



Office of Field and Clinical Experiences
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THE ROLE OF THE COOPERATING TEACHER
2019-2020

Thank you for agreeing to work with a student teacher from Shawnee State University. We know that you have much expertise and many experiences to share with our interns and we greatly appreciate your willingness to open your classroom to our next generation of teachers.

Sincerely,
Dr. Jean Eagle
Field and Clinical Coordinator

The cooperating teacher plays a key role in the education of a future teacher. S/he must hold a valid teaching license, have a minimum of three years of successful teaching (at least one of which is in the grade/area in which the student teacher will teach) and is recommended by the school/district administration.

Responsibilities of the Cooperating Teacher

- Meet with your student teacher at least twice before the start of the school year/semester.
- Orient your student teacher to the school by introducing him/her to the curriculum, building policies, procedures and class schedules.
- Create a positive environment for the student teacher by preparing your class(es) in advance, introducing the student teacher to students and the entire school community.
- Provide the student teacher with all necessary instructional materials, a suitable work space and access to all other materials.
- Read and critique the student's lesson plans prior to instructional delivery.

- Allow the student teacher to share in the teaching responsibilities as outlined under the section entitled, “Co-planning, Co-teaching and Co-assessing”.
- Provide the student teacher with frequent feedback that includes daily discussion of activities and progress, weekly conference time for review of plans.
- Complete any additional state/national/program evaluations as required by the specific content of the student teacher.
- Collaborate with the student teacher and supervisor on the midterm and final assessments of the student teacher’s performance via three-way conferences using the Consensus Form.
- Provide a Letter of Recommendation to the Student Teacher during the last week of the placement. This letter should describe the context of the school and classroom, curricula used, strengths and progress of the student teacher, and any special projects or activities related to the experience.
- Work in conjunction with the university supervisor who serves as a liaison between the student teacher, cooperating teacher and the university. The supervisor makes site visits, arranges formal observations, schedules conferences with the student and cooperating teacher, and is available, either in person or electronically, to address the needs of the student teacher. Feedback from formal observations should be used in a constructive manner; it is vital to the growth and success of the student teacher. *Please contact the university supervisor immediately in the event of any unforeseen circumstance of problem that relates to the student teacher.*
- It is the primary responsibility of the cooperating teacher to produce the final grade for the call that will be recorded on the student’s transcript.

Important Initial Information

When you first meet your student teacher, please discuss the following:

- Your shared roles as co-teachers, including planning, instructional delivery and assessment.
- Your procedures for collecting and maintaining student data.
- Your daily duties, routines and procedures (both in the classroom and schoolwide).
- Your school calendar, including dates for any open houses, parent conferences or schoolwide meetings.
- Your procedures for school closings and emergency drills. Please provide both your student teacher and his/her supervisor with your contact information (cell phone, email, etc.)
- Your expectations related to the use of technology.
- Your preferred means of communicating with parents, guardians and caregivers.
- Your means of securing personal property.

Attendance Policy for Student Teachers

Student Teachers are required to follow the district calendar of their assigned school (this includes spring break, holidays and make-up days) and are expected to stay at school during the hours required of a regular classroom teacher. Student teaching concludes at the end of the university semester (excluding finals week).

Excused absences are as follows:

- Personal illness (Two maximum: additional days must be made up during finals week. A placement may be extended beyond the university semester to ensure that the student meets state requirements.)
- Death or documented serious illness in the immediate family.
- University-sponsored events (ie. Teacher Job Fairs or special seminars)
- Interviews for graduate school or post-graduation employment within the field of education

Under no circumstances should a student teacher serve as a substitute teacher or be compensated in any way by the district. If a 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 cooperating teacher is absent.

Co-planning, Co-teaching and Co-assessing

Shawnee State student teachers engage in several field experiences prior to student teaching and should be considered prepared to co-teach from their first day in the classroom. Under the guidance of the cooperating teacher, student teachers should assume more responsibilities, including, but not limited to recess supervision, monitoring study hall, or lunch duty. Additionally, student teachers are strongly encouraged to enrich their overall understanding of the school community through experiences such as tutoring, mentoring or coaching.

Lesson planning continues to be a mandatory element of student teaching. Student teachers are required to write complete lesson plans for every lesson that they are responsible for delivering. Weekly lesson plans should be complete and available to you and the university supervisor by the close of school on the preceding Friday. Lesson plans should be considered working documents and a source for reflection and revision.

Student Teaching Conduct

Students who are asked to leave a placement by school/district administration, or who are pulled from the classroom by Shawnee State's Clinical Field Office may or may not be moved to another school/district for the remainder of the semester. Determinations are made on a case-by-case basis following a meeting with School of Education personnel.