ROLE OF THE COOPERATING TEACHER

During the final phase of the Teacher Preparation Program, Teacher Candidates work with a Cooperating Teacher and a University Supervisor in order to demonstrate skills acquired in previous field experience placements and to begin to extend these abilities as they grow into the teaching profession. The cooperating teacher influences the quality of the student teaching experience more than any other single person. It is primarily the cooperating teacher who guides the student’s professional growth during the professional semester.

A Cooperating Teacher must have a valid teaching certificate for each grade and subject taught, and have at least three (3) years of experience as a certified educator. In additional, all cooperating teachers must receive training approved by the Education Professional Standards Board provided at no cost to the teacher. The training must include the following: Basic responsibilities of a cooperating teacher; Best practice in supporting the student teacher; and Effective assessment of the student teacher.

The selection of cooperating teachers is a collaborative process in which both the district/school and CEHD have an important role. This collaboration ensures that only teachers who can effectively support a student teacher’s development are asked to serve. Cooperating teachers must demonstrate the following:

- Effective classroom management techniques that promote and environment conducive to learning;
- Best practice in the delivery of instruction;
- Mastery of the content knowledge or subject matter being taught;
- Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- Usage of multiple forms of assessment to inform instruction; and
- Creation of learning communities that value and build upon students’ diverse backgrounds.

The OEDCP is involved in regular and frequent communication concerning student placements with JCPS, OVEC and community leaders throughout the service region to secure the appropriate type of placement and to ensure a variety of placements in urban, suburban and/or rural settings with student populations diverse in cultural, economic, linguistic and special needs. In additional, teachers with Teacher Leader Endorsement and National Board Certification may be given priority.

Becoming a Cooperating Teacher

Teachers who meet the above criteria and understand the importance of growing and developing professionally (PGES 4E) and the importance of demonstrating service to the profession (PGES 4F) should have conversations indicating this with the principal, assistant principal, content specialists, or university faculty/advisor. The Office of Educator Development and Clinical Practice officially requests placements by contacting a designated administrator in each district and/or school site. The request may specify a particular educator(s) based on past teacher performance and/or recommendation from university faculty, university supervisor or school specialists.
Pre-arrival Preparations
A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn.

During an initial conference, texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, school handbooks, and other such materials should be made available to the student teacher.

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the student teacher. The following are suggestions, which will be helpful:

✓ Explain to the students in your class that there will be two teachers in the classroom for a few weeks
✓ Point out that both teachers will have many different experiences to share with the class.
✓ Give examples of how the teaching team will work together (co-teaching)
✓ Explain that the students should look to both teachers for instruction and assistance, when appropriate.

Students need time to become adjusted to the idea of working with two teachers in the classroom. They will manifest the cooperating teacher’s attitude toward the student teacher so be aware of your actions toward the teacher candidate. To help develop the status of the student teacher candidate as another teacher in the classroom, it is important to refer to the student teacher as “Mr. Robinson,” “Miss Hardy,” and the like, or as the “other teacher” rather than the “student teacher candidate.”

Helping the Teacher Candidate Get Started
One of the cooperating teacher's first concerns is to help the teacher candidate feel secure in the new situation. Teacher candidates and cooperating teachers have listed the following suggestions as helpful:

✓ Establish a time to co-plan with the student teacher candidate.
✓ Accept the teacher candidate as a person. Establish rapport as soon as possible.
✓ Consider the teacher candidate as a member of the faculty. The teacher candidate should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
✓ Introduce the teacher candidate to school staff members.
✓ Design seating charts enabling the teacher candidate to identify students quickly.
✓ Provide a desk or a place for the teacher candidate’s books and papers.
✓ Explain “formal” and “informal” classroom and school policies.
✓ Avoid correcting the teacher candidate in front of the students.
✓ Share daily chores.
✓ Provide an opportunity for the teacher candidate to have uninterrupted conferences with you.
✓ Provide an opportunity for the teacher candidate to teach units as you observe and assist.
Planning with the Teacher Candidate
The need for planning is fourfold: (1) to assist in clarifying the teacher candidate’s purposes and procedures; (2) to learn of the expectations of the cooperating teacher; (3) to communicate the student’s intentions to the cooperating teacher for constructive comments; and (4) to develop skills in lesson planning.

During the beginning days of student teaching, it is necessary to meet in order to begin the process of co-planning. Texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, and school handbooks should be made available to the teacher candidate.

