky University recognizes and fully supports your efforts to share model teaching practices and providing ongoing and continuous feedback to your student teacher. We thank you for your willingness to mentor our ECU student teacher.

CO-TEACHING TRAINING Link: <http://www.epsb.ky.gov/teacherprep/16KAR5040Training.asp>

EKU training link: <http://tes.eku.edu/insidelook/mandatory-epsb-trainings-cooperating-teachers-%E2%80%93-part-and-part-b>

Beginning January 2014, a supervising (cooperating) teacher must have completed 3 parts of training that provide: basic responsibilities of a cooperating teacher, best practices in supporting the student teacher, and effective assessment of the student teacher. To fulfill these requirements, a teacher who supervises a student teacher must complete the following:

Part A--online Edmodo assessment. Each teacher must complete and pass this online test. Confirmation and a certificate will be sent to each teacher from DiannaN.carr@ky.gov or lauren.graves@ky.gov. If you have not already done so, go to the menu bar at the left and click on 16 KAR 5:040 Trainings for Edmodo information.

Part B—Each teacher must complete an approved co-teaching training. These trainings will be provided by an Institution of Higher Education (IHE). If you have not attended a co-teaching training, go to the menu bar at the left and click on 16 KAR 5:040 Trainings for a schedule of offered trainings.

Part C—EKU will provide information to each cooperating teacher about the expectations of mentoring student teachers, assignments and tasks due and responsibilities of cooperating teachers.

Responsibilities of the Cooperating Teacher

1. Be sure all training requirements have been met (orientation, Basic responsibilities of a Cooperating Teacher (Part A) (EDMODO Quiz) and Best practices in supporting student teacher (Part B).
2. With the ST, review the specific tasks that need to be completed in CED 499 with the support of the US.
3. Meet with the student teacher before school begins to review texts, curriculum guides, sample lesson plans, daily schedule, handbooks, classroom management plan/schoolwide behavior management plan and location of gym, library etc.
4. Introduce your student teacher to your students. Use Ms. Or Mr. to address your student teacher so your students see your student teacher as another teacher in the classroom. Carefully watch your own attitude toward the student teacher because your students will echo your attitude (goal is to treat the student teacher as a professional and another teacher in the classroom).
5. Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, & reflection.
6. Allow the ST to engage in instructional lessons from day 1 using co-teaching and require increasing responsibility throughout the clinical experience. CT should assure that ST can

identify and summarize key elements of lessons being presented in the classroom such as learning targets, varied forms of assessment data being used in the classroom, specific content instructional strategies being used, etc. CT will require ST to submit all lesson plans to CT and keep these available for review.

7. Co-teach and co-plan upcoming lessons. Review lessons prior to implementation and provide feedback as necessary.
8. Formally observe at least one lesson using the observation instrument. This will be completed in Taskstream.
9. Provide support and information that will allow the ST to complete units of instruction.
10. Set aside time each week for conferencing. Share strengths and areas for improvement weekly. Share serious concerns with University Supervisor.
11. Review each of the tasks the student teacher is responsible for and work with him/her throughout the professional semester.
12. Communicate weekly with university supervisor about the progress and goals for the student teacher. Share any concerns in this weekly email communication.
13. Verify the daily attendance of ST with the monthly calendar.
14. Fill out the Final Evaluation for your student teacher in Taskstream.

Planning with the Teacher Candidate

The need for planning is critical: Assisting in clarifying the teacher candidate's purposes and procedures; learn expectations of cooperating teacher; develop skills in lesson planning and providing feedback during planning.

The cooperating teacher should plan to meet at a designated and uninterrupted time each week. This planning time can be used to revise plans, suggest revisions, provide feedback and handle problems or situations in the classroom together.

The cooperating teacher should provide effective and accurate feedback. Be very specific with feedback including recommendations for improvement. Keeping an anecdotal record of the teacher candidate's actual behavior, expressions, used, timing will help with teacher candidate evaluate teaching effectiveness. Encourage self-reflection (how did your lesson go) and recommendations for improvement. Be honest with the student teacher, as our profession is all about growth as a teacher.

- The teacher candidate should have the opportunity to take the lead with instruction as often as possible.
- The teacher candidate is expected to fully participate in all school activities, responsibilities and duties.
- The teacher candidate should not feel that there is only one correct instructional approach for teaching, but should begin to acquire a repertoire of strategies.
- The teacher candidate will need help to see the students as individuals and in particular will need to know about students with differentiation needs (IEP's, gifted, ELL, 504 etc.)
- The cooperating teacher should provide the teacher candidate with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the teacher candidate to take advantage of opportunities to meet parents.
- The teacher candidate should realize that good teaching is creative. To achieve this creativity, the teacher candidate must feel that actions are not narrowly outlined by a teaching manual, textbook, cooperating teacher, or university supervisor.
- The teacher candidate should be encouraged to use a wide variety of teaching techniques. Student investigations, laboratory work, group discussions, debates, question-and-answer periods, directed study, small group instruction and research based instructional strategies,

Tuition Benefit

Eastern Kentucky University recognizes the valuable contribution cooperating teachers make in helping prepare teacher candidates and supporting them during their student teaching experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for teacher interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.

<http://scholarships.eku.edu/scholarship-tuition-waiver-forms>