



# **COOPERATING TEACHER HANDBOOK**

**MIAMI UNIVERSITY**  
**School of Education, Health and Society**

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## **SCHOOL OF EDUCATION, HEALTH AND SOCIETY**

### **Conceptual Framework**

The School of Education, Health and Society is a community of collaborative practitioners who are committed to fulfilling Miami University's mission which is to prepare caring, competent, and transformative educators by infusing skills, knowledge, and dispositions that promote the highest caliber professional programs in the areas of education, health, and social services.

A caring, competent, and transformative practitioner is a person who holds the unique responsibility of preparing young people for their roles in society. A teacher's role and relationships with students are ever-changing, evolving, and transforming. Caring means that you understand the perspective of others. Competent means that you have a good command of your subject area and know how to teach that subject to your students. A transformative teacher is engaged within critical reflection upon the practice of teaching and the learning environment in the classroom and in the larger community.

#### **WE BELIEVE**

...that student teaching should be a controlled experience during which the student teacher can learn under your professional care and guidance.

...that the "throw 'em to the wolves" or "let 'em sink or swim" philosophies are a thing of the past; a gradual induction led by a competent professional with supervision and communication skills is a necessary beginning.

...that regular and systematic feedback to the intern teacher about his/her performance from you, the professional, will result in the development of increased teaching competence.

...that you will have at least as much or probably more of an impact on your intern than formal Teacher Education has had, and that you may be the most important immediate influence in their professional lives.

...that as well as practicing technical teaching skills such as classroom management, time management, communication and feedback, and content sequencing, the intern teacher must begin to critically analyze his/her performance.

...that being caring and competent are vital to the concept of transforming education for the schools of today and for the future of education.

## ***The Cooperating Teacher Should Be:***

### **A HELPER:**

- a resource, a base of experience on methods and teaching options
- a giver of time, energy and support
- a communicator, giving honest and timely feedback
- a link to resources and life related lessons

### **A MODEL:**

- a facilitator enabling one to become an independent, mature professional
- a questioner to promote thinking, analysis, diagnosis, problem-solving, and planning
- a visionary with a dream for teaching and learning and a belief in the profession
- reflective - by observing, discussing, giving feedback, and seeking to grow
- a situational leader that can seize "teachable moments" and create growth opportunities
- a teacher who, through observation, feedback, and discussion promotes options for better teaching
- a motivator who challenges, encourages, and promotes the discovery of undeveloped potential
- a leader who is self-directed and worth following
- a needs assessor who recognizes stages of development and readiness for growth
- a flexible person who is able to adapt responses to fit needs

### **A COLLEAGUE:**

- an advocate for the child, the profession, and the professional
- a celebrant to share the joy and build professional self-esteem
- a confidante, establishing and maintaining the mutual trust and regard necessary for risk-taking and growth
- a listener, caring about the beginner, their ideas, dreams, and concerns

## Responsibilities of the Cooperating Teacher

- Prepare YOUR students for the student teacher, encouraging their cooperation and support so that the student teacher can practice in a friendly environment.
- Allow and encourage the student teacher, under your guidance, to practice teaching, management, and strategy styles that fit his/her personality and preferences even if they differ from yours.
- Assist your student teacher in planning lessons that are designed to challenge your students. Encourage the student teacher to develop lessons that enrich your curriculum and stimulate new ideas.
- Conference at least 20-30 minutes each week alone with your student teacher discussing his/her progress, strengths, and areas to improve in teaching. **Fill out a conference form weekly to share with the student teacher. Also, on a regular basis, provide written comments to your student teacher on lessons that you have observed him/her teach.**
- Read and critique the student teacher's lesson plans. At least one day prior to teaching the lesson, you should review with the student teacher his/her lesson plan.
- Arrange an introductory meeting with the school principal for the student teacher.
- Share professional ideas, journals, and articles with your student teacher.
- Provide a space for the student teacher to sit, plan, and prepare for teaching duties.
- **Fill out a mid-term and final evaluation of your student teacher.**
- **Submit a final written narrative evaluation to the university supervisor during the last week of the placement. Directions and materials needed are included in this folder.**

## The First Steps:

The experience of student teaching and the student teacher's impact on student learning can be enhanced when you establish a comfortable rapport with the student teacher. Please meet with the student teacher early in the experience to discuss:

- personal philosophy and professional perspective
- pupil records
- standards for grading pupil work and grading timelines
- overall objectives and curriculum guidelines
- lesson plans and the student teacher's role in planning
- routines and procedures of your classroom, building and emergency procedures
- available technology and expectations for its use
- meetings and assemblies
- communicating with parents, open house and conference nights
- school calendar
- daily duties and other responsibilities
- supplies and work areas
- personal property and security
- school closure procedures – please place student teacher on the emergency calling list
- introductions to other faculty and observation of other faculty
- other professional matters

## SUGGESTED TIMELINE FOR STUDENT TEACHING

The following schedule is a suggestion for how and when you might want to phase in your student teacher to teaching your classes. You may choose to team-teach or co-teach with your student teacher. If so, please be sure to give him/her the responsibility for planning and leading the lessons whenever possible. In some cases the student teacher may be ready to take over at a faster pace. That is fine, as long as you feel comfortable and the student teacher feels ready.

