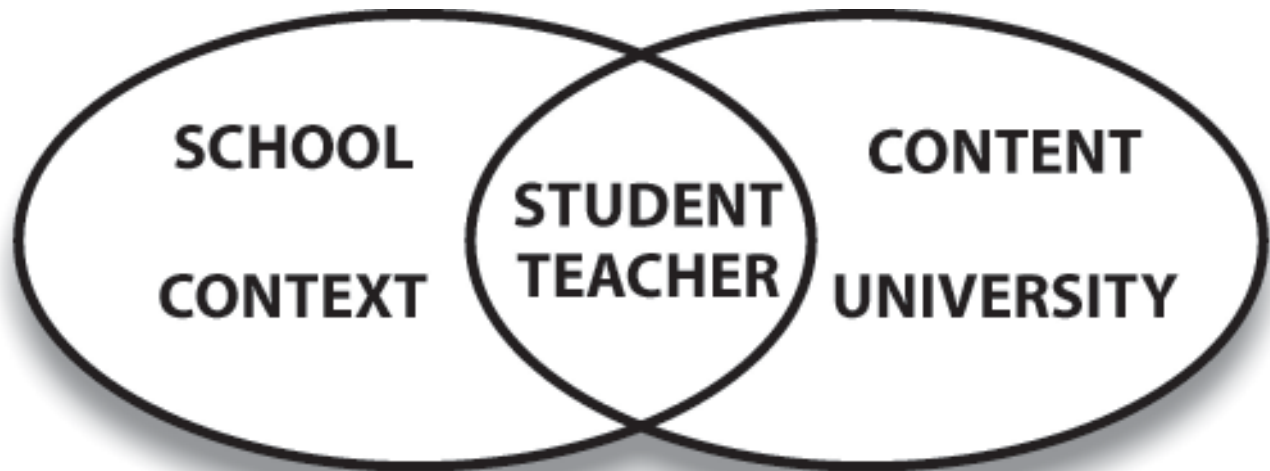


# COOPERATING TEACHER'S *Reference Guide*

Developed by  
**CHICAGO-AREA DIRECTORS OF STUDENT TEACHING (CADST)**



## ***Teacher Preparation Partnerships***

*"Life's greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one's own life."*

- M. Haberman

These recommendations are to guide cooperating teachers in the following ways:

- Fostering a positive professional relationship with student teachers
- Clarifying short- and long-term expectations for participation in the classroom
- Developing student teachers' willingness to participate in the school community
- Ensuring consistency of communication with student teachers and university supervisors

Because of your schools' partnerships with our universities, cooperating teachers offer new teachers a context that informs the content of our university programs. These relationships critically depend on the active participation of the cooperating teacher as mentor, tutor, coach, and career professional.

This guide should be discussed with student teachers after reviewing individual college/ university guidelines. The format of this document is designed so cooperating teachers can identify which topics have been discussed at least once with the student teachers. However, cooperating teachers should revisit these topics regularly in their discussions with the student teachers.

## **PROFESSIONALISM**

I help my student teacher develop as a professional by:

- Mentoring my student teacher in the need for teachers to display professional demeanor daily with students, colleagues, and the school community
- Discussing the Illinois Professional Teaching Standards and offering examples of how these standards can be demonstrated <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Discussing the Code of Ethics for Educators and emphasizing the ethical underpinnings of the profession <http://www.nea.org/aboutnea/code.html>

## **ORIENTATION**

I help my student teacher become familiar with the climate and culture of my school by:

- Conferencing with the student teacher and university supervisor at the beginning of the placement to discuss each of our roles and responsibilities
- Introducing the student teacher to faculty, administration, and parents
- Welcoming the student teacher to the class and explaining his/her role as an educator to students
- Encouraging participation in parent-teacher conferences, school activities, PTA/PTSA meetings, and Local School Council meetings
- Familiarizing the student teacher with school policies, resources, and protocols (e.g., lesson planning, discipline, and record keeping)

## **SCHEDULING**

I help my student teacher transition to teaching responsibilities that meet our school and university requirements by:

- Developing and sharing a time line to phase-in teaching responsibilities that are based on university guidelines
- Scheduling times for observations, planning, and feedback
- Participating in evaluation sessions with the student teacher and university supervisor

## **CLASSROOM ENVIRONMENT**

I demonstrate effective strategies for maintaining a safe environment that is conducive to learning by providing a model or strategies for:

- Classroom management
- Building rapport with students
- Encouraging and motivating students
- Promoting fairness
- Maintaining high expectations
- Organizing time and materials
- Emergency procedures

## **PLANNING AND INSTRUCTION**

I model teaching for learning by:

- Reviewing lesson plans for meeting school district and state goals for the particular grade level and/or subjects
- Sharing knowledge about students' learning styles
- Modeling a repertoire of teaching/facilitating strategies
- Showing how to accommodate diverse learners
- Exposing student teachers to available technology
- Articulating my own reflective teaching practices

## **ASSESSMENT**

I provide my student teacher with a clear picture of his/her teaching competencies by:

- Being in immediate contact with the university supervisor in order to remediate any concerns if problems arise

Supervisor's name: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

- Conferencing with the student teacher and university supervisor on a regular basis and providing ongoing written and verbal assessments during the student-teaching experience

## **COMMUNICATION**

In daily interactions with my student teacher, I provide continuous constructive feedback by:

- Communicating regularly with the student teacher and the university supervisor to clarify competencies and expectations
- Providing ongoing written and verbal feedback to the student teacher in a supportive manner
- Encouraging dialog with the student teacher about the placement experience
- Modeling strategies for effective interpersonal communication

## **ADDITIONAL RESOURCES**

Chicago Public Schools Student-Teaching Initiative <http://www.cps-humanresources.org/sti>

We, the Chicago Area Directors of Student Teaching, wish to thank you for your dedication to our profession. Working together to prepare teachers puts meaning and hope in all of our lives and the lives of our students. As university directors of student teaching, we are uniquely aware of the vital role that cooperating teachers play in acculturating potential teachers to the profession.

CADST is an organization of individual Chicago-area educators and professionals dedicated to improving the preservice teaching experiences through rich collaborations among teacher preparation programs and school districts.

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## **NOTES**

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