The cooperating teacher should give constructive criticism and provide adequate time for the teacher candidate to make suggested revisions to lesson plans. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the unit and the next week, and to handle problems which have not already been discussed and solved.

The cooperating teacher should:
✓ Be specific. An anecdotal record of the teacher candidate’s actual behavior, expressions used, timing, etc., will help the teacher candidate evaluate teaching effectiveness.
✓ Encourage self-evaluation. Ask such questions as “How well did you meet your lesson plan objectives?” “What is your evidence?”
✓ Give definite suggestions. Include in the suggestions, techniques for motivating students, presentation of materials, etc.
✓ Indicate successes as well as suggest improvements for the teacher candidate. Conferences with the teacher candidate may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, lesson planning, professional activities, teaching materials, or basic subject matter and the teacher candidate’s personal problems.

A teacher candidate must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the teacher candidate would then capitalize on strengths and work toward overcoming weaknesses.

Helping the Teacher Candidate Teach
The cooperating teacher may wish to consider the following suggestions to help the teacher candidate become more effective:
✓ The teacher candidate should have the opportunity to take the lead with instruction as often as possible.
✓ The teacher candidate should not feel that there is only one correct pattern of teaching, but should begin to acquire a repertoire of strategies.
✓ The teacher candidate will need help to see the students as individuals. The teacher candidate should develop keener perceptions of the students’ needs, interests, and aptitudes. 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 and teacher demonstrations, laboratory work, group discussions, lectures, question-and-answer periods, directed study, audiovisual presentations and other meaningful experiences should be employed.

Above all, one must remember that the teacher candidate is learning to teach. A teacher candidate is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the teacher candidate will recognize his or her teaching weaknesses and modify the approach to a given situation. It is the function of the cooperating teacher and the University Supervisor to work together to provide needed assistance in this regard.

**Observing the Teacher Candidate**

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating students, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a teacher candidate make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the teacher candidate in front of the class, the candidate soon loses the opportunity to develop and maintain rapport with the students. This situation can usually be avoided when the cooperating teacher and teacher candidate plan together.

The cooperating teacher will set up one (1) official observation during each placement or two (2) official observations if the teacher candidate remains throughout the semester. If your teacher candidate is with you for one placement only, then you will be completing only one official or formal observation using the assessment documents provided. Teacher candidates will use the KTIP PGES Lesson Plan Format in Live Text for all formal observations. This lesson plan includes the following:

- Source of Evidence: Lesson Plan
- Source of Evidence: Observation of Teaching
- Source of Evidence: Post-Lesson Reflection

You will be provided with a hard copy of the lesson plan at least two (2) days prior to the scheduled observation or the time you determine.

**Activities Related to Classroom Teaching**

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits and engage in the co-teaching strategies as tools for instruction.
During the student teaching period, the teacher candidate may engage in as many of the following activities as possible:

- Observe teachers in a variety of academic disciplines.
- Study students’ records in the presence of a certified employee -- cumulative records, achievement test scores, reading-grade-placement scores, etc.
- Seek supplementary materials that may be used to help present effective lessons -- books, models, charts, posters, filmstrips, community resources, etc.
- Provide help for a variety of students: the gifted, the learning disabled, those who have been absent, and those working on special projects.
- Involve students in experiences such as reading, writing, speaking, listening, and reasoning.
- Discuss grading standards and grading problems with the cooperating teacher.
- Become acquainted with library resources.
- Become acquainted with duties and responsibilities of administrative and special service personnel.
- Attend staff meetings.
- Administer achievement tests.
- Assist in supervision of study halls and homeroom.
- Become acquainted with school procedures in requesting equipment and supplies.
- Become acquainted with the total school program through conferences with the principal and the superintendent.
- Learn how to use the copier and media lab equipment.
- Participate in co-curricular and extra-curricular activities.

**Assessment Requirements**

Cooperating teachers will formally observe at least one lesson by mid-semester (end of the First Placement Period) and one lesson at the end of student teaching (end of the Second Placement Period). Please follow the Steps to Completing a Formal Observation. Teacher candidates will complete the the Source of Evidence: Lesson Plan and provide the cooperating teacher will a hard copy. Feedback should be provided on the plan before the lesson is taught. During the observation of the lesson, cooperating teachers will provide feedback on Kentucky Teacher Standards and other standards appropriate for specific certifications as designated on the KTS Rubrics. The feedback will be discussed post-observation. The teacher candidate must complete the Source of Evidence: Post-Lesson Reflection within two days and provide the cooperating teacher with a hard copy of this reflection. Feedback should be provided to the candidate. Once the lesson has been planned, taught and a reflection written, the cooperating teacher completes the KTS Rubrics for the lesson. A link will be provided by the OEDCP from Qualtrics to access the rubrics for final assessment.

Cooperating teachers will also complete a Teacher Candidate Dispositions Assessment at mid-semester and at the end of student teaching and provide feedback to the university supervisor for the Effective Use of Technology Rubric. Cooperating teachers will receive an email from the OEDCP from Qualtrics with a link to complete the Dispositions Assessment.

At mid-semester (end of the First Placement Period) and at the end of student teaching, (end of the Second Placement Period), cooperating teachers will also complete a Student Teaching/Advanced Practicum Grading Rubric. While the Source of Evidence KTS Rubrics
reflect on one observed lesson, the **Student Teaching/Advanced Practicum Grading Rubric** reports on the candidate’s progress toward standards over time.

**Tuition Benefit**
The University of Louisville recognizes the valuable contribution teachers make in helping prepare pre-service teachers and supporting them during their internship 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.

The following document can be found at the following link:

http://louisville.edu/financialaid/tuition-waivers/tuition-waiver-for-ktip-and-resource-teachers/view
Tuition Benefit Certification Eligibility and Procedures Information

The University of Louisville recognizes the valuable contribution teachers make in helping prepare pre-service teachers and supporting them during their internship experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

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The University of Louisville is pleased to offer a way of acknowledging the contributions of teachers by supporting this policy. The following information is to help clarify the parameters and procedures involved in offering the tuition benefits. Carefully review the following information and complete the attached certification form. Please note that the certification form is interactive and can be completed on the computer and then printed out for signature.

Eligibility

- YOU MUST BE ADMITTED TO THE UNIVERSITY OF LOUISVILLE
- You must be a teacher in the state of Kentucky
- You may be eligible for tuition benefits if you meet one of the following criteria:
  - You are a cooperating teacher providing the supervision of a student teacher
  - You are a Resource Teacher for a KTIP intern. KTIP Resource Teachers are required to complete two consecutive semesters of service; however, a form may be submitted at the completion of each semester.
- Credit hours earned have an expiration of one year. For example, if a teacher is a cooperating or resource teacher in the spring, those credit hours earned will expire the following spring. This gives the teacher three semesters (summer, fall, and spring) in which to use the benefit before the hours expire.

Procedures

ADMISSION TO THE UNIVERSITY OF LOUISVILLE IS REQUIRED BEFORE COMPLETING THE FOLLOWING:

- Complete the Tuition Benefit Certification Application for Cooperating and Resource Teachers available on the web at https://whost.louisville.edu/student/services/financialaid/devfinaid/tuitionwaivers/index.php
- Return the Certification Application after the completion of your supervisory or resource role, principal signature included, to the Student Financial Aid Office. Completed applications must be received by the STUDENT FINANCIAL AID OFFICE BEFORE THE END OF THE REGULAR REGISTRATION PERIOD.

All applications received after the regular registration period can be used for tuition in a
subsequent term if eligible, but will not be honored for the current semester. Additionally, benefit hours cannot be redeemed during the semester in which the supervising or resource teacher is serving in that role.

- Email confirmation will be sent your University email account. The email will contain the number of hours earned, along with the semester of expiration. Hours are not valid or applicable until approval is received from the Student Financial Aid Office.

- Follow all regularly established procedures for applying for graduate studies, advising for programs, and registering for classes. **REGISTRATION MUST BE COMPLETED BY THE LAST DAY OF THE REGULAR REGISTRATION PERIOD TO RECEIVE TUITION BENEFITS IN THAT SEMESTER.** There must be available space within a given course offering. The University is not required to establish a course to meet teacher requests. No more than 6 credit hours of tuition benefits will be awarded in any given semester.

- Benefits will automatically be awarded for each semester you are enrolled until your eligibility ends. It is the responsibility of the supervising teacher to keep track of hours used and hours remaining. A new certification application is required when you have updated teaching information to provide.

- **For additional information, contact Rachel Kirk at Rachel.kirk@louisville.edu**