**Week One:** First - Third Day: Introduce to ALL classes. Observe all classes.  
Fourth - Fifth Day: Assist with at least one class, take attendance, and interact with students.

**Week Two:** Team teach with you at least one class each day. Begin to teach at least one class each day, under your supervision, with your lesson plans. Assist with all other classes. Supervise students coming and going to class, take attendance.  
Begin to plan a lesson that the student teacher will teach.

**Week Three:** Begin to teach two to three classes each day, under your supervision, with your assistance on lesson plans. Begin to take over all other duties during the school day (i.e., recess, bus duty, study hall, lunch duty).

**Week Four:** Begin to teach several classes each day, under your supervision. Lesson plans should be developed by the student teacher with your approval. You and the student teacher should begin planning "Project Learning Curve," the student teaching assignment.

**Week Five & Six:** Teach all classes each day. Some classes can be unsupervised if you are comfortable and the student teacher is ready.  
All lessons plan are developed by student teacher with your approval.

### **For Full Semester (16 week) placements:**

**Week Seven through Fifteen:** Teach all classes each day. Classes could be unsupervised.

**Week Eight:** Student Teaching project, Project Learning Curve, is due. Midterm checklist should be completed with University supervisor.

**Week 16:** Phase out student teaching responsibilities. Complete final checklist evaluation and final narrative. Review with student teacher and university supervisor.

### **For 8-week split placements:**

**Week Eight:** Student Teaching project, Project Learning Curve, is due. Phase out student teaching responsibilities. Final checklist evaluation and narrative evaluation should be completed with University supervisor and student teacher.

**For 12 week (graduate students only)**

**Week Six:** Complete Mid-term checklist evaluation with student teacher and university supervisor.

**Weeks Seven through Eleven:** Continue full-time teaching responsibilities.

**Week Twelve:** Phase out student teaching responsibilities. Complete final checklist evaluation and narrative evaluation with student teacher and university supervisor.

**\* We encourage the cooperating teachers to allow our student teachers to teach alone (without you present) because many times your students will act differently if you are not present. This is your decision and should be based upon your comfort level with our intern's teaching abilities. This does not imply that you would leave the building, but perhaps observe from the hallway or grade some papers in the teacher work room for a class period.**

## **Lesson planning:**

Lesson Planning is a mandatory part of student teaching at Miami University. Student teachers are to have complete lesson plans for every lesson they teach or are responsible for in the K-12 classroom. Even if the cooperating teacher does not write lesson plans, the student teacher is required to do so and should keep the lesson plans in a binder or folder for the university supervisor to review at each observation. Lesson plans are a working document and after a lesson is taught should be used for reflection, notes, and ideas for improving the lesson. There is a lesson plan template in the Student Teacher Handbook. Student teachers are not required to use the template but lesson plans should include these items: the academic standards, benchmarks, and grade level indicators that are being taught in the lesson, anticipatory set (attention getter), activities, materials and resources, accommodations for special learners, and assessment (formal or informal).

## **Dressing for success:**

Teacher candidates are expected to dress professionally and appropriately EVERY DAY. Please share with your student teacher the school dress code and your expectations for their appearance. There should be no back or stomach skin showing, no bra straps or undergarments should be visible, and shoes should have the appropriate toe and heel covering according to school regulations.

The student teacher should always be clean, well-groomed, and should wear clothing that is not distracting or inappropriate in its appearance or logo/symbolism. Please tell the student teacher if tattoos, piercings, or certain hair styles are not acceptable. Please inform the university supervisor of any issues arising from a student teacher's appearance.

## **Professional responsibilities**

Student Teachers are expected to be at school during the designated teacher hours and for any other meetings or gatherings that regular classroom teachers are required to attend such as:

- parent-teacher conferences
- open-houses
- group planning meetings
- IEP meetings
- curriculum development meetings
- professional development opportunities, etc.

Student teachers should be encouraged to participate or help with school committees as long as these activities do not prevent the student teacher from having ample time to plan and organize lessons. These might include:

- PTA
- class plays or performances
- field days
- school newspaper and other activities

## **Technology**

Student teachers should be given opportunities to use different types of technology that are available in the school including computers, Smartboards®, video equipment, printers, copiers, hand-held devices, calculators, and other technological applications. Many students will already have had experiences with this type of equipment but others will need guidance so they do not break or damage equipment and so they learn correctly.

