

Cooperating Teacher Manual
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California University of Pennsylvania

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California University of Pennsylvania
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INTRODUCTION: ROLES AND RESPONSIBILITIES

The Cooperating Teacher

The person most influential on the performance of student teachers is the cooperating teacher. Professionals who accept this responsibility are active participants in the development of new members of the teaching profession and contribute to the excellence of the quality of education we deliver to society's youth. It is, therefore, imperative that the cooperating teacher remain in the classroom with the student teacher at all times. If the cooperating teacher is absent, the student teacher may remain in the room as long as there is a certified teacher in the classroom.

Orientation to the practical aspects of teaching is the responsibility of cooperating teachers and other members of the student teaching team. Introducing the student teacher to other staff members will help them feel accepted as a part of the school. They should be urged to use all the resources of the school, to visit the principal and the vice-principal, to attend faculty meetings and other professional meetings and to use all the technology resources available at the school. Also, the student teacher should be made aware of all medical problems in the classroom as well as any IEP classroom accommodations. Student teachers need to become involved in classroom activities so that they feel welcome, accepted and ready to start their role as professional educators.

An introduction to the students is very important in helping the student teacher establish productive relationships with the members of the class. Suggesting useful activities from the beginning helps the student teacher be identified as instructor and active participant in the classroom. Such things as taking attendance, working with small groups, collecting money, marking papers, assisting with supervised practice work and other similar duties help the student teacher become acquainted with the students.

Being specific about expectations and how things should be done at the beginning is helpful to the student teacher. This will give the student teacher more confidence and help him/her be ready to assume a greater role in the teaching/learning experience. As student teachers assume more responsibility for the learning activities of the class, the cooperating teacher takes on a greater role in guiding/directing the student teacher and providing evaluation and feedback.

The cooperating teacher reviews the student teacher's lesson plans to make sure that adequate preparation for each class has been made. It is important that thorough discussion about planning and implementation take place before and after teaching. Frequent (daily) conferences are necessary for adequate supervision and student growth. Conferences give opportunities for questions about specific problems and feedback about progress. A time for conferences should be put into each day's schedule.

The cooperating teacher should observe the student teacher on a daily basis and give at least informal feedback about the lesson(s). More formal observations and conferences with written feedback should take place bi-weekly. While helping the student teacher identify strengths and weaknesses, the cooperating teacher should help the novice develop his/her own "teaching style" that is flexible, varied and able to meet the various needs of the students. The readiness of the future teacher for full-time professional responsibility depends on honest and thorough

evaluation and guidance from the cooperating teacher. Remember, the university supervisor is there to help work with the student teacher as well.

More information regarding the expectations of cooperating teachers is included in the Cooperating Teacher Support and Training System.

The Student Teacher

Student teachers are novice professionals who practice applying the knowledge and theories that they obtained from the coursework and previous field and clinical experiences. Below are the general expectations regarding the student teacher.

More information regarding the expectations of student teachers is included in the Cooperating Teacher Support and Training System.

Advanced Planning and Preparation

The student teacher will plan and prepare for each lesson in advance, following the curriculum of the school district and the university. University supervisors provide appropriate lesson plan examples and templates. The student teacher must present lesson plans before teaching following the timeline set by the cooperating teacher and the university supervisor. Student teachers can only teach lessons that have been approved by the cooperating teacher and have been presented following the set timeline. Being unprepared to teach on an assigned day is counted as a day of absence from teaching and must be made up during the last week of the semester.

Confidentiality

Confidentiality is of utmost importance. Teacher candidates must keep confidential any information they are privy to with regard to students in their classroom and/or school including, but not limited to, grades, health issue, IEP, behavior issues, etc. Discussion regarding any aspect of the student teaching placement should be limited to the cooperating teacher and/or the university supervisor. Sharing information about students outside the student teaching placement classroom is not only unprofessional and unethical, but could also be a violation of federal law. In cases where there is doubt concerning the confidentiality of an issue, candidates should defer to the judgment of the university supervisor.

The Family Educational Rights and Privacy Act (FERPA) requires public school districts to develop policies permitting parents access to their child's official school records (to age 18). The act prohibits disclosure of these records to third parties without the consent of the parent or student (beyond age 18).

Dedicated Effort

It is expected that student teachers put forth high levels of dedication to the experience throughout the entire semester. While it is understood that activities such as coaching, working, and tutoring have value, student teaching must remain a priority. Further, taking classes while student teaching is discouraged and must be approved before the semester begins. The approval process begins with the department chair.

Dress

The student teacher assumes the role of a professional and a representative of the university. Therefore, he or she must dress in a professional manner. Student teachers must adhere to cleanliness in personal grooming, and clothing must be neat and clean. Additionally, all dress is conservative in nature.

Recommended Attire:

- **Appropriate for Men:** Dress Shirt with optional tie with slacks; sweater with slacks; well groomed
- **Appropriate for Women:** Dress; suit; pants suit; blouse or sweater with skirt or pants; well groomed
- **Inappropriate:** Facial and tongue piercings; jeans; low riding/hip hugging pants; baggy clothing; tank tops; spaghetti strap/halter tops; see through clothing; shorts; short skirts

Mentorship

The student teacher works directly under the mentorship of the cooperating teacher with oversight from the university supervisor. It is expected that the student teacher will spend full time in focused observations, planning, teaching, reflecting and other classroom activities. Student teachers may not be used as substitute teachers. Assignment of the student teacher to any other activities not normally assigned to the cooperating teacher can only be undertaken after consultation and approval of the university supervisor.

Pennsylvania Code of Professional Practice and Conduct for Educators

Student teachers are expected to adhere to the professional practice and conduct as set forth. The Code can be located at:

<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

Professional Behavior

Proper professional behavior must be maintained by the student teacher including appropriate behavior, observance of confidentiality, and professional attire and grooming. Unprofessional behavior is considered sufficient cause for removal from student teaching and shall be addressed by the university supervisor and the Education Unit Oversight Committee. Professional dispositions are evaluated at the mid-point of the semester using the Professional Educator Disposition Rubric.

Welcomed Guest

Remember at all times that the student teacher is a guest at the assigned school and as such receives no special privileges. Be sure to clear the use of all equipment through proper channels, beginning with the cooperating teacher. Additionally student teachers must consult with the cooperating teacher before entering the faculty room to ensure that he/she is welcomed by all.

The University Supervisor

The university supervisor is the representative of the university whose chief purpose is to help student teachers improve their teaching effectiveness. This person is responsible for the implementation of university regulations for student teachers and for establishing and preserving rapport among the student teachers, cooperating teachers and administration. The supervisor

assesses the effectiveness of the placement(s) and provides feedback about the adequacy of school-university relationships. It is also his/her responsibility to provide feedback to the department chairpersons and faculty so appropriate changes can be made in the curriculum.

The supervisor conducts a weekly or bi-weekly practicum, which helps student teachers analyze their experiences. The practicum also provides the opportunity for the student teacher to learn about school law, recent educational trends, additional instructional methods, certification policy and techniques. The practicum sessions are very important and student teachers cannot be excused from them.

The university supervisor observes the student teacher and conducts a continuous professional evaluation of their teaching effectiveness. The expectation is that the supervisor conducts at least four (4) documented observations of the student teacher's performance during the semester. The university supervisor encourages the student teacher to experiment with technologies and strategies they learned at the university helping to emphasize and reinforce desirable teaching behaviors and practices. The supervisor files periodic appraisal reports and performs a final comprehensive evaluation of the student teachers' experiences and achievement after conferencing with the cooperating teacher. At the end of each placement (for dual placements) and at the midterm and conclusion of single placements, the university supervisor completes the PDE-430 form which is required by the Pennsylvania Department of Education for certification. The university supervisor is charged with acting as the liaison between the cooperating teacher, the student teacher and university. They provide systematic and thorough supervision to help student teachers achieve their maximum growth in this keystone experience.

The Education Unit Administrator

The administrator is responsible for upholding the policies and procedures approved by the College of Education and Liberal Arts, the university and Pennsylvania Department of Education.

Since student teaching is based on competency, a student teacher who is being withdrawn must be shown to be incompetent by the university supervisor and cooperating teacher. In cases where the student teacher is withdrawn for remediation, the administrator chairs the review committee, assists in developing a remediation plan, and monitors the student's progress. The director reconvenes the committee when specified remedial activities have been done to determine whether or not the student teacher is to be returned to an assignment.

CLASSROOM COMPONENTS OF THE STUDENT TEACHING EXPERIENCE

Teaching Schedule

The student teacher should assume a fair and reasonable share of responsibility for the bulletin boards, display tables and the general appearance and neatness of the room. These activities help the student teacher become a part of the classroom environment as a member of the instructional team.

Student teachers should be assigned a minimum number of classes in the beginning of the assignment and the cooperating teacher's full load of classes nearer to the end of the assignment.

The rate at which a student teacher is assigned to teach more classes will vary by the student teacher's competence. A suggested sequence to follow is presented to you by the university supervisor or by the student teacher on his/her first day.

If a student teacher has a second assignment the schedule should follow a sequence similar to the first assignment. Student teachers should move into full responsibility as soon as the cooperating teacher, university supervisor and they feel that sufficient skills have been acquired.

Student Teachers Non-Instructional Duties

A student teacher can greatly enhance their opportunities for a rich and varied educational experience by working and talking with a variety of professionals in a number of different school settings. They should participate in all activities that are associated with a teacher's normal school day and should share non-teaching assignments such as bus duty or lunch duty, study hall supervision or hall/playground monitoring, with their cooperating teacher.

Formal and Informal Feedback and Evaluation

The cooperating teacher gives several types of informal and formal feedback. Informal feedback is given daily and can be daily conferences and notes taken while the student teacher teaches. Student teachers expect to have their performance evaluated fairly and constructively. In order to evaluate in this way, it is important for both parties to have a clear understanding of evaluation criteria. Expectations for performance will become higher as the student teacher progresses in the experience. Such expectations are clearly identified in CALU's Clinical Practice Tool (CPT). The CPT is used by the university supervisors and is encouraged but optional for cooperating teachers.

Four times across the semester, the cooperating teacher gives additional informal written feedback to the student teacher using the **Informal Feedback Report**. The cooperating teacher is free to use all or part of CALU's Clinical Practice Tool in order to guide observations and give feedback.

Formal feedback is given at the mid-point and end of the semester using the **Cooperating Teacher Evaluation**.

More information regarding the elements of effective feedback and CALU's Clinical Practice Tool is included in the Cooperating Teacher Support and Training System.

Conferencing with the Student Teacher

Perhaps the best learning experience for the student teacher is the post- lesson conference. Cooperating teachers should arrange for this conference as soon after the lesson as is convenient, perhaps at the end of the day's activities. The conference should be based upon the lesson observation and comments recorded during the lesson. Since student teachers are novices in the profession of teaching, please identify their strengths as well as developing skills. This emphasis will also make them more confident in improving their skills and accepting constructive feedback. Students who consistently have more weaknesses than strengths will need careful guidance during the student teaching experience. If this situation occurs, immediate discussion with the university supervisor is necessary. Early identification of such a situation will ensure that the student teacher is given additional help and support for remediating problem areas.

Student Teachers in Need of Remediation

If a student teacher is not meeting the expectations regarding planning and preparation, the learning environment, instructional delivery, or professionalism, consult the university supervisor immediately. In some cases, a Corrective Action Plan will be developed and implemented with input from the cooperating teacher.

Since student teaching is based on competency, a student teacher who fails must be shown to be incompetent by the university supervisor and cooperating teacher. Before a student teacher is removed or fails student teaching, the Education Unit Administrator may observe the student and consult with the university supervisor and the cooperating teacher to identify the student's specific areas of weakness.

Since the student may choose to participate in remediation, careful documentation of strengths and weaknesses must be done as part of the evaluation and corrective action processes. Student teachers who believe that they have been incorrectly failed have a right to appeal the grade at the university level.

More information regarding remediation and corrective action is included in the Cooperating Teacher Support and Training System.

POLICIES REGARDING COOPERATING TEACHERS

Selection of Cooperating Teachers

Cooperating teachers are chosen collaboratively by the appropriate administrative officer in the respective school district and the university. The cooperative teacher must hold the proper certification for the classes he/she is teaching and coincide with the certificate the student is seeking. Cooperating teachers must have had a minimum of three years of successful teaching experience. One of the years must be in the district to which the student teacher is assigned.

Those persons who are being considered should have a professional approach that:

- Permits positive relationships with other members of the school staff, students and administration.
- Demonstrates effective self-evaluation and is receptive to evaluation by other professionals.
- Shares their classroom with the student teacher, allowing the student teacher to feel shared ownership of and responsibility for the classroom.

The cooperating teacher should demonstrate an active involvement in professional growth. Considerations shall be:

- Active involvement in professional organizations.
- Active involvement in graduate training programs with the goals of obtaining an advanced degree and professional or national certification.

- Current knowledge of developments in the profession through reading professional publications.
- Attendance at professional conferences and meetings.

Those persons being considered should possess:

- A well organized, productive and safe environment.
- A positive attitude toward teaching and pupils.
- Leadership within his/her school or department.
- Respect from his/her colleagues.
- Sound knowledge of instructional techniques and managerial skills.
- Professional manner, dress and deportment.
- Willingness to cooperate with and support his/her building administrator

Cooperating teachers are required to complete a program of preparation on skills necessary for the role of student teacher mentor. An online program has been developed by the university in keeping with state requirements, the **Cooperating Teacher Support and Training System**.

Federal Educational Rights and Privacy Act (FERPA)

Cooperating teachers are advised that student teachers have privacy rights in accordance with FERPA. Under FERPA, cooperating teachers may only discuss the progress of a student teacher with building or district administrators, the student teacher's university supervisor, and the Director of Student Teaching and Field Experiences.

Compensation to Cooperating Teachers

Compensation is set by the state and is contingent upon several factors including the successful completion of the Cooperating Teacher Support and Training System, experience in mentoring CALU student teachers (3 or more), and partnership with the Professional Development School Collaborative.

POLICIES REGARDING STUDENT TEACHERS

These policies are taken from the Student Teacher Manual and are included for your reference.

Attendance

While the university calendar determines the beginning and ending dates of the student teaching placement, the student teacher observes the school calendar of the school district to which he/she is assigned. Additionally, the university supervisor develops a schedule for observations, practicum and other professional activities.

The student teacher is expected to be on duty each day of student teaching. If for unavoidable reasons the student teacher cannot be present, he or she must notify the cooperating teacher and the university supervisor using the procedures set forth by the district, the university supervisor, and the cooperating teacher.

Each day missed from either the classroom placement setting or from practicum sessions must be made up during the last week of the semester. The student teacher may not miss more than 4 days total during the semester, and all of these must be made up, regardless of the reason for the absence. There is only one exception: student teachers are permitted to miss two (2) days for job-related endeavors such as job interviews, or career fairs and are not expected to make these days up during the last week of the semester. However, these days must be scheduled and approved by the university supervisor in advance. The supervisor may require documentation of participation in the job interview or job fair as well.

Attendance must be documented on the form included at the end of this manual. It must be current at all times and available for review by the university supervisor upon request.

Clearances for Student Teachers

The University requires that all students submit current ACT 24, Act 34, Act 151, Act 114, and mandatory reporting certification reports before beginning student teaching. A copy of student teaching clearances are also on file in the office of student teaching at California University. Many school districts will not accept volunteers, field students or student teachers who cannot present a clear Act 34, Act 151 and Act 114 report.

The student teacher must present his/her required clearances to the principal or district administration upon arrival at his or her assigned school/school district.

Act 34 of 1985 specifies that employees of public and private school hired as of January 1, 1986 must undergo background checks.

Act 151 of 1996 specifies that employees of public and private schools hired as of July 1, 1996 must undergo background checks related to indicated and founded child neglect and/or abuse reports.

Act 114 of 2006 is an FBI criminal history record shall be required for student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical school.

ACT 24 of 2011 – Arrest or Conviction Form PDE-6004

Act 24 adds several new crimes to the list of offenses in Section 111(e). Act 24 requires all current school employees to complete a Pennsylvania Department of Education (“PDE”) form to report prior arrests or convictions for any offense listed in the newly expanded Section 111(e). All student teachers must submit the form, even if they do not have a record.

Mandatory Reporting Certification- On July 5, 2012, Governor Corbett signed into law Act of July 5, 2012, P.L. 1084, No. 126 Cl. 24 Session of 2012, which amended the Public School Code of 1949 to mandate that all school entities (a public school, charter school, cyber charter school, private school, nonpublic school, intermediate unit or area vocational-technical school) and independent contractors of school entities provide certain training to all employees, including contracted substitute teachers, who have direct contact with children. Direct contact with children has been defined as “the possibility of care, supervision, guidance or control of children or routine

interaction with children.” The law went into effect on January 2, 2013. The training can be accessed at www.reportabusepa.pitt.edu

Initial Practicum Sessions

The student teaching experience begins with initial practicum sessions with the Teacher Education Unit administrator and the university supervisors. During these practicum sessions the student teachers receives a complete orientation to the student teaching experience. ALL teacher candidates are required to attend these meetings before reporting to their student teaching assignment.

During this practicum, administrative details such as schedules, evaluations, meetings and other requirements and responsibilities are explained. Professional attire is expected. These practicum days are considered to be the first days of the teacher candidate professional experience.

Instructional I Certificate

The Instructional I Certificate shall be valid for 6 years of teaching in the area for which it applies. It may be converted to an Instructional II Certificate as provided by § 49.83 (relating to Instructional II) through the Pennsylvania Department of Education.

The Instructional I Certificate will be issued to applicants who:

- Possess a baccalaureate degree.
- Present evidence of successful completion of a Department-approved teacher preparation program (through California University of Pennsylvania).
- Present evidence of satisfactory achievement in assessments prescribed by the Department under
- §49.18(a) (relating to assessment).
- Receive a recommendation for certification from a college or university (California University of Pennsylvania).

Hierarchy of Problem Solving

When a student teacher has a question or an uncertainty, the following individual are consulted in the following order: the cooperating teacher, the university supervisor, the department chairperson, the Assistant Dean, and the Dean.

On-going Practicum Sessions

The university supervisor schedules on-going practicum session throughout the semester. These are very important professional learning experiences. All student teachers are expected to attend each one in order to benefit from the interactive and informative nature of the sessions. In the event of an unforeseen and unavoidable circumstance and a student teacher is absent from a practicum session, he or she must consult directly with the university supervisor to discuss the nature of the make-up work.

Personal Liability Insurance

All student teachers must show evidence of Personal Liability Insurance at a minimum of \$1,000,000.

Students may obtain this insurance through membership in the student PSEA.

Professional Meetings

Student teachers may attend professional meetings with the cooperating teacher provided prior approval of the university supervisor.

Receiving Compensation and Substitute Teaching

Student teachers are not permitted to accept teaching positions prior to the successful completion of the student teaching experience. Receiving compensation for student teaching is not permitted. Further, the student teacher is not a certified teacher and is not an employee of the Board of Education of the district in which he/she is assigned.

Reporting Child Abuse

In the event that a child discloses an incident of abuse to the student teacher, he/she must tell the cooperating teacher immediately. Additionally, the student teacher must notify the university supervisor of the general situation once reported.

School Board Policy

Most school boards issue policy statements regarding a variety of issues and legal matters. It is the responsibility of the student teacher to follow all district policy and procedures. Consult with the cooperating teacher for further discussion.

Selection and Placement of Student Teachers

Establishment of student teaching sites will be determined by a cooperative process involving the university and school district personnel.

After a student has been approved to do student teaching, his/her assignment to a student teaching location will be determined.

When a university supervisor deems it beneficial to the student teacher or to the student teaching program to change the assignment(s) during the semester to another location(s) and/or teacher(s), he/she shall be authorized to do so only after consulting with the Student Teaching Subcommittee of the Education Unit Oversight Committee who makes the final decision in all situations.

Whenever feasible an attempt will be made to assign the student teacher within reasonable travel distance from their residence while student teaching.

To avoid conflicts of interest, a candidate will not be assigned to a school from which he/she attended with in the last 8 years or to districts in which a family member is employed or attends.

Strike Policy

It is the policy of the College of Education and Liberal Arts that student teachers do not enter school sites where a work stoppage has been declared. If a work stoppage occurs in a school district where a California University student teacher has been placed, the student will be withdrawn from the site immediately. The student teacher will be reassigned to another school as soon as feasible.

The student teacher will continue in the alternate site for the remainder of his or her assignment, even if the strike is resolved.

Tb Tine Test

In compliance with Act 47 of the General Assembly of the Commonwealth of Pennsylvania, June 22, 1971, it is necessary for each student teacher to have a TB test prior to reporting to their assignment. The tuberculin skin test that is administered shall be either the Intracutaneous Mantoux test method with the two-step skin test procedure or the percutaneous multiple puncture test method. Purified Protein Derivative (PPD) is the tuberculin that is to be used for both skin test methods.

Second, a chest x-ray is no longer an approved method for screening school personnel for tuberculosis. The chest x-ray is to be used only to provide a follow-up diagnosis when skin test reveals a significant (positive) reaction.

Additionally, the regulations eliminate the requirements for repeated testing every two years. The regulations provide, however, for continuing surveillance and follow-up for those persons who are exposed to or develop symptoms of tuberculosis after the initial skin test.

Weather Emergency

Student teachers must remain informed of the procedures of the district regarding the closing or delayed opening of school due to weather.

GENERAL CONSIDERATIONS FOR MENTORING A STUDENT TEACHER

Below is a general list of ideas and suggestions to assist in the organization throughout the semester.

Organizing for a Student Teacher

Before the student teacher arrives, the cooperating teacher should:

- Review background information on the student. Prepare students for the arrival of the student teacher.
- Provide a separate adult desk/chair or high table which will serve as a home base for the student teacher. Please avoid the use of student desks if at all possible.
- Provide a class roster, daily schedule and seating chart. Provide teaching manuals and textbooks.
- Plan a balanced sequence of experiences for the student teacher.

After the student teacher arrives, the cooperating teacher should:

- Welcome the student teacher in a warm way and help him/her feel like a teacher.
- Introduce the student teacher to the students as a co-teacher.
- Introduce the student teacher to school personnel and school practices. Establish a pattern of

open communication and set a time to talk each day. Explain responsibilities and authority of the student teacher.

- Familiarize the student teacher with students' backgrounds and needs, including medical issues and IEP classroom accommodations.
- Acquaint the student teacher with available instructional materials.
- Plan for the student teacher's gradual assumption of teaching responsibilities

During student teaching, the cooperating teacher should:

- Assist the student teacher in short-term and long-term, data-driven planning.
- Help the student teacher to develop both instructional strategies and professional dispositions which will promote success in teaching.
- Review and make written comments as necessary and initial the student teacher's written assignments.
- Examine the student teacher's lesson plans. Encourage self-evaluation of lessons taught.
- Hold frequent conferences.
- Set a good example and encourage a professional attitude.
- Avoid discussing the student teacher's performance, shortcomings and "goofs" with other school personnel.
- Treat the student teacher as an adult and a co-worker.
- Maintain an atmosphere that is warm, friendly, positive and encouraging. Show appreciation for the student teacher's efforts.
- Remember personal experiences associated with student teaching. Discuss methods for solving problems.
- Give the student teacher an opportunity to participate in school activities. Help the student teacher perceive strengths and weaknesses.
- Work with the university supervisor in providing meaningful evaluation, praise and suggestions for improvement.
- Encourage the student teacher to set professional goals.
- Introduce the student teacher to students' parents, when appropriate.
- Give ongoing and frequent feedback.
- Provide written informal feedback the designated number of times (or more). These times are pointed out in the document, "Timeline," and are different depending on how long the student teacher is placed in the specific classroom in the semester. The report is titled, **Informal Feedback Report** and is submitted through the LiveText portal. Cooperating teachers are not required to use CALU's Clinical Practice Tool to help complete the report. However, it is beneficial to use at least selected sections of it to assist in giving clear and targeted feedback.
- **If the student teacher is in the placement for the complete semester:** At mid-point, complete the **Cooperating Teacher Evaluation** through the LiveText portal as pointed out in the "Timeline."

Near the end of student teaching, the cooperating teacher should:

- Work with the student teacher and university supervisor to determine the student teacher's level of competence.
- Complete the appropriate **Cooperating Teacher Evaluation** through the LiveText portal as pointed out in the "Timeline."

SEMESTER TIMELINES

The timelines below detail the specific, college-wide activities that take place throughout the semester. It is based on a full semester placement of 15 weeks or a partial semester placement of 7-8 weeks. Note that the university supervisor has additional specific assignments that are not reflected in this timeline.

Timeline for Partial Semester (7-8 Weeks) Placement

Week 1 of Placement

- Introduce the student teacher to other faculty, staff, and administration.
- Discuss school and classroom procedures and protocols.
- Student teacher observes and assists with classroom and student activities.

Weeks 2-3 of Placement

- Student teacher teaches about $\frac{1}{4}$ to $\frac{1}{2}$ of all classes.
- Cooperating teacher completes the **Informal Feedback Report #1** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.

Weeks 4-5 of Placement

- Student teacher teaches about $\frac{1}{2}$ to $\frac{3}{4}$ of all classes.
- Cooperating teacher completes the **Informal Feedback Report #2** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.

Weeks 6-7 of Placement

- Student teacher teaches all classes.
- Cooperating teacher completes the appropriate **Cooperating Teacher Evaluation** through LiveText and discusses with the student teacher. Note: If it is mid-point of the semester, complete **Cooperating Teacher Mid-Point Evaluation**. If it is the end of the semester, complete **Cooperating Teacher End-of-the Semester**.
- Cooperating teacher reviews, signs, and returns the **Attendance Record** to the student teacher.

Ongoing

- Review lesson/unit plans.
- Discuss progress with the university supervisor.
- Provide ongoing feedback to the student teacher.
- Schedule periodic conferences with the student teacher to discuss progress.

*Please notify the university supervisor **IMMEDIATELY** if there are concerns about a student's progress or questions about student teaching policies or procedures.*

Timeline for Complete Semester (15 Week) Placement

Week 1 of Placement

- Introduce the student teacher to other faculty, staff, and administration.
- Discuss school and classroom procedures and protocols.
- Student teacher observes and assists with classroom and student activities.

Weeks 2-4 of Placement

- Student teacher teaches about $\frac{1}{4}$ to $\frac{1}{2}$ of all classes.
- Cooperating teacher completes the **Informal Feedback Report #1** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.

Weeks 5-7 of Placement

- Student teacher teaches about $\frac{1}{2}$ to $\frac{3}{4}$ of all classes.
- Cooperating teacher completes the **Informal Feedback Report #2** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.
- Cooperating teacher completes **Cooperating Teacher Mid-Point Evaluation** through the LiveText portal and discusses with the student teacher.

Weeks 8-10 of Placement

- Student teacher teaches all classes.
- Cooperating teacher completes the **Informal Feedback Report #3** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.

Weeks 11-13 of Placement

- Cooperating teacher and the student teacher co-teach as appropriate.

- Cooperating teacher completes the **Informal Feedback Report #4** through LiveText and discusses with the student teacher. Use of selected sections of **CALU Clinical Practice Tool** to help inform the Informal Feedback Report is encouraged but optional.

Weeks 14-15 of Placement

- Student teacher continues to co-teach with the cooperating teacher and/or returns classes to the cooperating teacher, as appropriate.
- Cooperating teacher completes **Cooperating Teacher End-of-Semester Evaluation** through the LiveText portal and discusses with the student teacher.
- Cooperating teacher reviews, signs, and returns the **Attendance Record** to the student teacher.

Ongoing

- Review lesson/unit plans.
- Discuss progress with the university supervisor.
- Provide ongoing feedback to the student teacher.
- Schedule periodic conferences with the student teacher to discuss progress.

Please notify the university supervisor IMMEDIATELY if there are concerns about a student's progress or questions about student teaching policies or procedures.