## **Project Learning Curve**

Student teachers are responsible for successfully completing Project Learning Curve (PLC) which is a benchmark assessment for teacher education. This project involves the Assess-Plan-Teach model of instruction. This project is due in the first 8 weeks of the student teaching semester. Student teachers must pass PLC in order to pass student teaching. The full assignment is in the student teaching packet.

## **Attendance Policy for Student Teachers**

For **any absence or tardiness** from a teaching assignment, student teachers must inform their cooperating teacher and university supervisor **prior to** the incident. Excessive absences (more than 5 excused) will result in the student teacher making up days or repeating the student teaching experience. Make-up days will be determined by the cooperating teachers and university supervisor, with input from the student teacher.

Students are required to be on time every day of the student teaching experience and are expected to stay at school during the hours required of the regular classroom teacher. Two incidents of being tardy or leaving the school early will equal one day's absence.

### **Excused Absences:**

- personal illness
- death or severe illness in family
- university sponsored event (Teacher Job Fair, special seminar)
- interview for graduate school or employment opportunity after graduation
- attendance or presentation at a professional conference

Any unexcused absence is cause for removal from the student teaching placement.

**\* Documentation is required for all excused absences. Copies should be given to the university supervisor and cooperating teacher.**

**UNDER NO CIRCUMSTANCES CAN A STUDENT TEACHER ACT AS A SUBSTITUTE TEACHER.** If the cooperating teacher is absent, a licensed substitute must be in the room with the student teacher. The student teacher can, and should, continue regular teaching while the teacher is absent, thus maintaining regular standards of learning and classroom management.

## **ASSESSMENT OF THE STUDENT TEACHING EXPERIENCE**

Assessment promotes growth by providing feedback that helps an individual develop strengths and minimize weaknesses. Assessment for developmental purposes is ongoing, cooperative, and centered on purposeful observation, reflection, and analysis. Assessment can be focused on specific objectives or areas of concern or it can be comprehensive, utilizing various kinds of information pertinent to the question at hand.

### **Conferences and Observations**

Conferences between the student teacher, cooperating teacher, and the supervisor give structure, direction, and professional guidance to the student teacher. Conferences prompt the teacher candidate to analyze personal approaches to teaching and specific classroom behaviors. By participating in a well-structured conference, the student teacher is encouraged to organize and assimilate new information and thereby further develop as a teacher.

### **Key Assessment**

The KEY ASSESSMENT for Student Teaching is titled **PROJECT LEARNING CURVE**. It is a key assessment for teacher educators. Due to its importance, this assessment must be successfully completed in order to pass student teaching. If a failing performance is demonstrated, it will prevent the candidate from successfully completing Student Teaching and they will not be eligible for a teaching license.

### **Mid-Term Assessment**

The cooperating teacher conducts a mid-term assessment of the student teacher's classroom performance, planning, and professionalism. The evaluation checklist form can be found in the cooperating teacher packet and the same form is used for the mid-term and final assessment of the student teacher's progress.

The cooperating teacher, student teacher, and university supervisor should meet to discuss and the completed form. The purpose of the mid-term assessment conference is to provide communication and feedback on observations of the student teacher's ongoing development. This is a good time to set new goals for the rest of the semester. The Pathwise® mentoring criteria will be used as a guideline for assessment.

### **Final Assessment**

The final assessment is a two part assessment that includes the checklist form and a written narrative. The narrative is similar to a letter of recommendation and is based on the student teacher's performance and potential as a classroom teacher. It is primarily the responsibility of the cooperating teacher to produce the final assessment and it results in a "P" (Pass) or "U" (Fail) rating on the student teacher's transcript.

The role of the University supervisor in this process involves explaining the assessment format to the cooperating teacher, assisting in the development of the final assessment, and participating in a final assessment conference with both the student teacher and cooperating teacher.

## **Final Checklist for Cooperating Teacher**

At the completion of the student teacher's placement, you should have completed the following:

- Weekly Conference with student teacher using weekly conference form
- Discuss student's progress daily and provide written comments often
- Review daily lesson plans and assign lessons for student to plan on his/her own
- Complete a mid-term and final checklist evaluation form online
- Review a unit plan for Project Learning Curve that fits within your current curriculum
- Evaluation of University Supervisor
- Final Written Narrative Evaluation of student teacher, due last week of placement.

## **LESSON PLAN TEMPLATE**

Miami University student teachers should use this lesson plan template as a basic guide for daily lesson planning. Lesson plans for each day should be organized in a notebook and presented to the University Supervisor upon request and at each observation. Lesson planning is a required component of the Student Teaching Program.

Subject \_\_\_\_\_ Date \_\_\_\_\_

Period \_\_\_\_\_

Ohio GLI Goal or Objective for lesson

Anticipatory set:

Instructional Strategies:

Materials:

Activities:

Accommodations for special learners:

Assessment (formal or informal):

Reflection: