

**TEAM PROGRAM
COOPERATING
TEACHER
HANDBOOK**

August 2020

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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What is the Cooperating Teacher Program?

The Cooperating Teacher Program was created by state law under the Education Enhancement Act of 1986 to provide support for the novice teacher during the student teaching experience. The Cooperating Teacher Program was designed to provide training for experienced teachers to support the development of the student teacher's demonstration of competencies outlined in institutional, state and/or national standards. Specifically, student teachers are expected to demonstrate competence in meeting the Connecticut Common Core of Teaching. Educator preparation institutions are expected under state regulations and accreditation standards to place every student teacher with a state-trained Cooperating Teacher who is certified in the same area as the student teacher. The Connecticut Common Core of Teaching is the state standard which student teachers are expected to demonstrate competency in during student teaching.

Connecticut's Common Core of Teaching

Connecticut's Common Core of Teaching, adopted in 2010 by the State Board of Education, embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at high levels.

The CCT guides state policies throughout the Educator Continuum related to the preparation, induction and ongoing professional growth of teachers as follows:

Career Phase	Uses of the CCT
Preparation & Pre-Service	<ul style="list-style-type: none">◆ State Program Approval and NCATE Accreditation to ensure that preparation programs are aligned with state teaching standards◆ Standards for evaluation of field and student teaching experiences
Beginning Teaching	<ul style="list-style-type: none">◆ Standards for state and district induction of beginning teachers◆ Foundation for teacher evaluation and professional development
Experienced Teaching	<ul style="list-style-type: none">◆ Foundation for teacher evaluation and professional development

Student Teacher Placement by Teacher Preparation Institutions

The student teacher placement directors at Connecticut educator preparation programs contact district facilitators directly with the request for placing student teachers in a school in the semester preceding the start date of student teaching. A list of trained support teachers eligible to serve in the role of cooperating teacher is disseminated to the student placement directors at the teacher preparation institutions by the Connecticut State Department of Education. District facilitators are required to approve the assignment of a TEAM trained cooperating teacher to a student teacher.

As part of the state accreditation processes, data on student teacher/cooperating teacher placements is reviewed to ensure each student teacher has been appropriately placed with and supervised by a trained cooperating teacher.

Who is a Cooperating Teacher?

A teacher who has completed the Connecticut State Department of Education’s Teacher Education and Mentoring program (TEAM) training for cooperating teachers is identified as the school-based supervisor of the teacher preparation program. The Cooperating Teacher is one of the most important resources in the student teaching experience. Together with the university supervisor, the Cooperating Teacher provides support, guidance, and encouragement to the student teacher as he/she grows and develops. The Cooperating Teacher provides primary, daily support and supervision to the student teacher. In addition, the cooperating teacher is regarded as a role model for the student teacher.

What is the Role of the Cooperating Teacher?

It is widely agreed that powerful learning does not occur from letting a student teacher “sink or swim.” Rather, guidance and mentorship as well as peer support are important components of clinical experiences that allow for the modeling, coaching, and feedback that student teachers need (Anderson & Stillman, 2010; Grossman, 2010; Hammerness & Darling-Hammond, 2005). Research points to the critical role of the cooperating teacher in supporting student teacher learning (Torrez & Krebs, 2012; Sykes, Bird, & Kennedy, 2010; Wilson, Floden, & Ferrini-Mundy, 2002).

Researchers agree that the best cooperating teachers function as both mentors and models; providing reflective conversation, instructional guidance and support for independent teaching (Darling-Hammond, 2006; Glenn, 2006; Grossman, 2010). As a cooperating teacher, you will mentor and coach teacher candidates during their student teacher placements with you. You and your student teacher will share space in your classroom. Together you will work with your students as the student teacher develops the skills and pedagogical knowledge. Learning is embedded in the everyday experiences in the classroom—from teaching whole group or conferencing one-on-one, creating seating arrangements, organizing classroom libraries, communicating with parents, to meeting with grade level teams or participating in PD.

As a reflective coach, you will engage in cycles of coaching with your student teacher to help them develop reflective teaching practices. We cannot train student teachers to learn and implement every method, strategy, or trick they will ever need to know for the classroom; however, cooperating teachers can model and support the growth-oriented, reflective habits of mind student teachers will need to adapt and grow in their own teaching.

From Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Cooperating Teacher Roles and Responsibilities at a Glance

Prior to the Student Teacher's Arrival

- Obtain information concerning the student teacher's personal interests, academic background, and pre-student teaching contacts with schools, teachers, and students.

Prepare Your Students

- Indicate your approval and enthusiasm for the student teacher's arrival.
- Introduce the student teacher as a co-teacher or intern, rather than as a student.
- Give students a feeling of responsibility for the initial orientation and acceptance of the student teacher.
- Explain that a university supervisor will be visiting in order to observe teaching techniques and class responses.
- Explain that when the student teacher is in charge of the class that questions, requests, and comments should be addressed to the student teacher.

Prepare the Administration and Faculty

Inform the administration and faculty about the student teacher's arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the student teacher by asking them to help:

- Secure needed learning materials and facilities;
- Decide on plans for welcoming the student teacher;
- Acquaint the student teacher with the total school program; and
- Provide opportunities to observe their classes.

Prepare Orientation Materials

Place copies of pertinent school information in a folder for the student teacher. Some suggestions follow:

- School calendar, master schedule, time schedule, schedule of teachers' meetings and parent-teacher meetings;
- Fire drill and other emergency instructions;
- Copy of long-range plans for the year;
- Copies of administrative forms, such as attendance register, textbook slips, hall pass, field trip form, transfer slip;
- Student handbook or school rules and cafeteria regulations;
- Map of the city or community and information about the community; and
- Curriculum guide, faculty handbook, and list of faculty members.

Prepare the Classroom and Instructional Materials

- Provide a desk and chair and a place where personal belongings can be safeguarded.
- Obtain a set of textbooks, teachers' manuals, teachers' guides, and course outlines for the student teacher.
- Provide copies of local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the student teacher will work.

The First Days of the Placement – The Initial Conference

- Be specific about classroom rules and policies.
- Indicate that the student teaching experience will involve more than just classroom teaching (working with the principal, counselor, parents, other faculty and staff members, for instance).
- Invite the student teacher to discuss his or her expectations of you.

Planning for the Total Student Teaching Experience – the student teacher could:

- Observe classes and other teacher activities.
- Assist a student who has missed classes or tutor a student who has special needs.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic that pertains to that day's lesson.
- Prepare a bulletin board.
- Administer a test or retest.
- Assist with attendance to help in learning students' names.
- Read and help correct sets of papers
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.

Establishing Communication

- Plan to have a regularly scheduled weekly conference.
- Create a meeting agenda in order to use your time efficiently.
- Keep a communication journal.

From Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Resource 1 - Are You Ready for Your Student Teacher?

You will know that you are ready for the arrival of your student teacher when you can check most of the following items.

Professional Responsibilities:

- I have reflected on my practice and am able to articulate the rationale behind my instructional decisions
- I have read the sending university's student teaching or cooperating teacher handbook (if one is available).
- I have read and internalized the expectations and role of a cooperating teacher as described in the handbook.
- I understand the sending institution's expectations for me, the student teacher and the field experience supervisor.
- I am aware of the legal status of student teachers in CT.
- I know my district's policies regarding the responsibilities of cooperating/student teachers.

Pre-Placement Relationship Building:

- I conducted a pre-placement meeting with my student teacher.
- I learned the background, interests, and goals of the student teacher (resume, bio, questionnaire).
- I shared information about the school community, culture or norms with my student teacher.

Pre-Placement Planning:

- My student teacher and I established mutual expectations for the placement.
- My student teacher and I established a gradual-release takeover plan.

Communication with Students and Parents:

- I have prepared students for the arrival of the student teacher (introducing him as a co-teacher to set the stage for your teaching partnership- let the students know the ST plays a significant role. It is important that from the start you create a sense of "we" as the teachers in this classroom.)
- I have communicated with parents about the arrival of the student teacher (consider having the student teacher compose a letter of introduction to parents/guardians).

Practical Needs:

- I have provided adequate space for the student teacher (e.g. a desk or table for his use).
- I have secured copies of materials that I will use to orient my student teacher (e.g. school handbook, schedule of classes).
- I have secured copies of curriculum guides, teacher editions or other materials that the student teacher needs for planning, instructing or assessing.

Resource 2 - Sample Student Teacher Interview Questions

These questions are meant to provide a sense of the types of questions that are often asked during a student teacher interview. You may choose to use these or develop your own.

1. Tell me a little about yourself and why you want to be a teacher.
2. What previous experiences have you had working with (insert age of your students) children? Why are you interested in working with (insert specific age group, i.e. elementary, middle, high school) students?
3. What is your major? What have some of your favorite classes been?
4. Where did you do your field experience placements (school/district, grade level)?
5. What is one effective behavior management strategy you observed or utilized during your placements?
6. Please share a time when you took a risk to try a new instructional strategy in one of your field placements. What was it, and what did you learn from it?
7. What are you hoping to gain from your student teaching experience?
8. All of us have had students that have been challenging because of their educational, emotional or behavioral needs. Tell me about one student who stood out from your past experiences. What did you learn that might help you with a similar student in the future?
9. In our district we are expected to participate in (PLC/Data Teams). What skills do you think a teacher needs to be successful working in a team?
10. (Differentiated Instruction, Reader's Workshop, etc.) is one of our district goals. Tell me a little bit about what you have learned in your courses or field experiences about (insert area: Differentiated Instruction, Reader's Workshop)? What are you hoping to learn during your student teaching?
11. Please tell me a little about your experience planning for instruction. What are the things you would include or think about when writing a lesson plan?
12. What questions do you have for me?

Responsibilities of Student Teachers

The following is a brief sample of student teacher responsibilities taken from various guidelines that institutions have developed. Each student teacher must adhere to the responsibilities as outlined by his/her educator preparation institution and that of the cooperating teacher and school district.

- Adherence to the **Code of Professional Responsibility for Educators** (Sec. 10-145d-400a) of the state regulations;
- Adhering to school schedules or to the schedule of previously-arranged student teaching, arriving on time and staying through the required time period; includes staying for conferences, staff development activities or faculty meetings with the cooperating teacher;
- Dressing professionally, conforming to school expectations for teachers;
- Becoming familiar with the Common Core of Teaching, and Connecticut Core Standards(CCS);
- Preparing daily lesson plans detailing specific objectives, instructional strategies and evaluation procedures;
- Preparing units of study or working within units already in progress;
- Observing other teachers' classes besides that of the cooperating teacher;
- Becoming familiar with school library and outside sources for curricular materials;
- Participating actively in conferences with the cooperating teacher and university supervisors;
- Assessing student learning;
- Becoming familiar with statewide assessments
- Participating in school-wide activities, e.g., curriculum development, professional development committee, etc.

Student teachers should refer to their institution's Student Teaching Handbook for a detailed listing of responsibilities. To obtain a copy of the student teacher handbook, contact the Student Teacher Placement Director at the teacher preparation institution.

The College or University Supervisor

Who is a Supervisor?

A supervisor is the university representative who is responsible for supervising the field experience of a student teacher or a group of student teacher. The role of the supervisor is to provide on-site support and advice. The student teacher is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

Supervisor's Responsibilities

- Assists the student teacher in his/her induction into the profession of teaching.
- Outlines the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visits the student teacher regularly; during this time, the university supervisor provides systematic feedback to the student teacher by conducting a pre-conference, helping the student teacher select an area of focus for classroom observations and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference about the data collected during the observation. The university supervisor leads the student teacher in the

process of analysis and reflection on his/her teaching and its impact on student learning. Whenever possible, three-way conferences involving student teacher, the cooperating teacher, and the university supervisor are desirable.

- Confers with the cooperating teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the student teacher.
- Helps build and maintain good relations between the school and the university. He/she is considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in his/her teaching and its impact on student learning.
- Provides detailed expectations and requirements of student teaching.
- Evaluates the student teacher on an on-going basis and provides objective documentation to support his/her assessment of specific areas of the student teacher's knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the student teacher's total experience.

If the student teacher encounters significant difficulties with teaching or if there is a conflict between the cooperating teacher and the student teacher, the supervisor should be called in to help resolve the situation. The cooperating teacher should contact the supervisor and the district facilitator if any problem arises regarding the student teaching experience that may impact the performance or the effectiveness of the student teacher or the continuation of the placement. The number of visits by the supervisor may vary, but during each visit it is important to set aside time to share perceptions about progress and to have a three-way conference with the student teacher. The university supervisor and the cooperating teacher should work together to provide a practical teaching experience that prepares the student teacher for entering the profession.

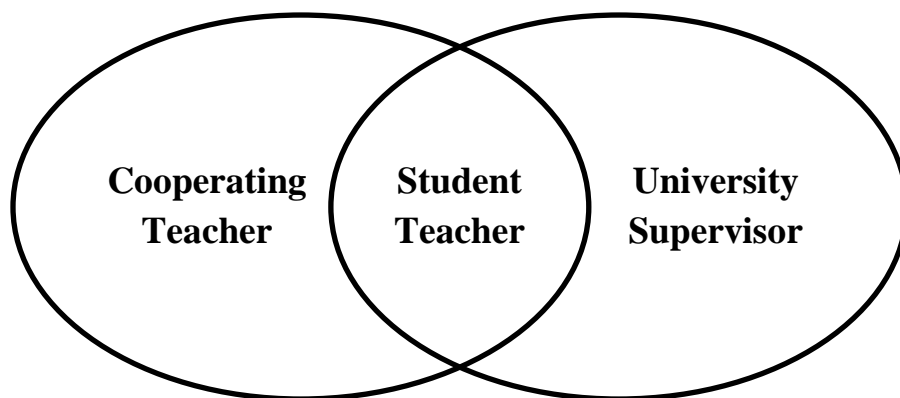
In situations of unusual difficulty regarding the unacceptable performance of the student teacher, the university supervisor and the director of student teaching should be notified immediately. The university supervisor will promptly arrange to come to the school to discuss the problem, or terminate the placement if necessary.

The Role of the Principal in Cooperating Teacher and Student Teacher Placements

The principal should:

- Ensure that the cooperating teacher and student teacher placement is made through the district facilitator;
- Meet the student teacher;
- Ensure that the student teacher is provided supervision from the college or university supervisor;
- Support the cooperating teacher in his or her role if possible; and
- Provide substitute coverage to work with the student teacher when the cooperating teacher is absent.

The Teacher Preparation Team



The teacher preparation team consists of the student teacher, the university supervisor, and the cooperating teacher. Other individuals both at the school and the university (such as the methods or seminar faculty) provide additional support to the student teacher. Especially when problems are identified, it is important that information is exchanged among all individuals in the team.

Establishing Communication

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan with the cooperating teacher to have a regularly scheduled weekly conference. This “sacred” meeting time should be dedicated to planning for the week, discussing student concerns or insights and to reflect on performance. It may be helpful to create a meeting agenda in order to use the time efficiently.

Some cooperating teachers and student teachers have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the student teacher as well as an ongoing dialogue between the student teacher and the cooperating teacher.

In order to create the foundation for future communications and work together, the university supervisor will make contact with the student teacher and the cooperating teacher. This usually occurs before the first formal observation. The informal introduction provides an invaluable opportunity to convey expectations, answer questions, and exchange information regarding future communication.

Introductory Phase of Student Teaching

The introductory phase of student teaching involves observation and teacher assistant activities. Rather than the student teacher only observing from the back of the room and then “taking over,” ask your student teacher to join you in the front of the class to watch and listen beside you as you teach, modeling and explicitly describing teaching practices. From the start, an important and powerful way to understand teaching is for your student teacher to be by your side at all times. You may make important side comments to the student teacher on decisions you are making in the moment and why. You can also go one step further to deconstruct these practices, explaining your intentions and actions. In this way, the student teacher is positioned in front of the room, in front of the students, and will begin to take on the role of teacher as part of their identity. Not only does the ST start to feel what it’s like to take on that identity, but students also begin seeing them as a teacher in the room. This phase

will last a period of time commensurate with the student teacher's readiness to assume teaching responsibilities. The cooperating teacher will add teaching periods to the student teacher's schedule as his/her competence and confidence grow.

Having the student teacher observe you, the cooperating teacher, in action during the introductory phase is an invaluable learning experience. Through observation the student teacher can learn many strategies that will smooth his/her transition and increase his/her performance efficiency. Errors committed by the student teacher could easily be avoided if careful study is made of the cooperating teacher's classroom procedures.

During periods of observation, engage the student teacher as often as possible in the following:

- Developing rapport with students.
- Developing and maintaining standards of behavior.
- Maintaining discipline and handling special situations.
- How students share in planning and leadership.
- Communicating the purposes of the lesson.
- Using different motivating techniques/instructional materials.
- Using questions and involving students.

During the introductory phase, share an overview of the curriculum with your student teacher, including what pupils have studied, are studying, and will be studying. Effectively involve the student teacher by briefly discussing some ideas about particular strategies for teaching the upcoming topics.

Plan some initial activities. The following is a list of possible activities for the student teacher:

- Assist with attendance to help in learning students' names.
- Check on supplies and equipment.
- Assist a student who has missed classes.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic that pertains to that day's lesson.
- Prepare a bulletin board.
- Work with a small group in the class.
- Tutor a student who has special needs.
- Administer a test or retest.
- Read and help correct sets of papers.
- Engage the student teacher in planning an upcoming lesson.
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.
- Attend faculty, department, and/or Board of Education meetings.
- Model reflective thinking by debriefing your lessons with your student teacher, thinking about some of the following questions to help guide you in your own critical inquiry, and in supporting the student teacher as they also begin to take up this work:
 - Whose voices are being heard and whose aren't?
 - How might we open up more space for different student voices?
 - Who gets to make decisions about teaching and learning in this space? How could that look different and where is there space for negotiation?

- What does this activity reveal about how we expect students to learn or about where knowledge comes from?
You are not really telling your student teacher right or wrong ways to teach but rather showing them how you have come to grow your own practice. It is important to stress throughout the entire student teaching experience that your practices, like all teachers, are always under development.

From The University of Texas at Austin Cooperating Teacher Training

From Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Resource 3 - Student Teaching Observation Lenses

Purposeful observations are a special set of observation experiences where you (the CT) take the lead in modeling the thinking you do inside your teaching practice. This is not staged modeling but instead should reflect the kind of thinking you do all the time, whether or not you always take time to sit and think aloud about your teaching every day. Purposeful observations also ask you to go through a similar reflective coaching cycle that your ST will go through when they start teaching more in your classroom. This is an intentional move that will help your STs as they continue growing as reflective practitioners. As the student teacher watches you, have him/her think about the prompts below and use them to gain a deeper understanding of the particular facet of effective teaching listed below.

A. Classroom Routine

1. Starting procedures

- What does the teacher do as students arrive in the classroom?
- Does she/he have instructions on the board or activities for engagement?
- How are class roll, lunch count, etc. conducted?
- How does she/he move into the first lesson?

2. Distribution of materials

- Are instructional materials ready for use?
- What are student responsibilities regarding materials?

3. Restroom procedures

- May students move freely to the restroom?
- Are passes available to use under certain guidelines?
- Must the teacher give permission before a student may be excused?

4. Lunch procedures

- How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
- How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?

5. Other “housekeeping tasks”

- How are students guided in the upkeep of the room and learning materials?
- How are students selected, instructed and held accountable for duties?

B. Record Keeping

1. Attendance

- Are there any special codes used by the teacher?
- Does she/he allow students to assist?

2. Grading

- What rubrics, checklists, etc. does the teacher use?
- Does the teacher use different types of evaluation symbols? (e.g., 100%, -/+)
- How is the grade book set up? (tests in red ink, computer program, etc.)

- How does she/he deal with participation grades?

3. Referrals

- How are disciplinary actions and follow-up procedures handled?
- How are other referrals (e.g., speech, counselor) handled?

C. Classroom Management (Influenced by school and individual teacher policies)

1. Discipline plan

- What are the rules?
- How were they chosen?
- How are they enforced? (praise, consequences)

2. Tardy policy

- How is the policy enforced?
- What does the teacher/school feel are acceptable excuses for tardiness?

3. Seating arrangement

- How does the teacher determine seating? (alphabetical, discipline)
- Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)

4. Grouping

- Are students grouped for projects, reading, etc.?
- How does the teacher determine this grouping?

D. Teaching Procedures (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson

a. Introduction and teaching

- How is the purpose of the lesson set?
- How does the teacher motivate students' interest?
- How does the teacher relate lesson content to the students' prior knowledge?
- What type of questioning is used to determine student understanding?

b. Student activities

- How are students monitored for degree of understanding?
- How does the teacher produce a smooth transition from teaching procedures to student practice?
- How are students kept on-task?

c. Enrichment/re-teach activities

- What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
- What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d. Closure

- How does the teacher involve the students in a brief review of the lesson objective?

e. Evaluation

- How does the teacher evaluate whether the lesson's goals were achieved?
- How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials

- How does the teacher grade homework?
- What is the policy for late work?
- What is the policy for students who have been absent?
- What is the policy for helping students before, during, or after school?

3. Transition techniques/Fillers

- What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

E. Student/Teacher Interaction and Management Techniques

- How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
- How does the teacher bring all students into the learning environment and keep them on-task?
- How does the teacher redirect off-task behaviors?
- What nonverbal signals are used?
- How are appropriate behaviors reinforced?
- How are students moved from whole group to small group and vice-versa?
- How is the classroom discipline plan implemented?

F. Parent/Teacher Interaction

- How does the teacher communicate expectations of the child to parents?
- How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Adapted from the College of Education and Human Development, Texas A & M University, Student Teaching Handbook.

Working Collaboratively with your Student Teacher

During the student teaching experience we recommend using a gradual release model in which the cooperating teacher gradually turns over responsibility to the student teacher. In utilizing a gradual release model (I do, we do, you do) the student teacher observes effective teaching, co-plans and co-instructs with the cooperating teacher and, over time, assumes responsibility for the class. In this collaborative approach student teachers gain valuable insight into the complex thinking and decision making processes that teachers engage in on a regular basis.

Co-Planning with your Student Teacher

At the heart of effective teaching lies purposeful planning. Experienced teachers understand that planning is not just jotting a few bullets down in a lesson plan book; it involves strategically designing and organizing activities/tasks that help students achieve a desired outcome. The planning process is a foundational understanding for student teachers as they prepare to take on their own classrooms and their own students. Therefore, in order to help student teachers understand the complex decision making process that planning involves, we encourage cooperating teachers to co-plan with their student teachers, especially during the first few weeks of the student teaching assignment.

Co-planning allows cooperating teachers to model their planning process, illuminate their thinking, and make their decision making transparent to the student teacher. It allows student teachers to see the many variables that must be considered when planning including, but not limited to: CT Core Standards, curriculum, student needs, assessment, learning designs, student motivation, etc.

Utilizing the *Unit/Lesson Planning Guide* on the following page, cooperating teachers can partner with their student teachers through the planning process. Using this proactive planning approach a cooperating teacher can lessen and maybe even avoid some common frustrations such as student teachers not submitting lesson plans on time or handing in lesson plans that need extensive revision. Ultimately, taking the time to guide student teachers through the planning process will help support a positive student teaching placement as they will likely experience increased student engagement, better classroom management and improved student learning.

Also consider using Karin Hess' Cognitive Rigor Matrix (p. 1-D20- 1-D25) which is a tool that was developed to enhance assessment planning and instructional practices at the classroom level. This tool "superimposes two different cognitive complexity frameworks-Bloom's (Revised) Taxonomy and Webb's Depth of Knowledge levels ...Each intersection of Bloom-Webb in the CRM provides a focus on differing complexity and engagement offers a range of choices when planning instruction" (Hess 2009). The CRM can be an effective tool to help a novice teacher make effective planning choices.

Resource 4 - Unit/Lesson Planning Guide: Key Questions to Consider While Planning

The following is a guide to unit and lesson planning from Michigan State University. Note that teachers rarely plan in a linear fashion by completing one step before starting another. The questions are designed to help student teachers and cooperating teachers consider the range of questions that need to be addressed and may be worked on in any order.

Figuring out the “big picture” and worthwhile goals

- Based on consultation with the standards documents, and district objectives, etc., what will be the main idea for the unit, and the learning objectives?
- What do I know about this content and what do I need to learn in order to teach it?
- What are the “big ideas” that I want students to learn? What are key skills and strategies needed to learn these big ideas (e.g., reading, writing, oral language skills and strategies)? Provide an example.
- How are these big ideas connected to each other (draw a concept map)?
- How does this content connect with students? What do different students already know about this? How does it enter their lives? What is their proficiency in using skills and strategies (e.g., reading, writing, oral language skills and strategies) needed to learn the content? How can I find out?
- Based on the above, how can I tailor the objectives and main ideas for the unit to match my teaching situation?
- What central problem or question will connect all the lessons in this unit? What is the desired student response to this question?
- Why is the selected content important for students to learn?
- What resources (books, audiovisuals, magazines, museums, computer programs, web sites, etc.) are available to support my teaching and students’ learning? How good are they?

Instructional Plan

- What are some activities/tasks that I can engage students in that will promote their learning and growth (e.g., conceptual change, in-depth understanding of key concepts, strategic use of skills and strategies)?
- Which activities are likely to have the most impact on my students’ understanding and provide necessary support throughout the learning process?

- How do the activities I am considering match up to the unit objectives? Do I address each objective in multiple lessons/activities to give students adequate time and support to really understand?
- What sequence of activities will best support students in undergoing significant change in their knowledge and understanding? (Consider a conceptual change instructional model for some subject matter areas: elicit students' ideas to the central question, let students explore their own ideas, provide activities to challenge students to change and expand their initial ideas, explain new ideas, give students multiple chances to apply and use new ideas, engage students in reflecting on their learning and growth.)

Designing daily lesson plans

- What, specifically, do I want students to learn from this lesson that will contribute to the students' understanding of the unit's main ideas and objectives?
- Is the lesson developmentally appropriate?
- How can I help students see the links between this activity and other lessons? Does the activity clearly link to previous and future activities?
- What will be easy or hard for students? How will I accommodate and provide support for individual differences?(See sections below on "Providing Academic, Social, and Language Support for All Learners" and "Putting it Together" and companion document "Designing Lessons for Diverse Learners.")
- How will I engage students in learning?
- How will I start?
- What teaching strategies will I use?
- What activities will students engage in? Why?
- How much time will be devoted to different parts of the lesson?
- What directions will I need to give, and how should I present them?
- What materials are needed and when will I prepare and organize them?
- What questions should I be prepared to ask? How might students respond?
- How will students represent their learning?
- What classroom management issues do I need to consider and plan for (organization of groups, procedures, transitions, handling student lack of cooperation, etc.)?

Developing Performance Assessment(s)

- How will I assess student learning throughout the unit and in some kind of culminating activity (pre and post-tests, projects, assignments)? How will students demonstrate their learning?

Does my assessment match the objectives and central problem or question? How will I document and analyze the students' responses to these assessment strategies?

- How will they show that they have acquired the knowledge and/or skills I am trying to teach?
- How will I know that the students have achieved the desired learning outcomes?
- What evidence will I accept that students have learned?

Reflecting while teaching

- What are different students learning or misunderstanding? What evidence do I have?
 - What kind of records should I keep to help me assess student learning throughout the unit/lesson?
 - Where do we go next? What are some of the alternatives and what reasons do I have for choosing a particular course of action?
 - How can I take into account differences among students and promote genuine learning for all?
 - In what ways can I better engage students who are not functioning members of the learning community? What can I learn about them that will help me help them become more successful?
- Reflecting after teaching a unit
- How can I best analyze my students' learning from this unit?
 - What did I learn about my students, content, and myself as a teacher?
 - What went well? What were the surprises?
 - What would I do differently and why?
 - What do I need to learn more about?

Providing Academic, Social and Language Support for All Learners

- Before you can make decisions about adapting curriculum and teaching methods, you need to have a basic understanding of the nature of specific disabilities, learning styles and knowledge of your students' cultural and linguistic backgrounds. Be sure you take time to get to know each learner well enough to become aware of his/her particular needs, and be sure to let your CT or field instructor know if you need more information.

- It is essential that you be clear about your lesson objectives before you begin thinking about providing particular types of support.

You need to determine what tasks, skills, background knowledge are necessary for the completion of the lesson: psychomotor, cognitive, affective, cultural, and linguistic.

- There are different areas where various types of support can be considered. The teacher can make changes in the way the lesson is taught, the materials that are used, the structure of the classroom, and the way the objectives are demonstrated to meet the needs of students with disabilities, different learning styles and/or different cultural or linguistic backgrounds.

Putting It Together: Essential Questions for Academic, Social and Linguistic Support

Based on the items above, a teacher who is thinking about providing academic, social and linguistic support can use the questions below to address these issues:

1. What are the academic demands of this lesson? What components of this lesson need to be adapted while still maintaining high expectations? How will I know whether each student is able to meet the lesson objective?

- What do I want the students to learn and be able to demonstrate upon completion of this lesson?
- What are the tasks/skills/background knowledge needed for the completion of this lesson?
- What are the student's strengths and weaknesses? What are the student's preferred learning styles and ways of communicating?
- What tasks/skills/background knowledge will be challenging for the student?
- How can the student make use of his/her strengths?
- What scaffolding and explicit instruction is needed (e.g., Think Sheets to help organize ideas; Editing and Revising guides; visual organizers to help children understand where they are in the process of completing the task)?
- When and how can I make supports optional (e.g., when are they no longer needed) so control of activities is transferred to the learner?

2. What are the social demands of this lesson (e.g., cooperation, listening, sharing, following directions)? How can I help each learner meet these demands?

- Do I have major routines in place that help learners know what is expected?
- Have I provided modeling, thinking aloud, and rubrics that help learners understand the particular task to be done and how it is to be done?
- Have I provided language (helper words) and modeled when/how to use them (e.g., who, what, when; sentence starters)?
- Have I provided visual cues (e.g., lists of expected behaviors) as reminders to all students and to reduce demands on those with memory processing problems?

3. What are the linguistic demands of this lesson? How can I help each learner meet these demands?

- Does my lesson employ multiple strategies, lots of student input, and a range of learning options (e.g., listening, speaking, reading and writing)?
- Do all students have multiple opportunities to speak, make mistakes, and rely on the success of communication to develop their linguistic capacities?
- Am I careful to avoid the use of slang, idioms and phrasal verbs (e.g., get over, get by, get through, get around) that are confusing to those whose first language is not English?
- Do I use ample non-verbal cues (e.g., gestures, pictures, concrete objects) to assist in comprehension? Am I aware of each student's cultural preferences and traditions for communicating (e.g., eye contact; language routines; what to be called; humor)?
- Are objects in my classroom labeled in multiple languages to acknowledge the first language of each learner?
- Since all language acquisition is literacy development, do students whose first language is not English have opportunities to use their first language?

From Michigan State University. *Unit/Lesson Planning Guide: Key Questions to Consider While Planning*.

Resource 5 - Co-Teaching with your Student Teacher

We encourage cooperating teachers and student teachers, with support from the university supervisor, to consider a team-teaching model. While team teaching or co-teaching is not a new model in schools, it is in its application to the student teaching experience. Using this approach, the cooperating teacher and student teacher work together to support student learning. As a co-teacher, you will invite your student teacher into moments of teaching inside the classroom.

There are many benefits to this approach. Co-teaching allows students increased opportunities to receive instructional support in ways that meet their needs and allow for more individualized instruction. It also affords the student teacher valuable opportunities to gain teaching experience and learn co-teaching strategies. Additionally, it allows the cooperating teacher to remain involved in the learning experiences presented to their students. Ultimately, the partnership allows the cooperating teacher to provide consistent mentoring, providing the student teacher with the time and support necessary to gain the skills and confidence required to teach successfully.

Co-Teaching Defined
Co-Teaching involves two trained individuals jointly working with a group of students in a common space toward shared goals.

Using this definition of co-teaching:

- Both teachers participate fully in the instruction.
- Full participation does not mean doing the same thing all the time; it does mean that each teacher's role is coordinated to contribute to the effectiveness of the lesson.
- When co-teaching with a student teacher, the student teacher is there to learn from the cooperating teacher.

Implementing Co-Teaching

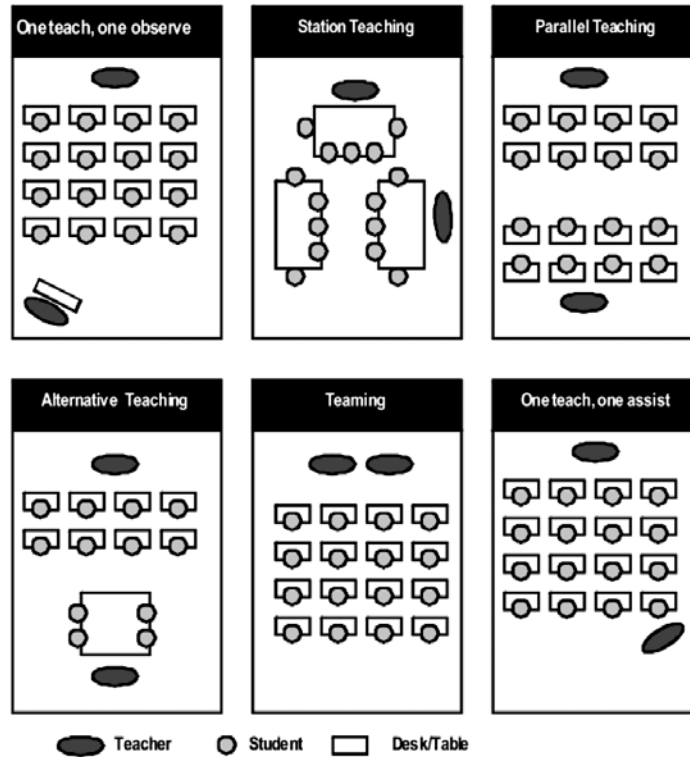
Effective implementation of co-teaching determines the outcomes for all. It is important to note that the selection of specific co-teaching approaches should be based first on student support needs and then on school/classroom needs and resources available. The selection of approaches can vary as needs change. On the following page is a description of the core principles that define co-teaching approaches.

Resource 6 - The 6 Co-Teaching Approaches

Generally, there are six co-teaching approaches that may be utilized in the classroom:

- One teach, one observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Teaming
- One teach, one assist.

The graphic below shows what the six co-teaching approaches might look like in practice.



Though all approaches have their place, they should not be considered equal. Selection of the appropriate co-teaching approach is contingent on (a) the skills to be taught, (b) the learning needs and skill levels of students, and (3) comfort and skill level of the two teachers in delivering an approach.

Before implementing co-teaching, read this next section carefully as it offers an explanation of each co-teaching approach, its advantages, disadvantages and suggestions for implementation.

One Teach, One Observe

Occurs when one teacher provides instruction and the other teacher observes the instruction.

- Co-teachers decide in advance what types of specific observational information to gather during instruction.
- Co-teachers agree on a system for gathering the data. Afterward, the teachers analyze the information together.

One Teach, One Observe Advantages	One Teach, One Observe Disadvantages
<ul style="list-style-type: none"> • Facilitation of data collection. • Co-teacher models effective teaching for student teacher. 	<ul style="list-style-type: none"> • One teacher is not directly involved in the instruction.

Suggestions for One Teach, One Observe

- This approach **should not be the primary co-teaching approach** used and, if used, only on a limited basis.
- This model may best be utilized when a student teacher is beginning his/her student teaching experience or when specific data is needed for a particular purpose (i.e. to inform instructional decisions, to monitor a behavior plan, gather information on student engagement, etc.)

Station Teaching

Involves establishing learning centers in the classroom.

- Teachers divide the instructional material to be taught during a particular lesson into three or four ‘chunks’ of material. Each teacher teaches a group of students, with the other group(s) working independently. Material to be addressed in each group must not be sequential and dependent on information taught in one of the other groups. For example, if group 1 is working on the vocabulary for a story with teacher A, and group 2 is reading the story with teacher B, and group 3 is writing something about the story independently, then at least two groups will be required to complete a task for which they are not prepared (i.e., not having addressed the vocabulary part of the lesson first). The best lessons for Station Teaching are those that can be ‘chunked’ into major sections of the lessons and are not built upon each other.
- Students rotate through the stations (i.e. centers) in groups, at times determined by the teachers. The amount of time of each rotation will depend on what is being taught and the levels/skills of the students. Generally, 15 to 40 minute stations work well, but there may be exceptions depending on the actual lesson objectives and the specific students.

Station Teaching Advantages	Station Teaching Disadvantages
<ul style="list-style-type: none">• Each teacher is responsible for delivering part of the lesson.• Students are taught in small groups with more one-on-one attention.• Teachers can cover more material in a shorter period of time.• Improved classroom management because• teachers can monitor behavior in the small groups and separate students who work best away from each other.• If there is a question about the content knowledge level of one teacher, station is a good approach with which to begin. The less knowledgeable teacher may not be the one to introduce new information. Instead, s/he may address review or practice skills with the student until s/he has gained content competency.	<ul style="list-style-type: none">• May require extensive planning, with all activities and materials prepared and organized in advance.• May be noisy depending on the type of activity.• Pacing is critical so that students move from center to center smoothly and complete what is required of them in the allotted time.• Independent work stations may require monitoring.

Suggestions for Station Teaching

- There should be written or visual instructions at each independent station. This will help eliminate the need for students working in an independent group to interrupt either of the teachers during a rotation.
- Groupings of students should be pre-established prior to the lesson and based on the objectives of the lesson and the specific learning needs of the students in each group. Student groupings will change depending on what is being taught. Avoid having only special education students in the same group all of the time.
- Students should be taught routines for moving quickly and quietly to each station. A variation may be that the students stay seated and the teachers rotate to each group.
- A timer or other auditory signal should be used to indicate the end of the rotations.
- Pacing of the lesson is critical. All groups have to finish within the allotted time to ensure that all students complete/address the required amount of work in each station.

Parallel Teaching

Involves dividing the class in two and each teacher delivering the same lesson to his/her group simultaneously.

- Both groups address the same standards and lesson objective(s), but each teacher may vary the instructional strategies in order to differentiate for the different learners in his/her group.
- Lesson length will vary depending on what is being taught and the learning styles of the students in the class. Parallel groups may be scheduled from 15 to 60 minute, depending on what is taught and the levels/skills of the students.
- In essence, parallel teaching is large group instruction, but with a smaller group of students. Each teacher is able to better supervise his/her group and provide more opportunity for students to respond to instruction.

Parallel Advantages	Parallel Disadvantages
<ul style="list-style-type: none">• Two smaller groups allow for increased supervision and monitoring of both behavior and understanding of concepts being taught.• Allows each teacher to use instructional strategies tailored to the unique needs of the students in his/her group and to give immediate academic feedback.• Allows increased opportunity for student responses which will aid in monitoring understanding.	<ul style="list-style-type: none">• Noise may be an issue if the activities in which the students are engaged involve loud talking or music.• If the student groupings remain the same every time parallel is used, then one group may be labeled as the 'slow' or 'advanced' group.

Suggestions for Parallel Teaching

- Groupings of students should be pre-established prior to the lesson and based on the objectives of the lesson and the specific learning needs of the students in each group. Student groupings

will change depending on what is being taught. Avoid having only special education students in the same group all of the time.

- Students should be taught routines for moving quickly and quietly to their assigned group.
- A timer or other auditory signal should be used to indicate the end of the lesson.
- Pacing of the lesson is critical. Both teachers have to finish at the same time and ensure that the required amount of work was completed in each group.

Alternative Teaching

Occurs when one teacher assumes responsibility for the larger group, while the other teacher works with a smaller group.

- One teacher begins the lesson with the majority of the class, while the other teacher pulls 1 to 6 students to address a specific area. Time students spend in the smaller group should be limited to 5 to 15 minutes. When these students are pulled, they are missing the main lesson the other teacher is delivering to the rest of the class.
- Alternative teaching may be used to re-teach specific skills that have not been mastered, or even to provide added rigor to students who have mastered the material ahead of schedule.

Alternative Teaching Advantages	Alternative Teaching Disadvantages
<ul style="list-style-type: none"> • Allows additional teaching for specific skills with little interference to the main lesson. 	<ul style="list-style-type: none"> • Noise may be an issue if the classroom is small. • If the same students are always pulled, then they may be labeled as the ‘slow’ or ‘advanced’ group.

Suggestions for Alternative Teaching

- This approach should be used only for short periods of time. Alternative teaching is not intended to encourage one teacher to work with a small group of special education students in the back of the room for a long period of time, while the other teacher is teaching the rest of the class.
- The student teacher should not always be the teacher to pull the small group.

Team Teaching

Occurs when both teachers deliver the same instruction at the same time.

- Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.”
- Teachers plan and deliver instruction together, engaging in conversation, not lecture, in front of the students.
- One teacher may take the role of primary speaker, while the second teacher adds information, asks clarifying questions, charts concepts on graphic organizers, etc.
- Many co-teachers consider this approach the most complex, but satisfying, way to co-teach, but it is the approach that is most dependent on teachers’ styles and how they interact with one another.
- Team teaching should be used only if that approach complements the objectives of the lesson and the learning needs of students.

Team Teaching Advantages	Team Teaching Disadvantages
<ul style="list-style-type: none"> • Both teachers play an active role in planning, delivering instruction, and managing student behavior. • Both teachers are viewed as equally in charge by the students. • Allows teachers to model for students many character education traits, like supporting each other, disagreeing amicably, sharing and respecting opposite opinions. 	<ul style="list-style-type: none"> • This approach requires a lot of planning. • May take time to effectively implement because it works best when teachers are comfortable with each other and each other's teaching style. • Team teaching is still large group instruction.

Suggestions for Team Teaching

- It is not just turn taking; it is more like a conversation, so it gets better and easier with practice.
- Key to effective team teaching is really knowing your teaching partner and respecting him/her.
- Capitalize on the unique skills and talents of each teacher, celebrating those skills and talents.

One Teach, One Assist

Occurs when one teacher has primary responsibility for teaching, while the other teacher supports individual students within the whole group.

- The teacher providing assistance does so in an unobtrusive manner, so that his/her support does not interfere with the primary instruction delivered by the other teacher.
- The teacher providing assistance is able to deliver individual student accommodations and ensure that all students are on task.

One Teach, One Assist Advantages	One Teach, One Assist Disadvantages
<ul style="list-style-type: none"> • Individual students receive additional support during a lesson. • “Simple” model with limited teacher planning. 	<ul style="list-style-type: none"> • One teacher may be viewed by students as a paraprofessional and not as a teacher. • The second teacher's skills are often underutilized when they are just ‘assisting.’

Suggestions for One Teach, One Assist

- This approach should not be the primary co-teaching approach used and, if used, only on a limited basis.
- This approach may be used when introducing a new unit, modeling a method or strategy with which one teacher is more familiar, or modeling teaching technique for your student teacher (especially at the beginning of the placement).

Implementing the Co-teaching Approaches

While all of the co-teaching approaches listed above are valid and valuable, the effectiveness of each is determined by matching the right approach to a specific lesson and group of students. For

example, team teaching can be extremely effective for some lessons, but for other lessons (like when teachers need to introduce a new and complex math skill), might be limiting, because it is a large group approach. Parallel teaching, on the other hand, may not be as effective as team teaching if the lesson involves a discussion of current political events; it may be more beneficial to have all of the students involved in the discussion in order to present a broader perspective of ideas. The co-teaching approach used to deliver instruction must be appropriate to the specific lesson content and the levels/skills of the students. Remember, the selection of the appropriate co-teaching approach is contingent on (a) the skills to be taught, (b) the learning needs and skill levels of students, and (3) comfort and skill level of the two teachers in delivering an approach.

Many lessons will not be delivered by using only one approach. For example, teachers may introduce a lesson using the team teaching approach and then use parallel or station to actually teach the skills. At the end of the lesson, they again may utilize team teaching to summarize and complete lesson closure. The co-teaching approach does not drive the lesson; rather, the lesson objectives and needs of the students dictate the co-teaching approach to use.

Modified and Adapted From: Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16. Louisiana Department of Education. *Louisiana's Co-Teaching Resource Guide*. 2011.

Student Teaching Take-Over-Plan

During the placement, the student teacher is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage the cooperating teacher and student teacher to create a "Take-Over Plan." This plan will provide the student teacher with clear expectations and the time needed to prepare. We encourage student teachers to use the first two weeks of their placement to develop their relationships with students and the classroom teacher. The cooperating teacher and student teacher work together to establish a sense in the classroom of "our" space, "our" students, and the work "we" do together. They should also become familiar with the district's curriculum and the grade-level outcomes. This is also an excellent time to have the student teacher observe other teachers and to assist the teacher in routine tasks.

As previously mentioned, the take-over of the classroom responsibilities should be gradual.

Helpful Hints for Takeover

- The student teacher may begin with taking over a part of a lesson, depending on their level of skill and confidence.
- Have your student teacher start with the most accommodating class. After an initial positive experience with one group of students, the student teacher will feel better prepared to handle a more challenging class.
- For elementary student teachers, start with a content area with which the student teacher feels most confident.
- Suggest that the student teacher continue to use the classroom structure that is in place. This includes classroom procedures and standards for behavior. As the student teacher takes over more of the teaching, some adjustment may be made. Go over these adjustments together.

- The takeover should be gradual. Be sure to plan for the takeover in a manner that is comfortable for both the student teacher and you, the cooperating teacher.
- Encourage the student teacher to reflect daily on his/her lessons and set short-term goals. Keeping a journal is an excellent way for the student teacher to keep his/her thoughts together while at the same time seeing the progress being made.

Adapted from Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Student Teaching Take-Over Planning Sheet - Sample 1

SAMPLE Elementary and Secondary (12-16 week placement)

The cooperating teacher and student teacher can use this sheet to plan out the student teacher's responsibilities and what needs to be **planned** for the upcoming week. *This is a guide.* Take-over depends on the readiness of each student teacher. If there are any questions or concerns, please contact the university supervisor.

Week	Responsible For:		Planning For:	Planning For:
1	Elementary <ul style="list-style-type: none"> • Observe students. Learn names and learning styles, interests. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Learn school policy and procedures. • Assist with clerical routines. • Research the curriculum. • Meet building personnel. 	Secondary <ul style="list-style-type: none"> • Observe students. Learn names and learning profiles. • Assist individual students. • Become familiar with the curriculum you are responsible for. • Observe other teachers in the discipline. • Assist with clerical routines. • Learn school policy and procedures. • Post work and assignments. • Meet building personnel. 	Elementary <ul style="list-style-type: none"> • Correct and assess student work. • Plan a bulletin board. • Walk students to and from specials. • Conduct morning and closing routines. • Become familiar with grading practices. Create a data collection binder or use existing one started by the CT. 	Secondary <ul style="list-style-type: none"> • Get ready to take over one period. • Assist in administering assessments. • Check students' work. • Continue to work with individual students as needed. • Prepare grade book or become familiar with existing grading practices.
2	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students, teach small groups. 	<ul style="list-style-type: none"> • Teach one period. • Check students' work. • Continue to post students' work. • Continue to assist with clerical routines. 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. Discuss with CT as to topic/content area. • Continue responsibilities from Week 2. 	<ul style="list-style-type: none"> • Teach one period. If same content, begin to take over another section. • Continue responsibilities from Week 2.

3	Elementary <ul style="list-style-type: none"> Continue weeks' 1 and 2 activities. Teach one lesson/day. 	Secondary <ul style="list-style-type: none"> Teach one period. If same content area, begin teaching second period. 	Elementary <ul style="list-style-type: none"> With the CT, choose a new content area to begin planning for. Plan when to videotape for self-reflection. 	Secondary <ul style="list-style-type: none"> Begin planning for new prep. If appropriate, begin another period of same content area. Continue responsibilities from Week 3.
4	<ul style="list-style-type: none"> Teach 1 or 2 lessons/day. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Teach 2 periods of same content. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Videotape lesson for self-reflection. Begin preparing for new content area to be taken over. 	<ul style="list-style-type: none"> Begin prep for new content area. Continue with responsibilities from week 4.
5	<ul style="list-style-type: none"> Teach 2 or 3 lessons/day. Continue with previous responsibilities and routines... 	<ul style="list-style-type: none"> Teach 2 periods of same content. Begin teaching 1 period of new content area. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Continue previous work and responsibilities. Prepare for new content teaching responsibility. 	<ul style="list-style-type: none"> Continue with previous responsibilities and routines. Begin prep for new content teaching responsibility.
6	<ul style="list-style-type: none"> Continue previous responsibilities and routines. Teach 3 or 4 lessons daily. 	<ul style="list-style-type: none"> Teach new period. Continue with previous week's teaching load. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Begin preparing for new content area to be taken over. Continue previous responsibilities and routines. 	<ul style="list-style-type: none"> Continue with previous responsibilities and routines. Begin prep for new content teaching responsibility.
7	<ul style="list-style-type: none"> Teach new content area (~4 lessons daily). Continue with assumed teaching responsibilities. Continue with other previous responsibilities and routines. 	<ul style="list-style-type: none"> Add additional courses not yet taught. Continue with other assumed teaching responsibilities. Continue with other routines and responsibilities. 	<ul style="list-style-type: none"> Set up midterm evaluation conference. Plan take-over of any additional content areas not yet taught. 	<ul style="list-style-type: none"> Set up midterm evaluation conference. Plan transition of other periods and preps not previously assumed.
8	<ul style="list-style-type: none"> Participate in midterm evaluation conference. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Participate in midterm evaluation conference. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Full-time teaching 	<ul style="list-style-type: none"> Full-time teaching
9	<ul style="list-style-type: none"> Full-time teaching 	<ul style="list-style-type: none"> Full-time teaching 	<ul style="list-style-type: none"> Full-time teaching 	<ul style="list-style-type: none"> Full-time teaching

10	Elementary • Full-time teaching	Secondary • Full-time teaching	Elementary	Secondary
11	• Full-time teaching	• Full-time teaching		
12	• Full-time teaching	• Full-time teaching	• Classroom teacher gradually takes back teaching responsibilities.	• Classroom teacher gradually takes back teaching responsibilities.

During weeks 13 – 16, a plan should be made for the classroom teacher to gradually take back teaching responsibilities. A final evaluation conference should be scheduled during the last week(s) of student teaching.

Adapted from Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Student Teaching Take-Over Planning Sheet - Sample 2

SAMPLE K-12 Disciplines (8 week placement)

This is a guide. Take-over depends on the readiness of each student teacher. If there are any questions or concerns, please contact the university supervisor.

Week	Responsible For	Planning For
1	<ul style="list-style-type: none"> Observe students. Assist individual students. Assist with clerical routines. Research and collect materials for the curriculum you will be responsible for teaching. Observe classroom routines. Discuss cooperating teacher's expectations for grading, recording keeping and providing feedback to students. 	<ul style="list-style-type: none"> First take over class/grade level including lesson plans and materials needed. Correcting students' work. Assisting with entering grades. Assist with clerical routines. Continued work with individual students. Continued work with clerical routines. Assisting in all duties.
2	<ul style="list-style-type: none"> Teaching of a specific class/grade level. Conducting routines (attendance, etc.). Assisting in all duties. Working with individual students. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed. Continue responsibilities from Week 2.
3	<ul style="list-style-type: none"> Teaching of two classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 3 grades/classes. Continue responsibilities from previous week. Set up midterm evaluation with cooperating teacher, supervisor and student teacher.
4 Midterm Evaluation Done This Week	<ul style="list-style-type: none"> Teaching of three classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 4 grades/classes. Continue responsibilities from previous week.
5	<ul style="list-style-type: none"> Teaching of four classes/grade levels. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Take-over of one additional grade level/class including lesson plans and materials needed for a total of 5 grades/classes. Continue responsibilities from previous week.
6	<ul style="list-style-type: none"> Full take-over of teaching load. Ongoing daily responsibilities. 	<ul style="list-style-type: none"> Continued lesson preparations including all materials and resources needed. Continued responsibilities from previous week.

7	<ul style="list-style-type: none"> • Full take-over of teaching load. • Ongoing daily responsibilities 	<ul style="list-style-type: none"> • Continued lesson preparations including all materials and resources needed. • Continued responsibilities from previous week. • Set up final evaluation meeting with cooperating teacher, supervisor and student teacher.
8 Final Evaluation Done This Week	<ul style="list-style-type: none"> • Finish up units of teaching and return classes to the cooperating teacher(s). 	<ul style="list-style-type: none"> • Returning all borrowed materials. • Cleaning up and organizing work space. • Entering final grades and/or returning corrected work. • Debrief with cooperating teacher regarding lessons for upcoming week if units are not completed.

Adapted from Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Student Teaching Take-Over Planning Sheet - Sample 3

SAMPLE Special Education

Use this sheet to plan out what you are **responsible for teaching** and what you need to be **planning** for the upcoming week. This is a guide. Take-over depends on the readiness of each student teacher. If you have any questions or concerns, please contact the university supervisor.

Week	Responsible For:		Planning For:	
1	Eight Week Placement <ul style="list-style-type: none"> • Observe students. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Assist with clerical routines. • Research the curriculum • Post work and assignments • Read information about students including IEP and any other pertinent documentation. • Set up first observation with your supervisor. • Set up a reflective journal • Supervisor should make initial visit 	Ten Week Placement <ul style="list-style-type: none"> • Correcting and assessing student work. • Planning a bulletin board. • Walking to students to and from specials. • Conducting morning and closing routines. • Becoming familiar with grading practices. • Creating a data collection binder or use existing one started by the CT. • Discuss with CT as to topic/content area for first content/group takeover. 	Eight Week Placement <ul style="list-style-type: none"> • Observe students. • Assist with individual students. • Become familiar with the curriculum you are responsible for. • Observe other teachers in the discipline. • Assist with clerical routines. • Post work and assignments. • Read information about students including IEP and any other pertinent documentation. • Set up first observation with your supervisor • Set up a reflective journal Supervisor should make initial visit 	Ten Week Placement <ul style="list-style-type: none"> • Correcting and assessing student work. • Assisting in administering assessments. • Checking students' work. • Continuing to work with individual students as needed. • Preparing grade book or becoming familiar with existing grading practices. • Discuss with CT as to topic/content area for first content/group takeover.

2	Eight Week Placement	Ten Week Placement	Eight Week Placement	Ten Week Placement
3	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students. • At end of week teach 1 group/lesson/topic? • Maintain journal 	<ul style="list-style-type: none"> • Correct and assess work; record data. • Continue to post students' work. • Continue to assist with clerical routines. • At end of week teach 1 group/lesson and or /topic? • Maintain journal 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. Discuss with CT as to topic/content area. • Begin planning Exit Portfolio by choosing content area and reviewing resources. • Continue responsibilities from Week 2. 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. • Continue responsibilities from Week 2. • Begin planning Exit Portfolio by choosing content area and reviewing resources
4	<ul style="list-style-type: none"> • Teach one class • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students. • Maintain journal. • Work on portfolio • At end of week teach 2 group/lesson/topic 	<ul style="list-style-type: none"> • Teach one period. If same content area, begin teaching second period. • Maintain reflective journal • Work on portfolio 	<ul style="list-style-type: none"> • With the CT, choose a new content area to begin planning for. • Continue previous routines. • Plan when to videotape. • Discuss content area for exit portfolio and begin related tasks. • Plan midterm evaluation meeting • Prepare observation 	<ul style="list-style-type: none"> • Begin planning for new prep. • If appropriate, begin another period of same content area. • Continue previous responsibilities • Prepare for upcoming observation
4	<ul style="list-style-type: none"> • Teach 3 lessons/groups a day. • Continue with previous responsibilities and routines. At end of week teach next group/lesson/topic • Maintain journal • Work on portfolio 	<ul style="list-style-type: none"> • Teach 3-4 lessons per day. • Continue with previous responsibilities and routines • Maintain journal • Midterm evaluation meeting 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Prepare for new content teaching responsibility. • Prepare for upcoming observation • Set up a time for the principal or department head to observe you. 	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Begin prep for new content teaching responsibility. • Prepare for upcoming observation

5	Eight Week Placement	Ten Week Placement	Eight Week Placement	Ten Week Placement
6	<ul style="list-style-type: none"> • Teach 3 lessons/groups a day. • Continue with previous responsibilities and routines. At end of week teach next group/lesson/topic • Maintain journal • Work on portfolio 	<ul style="list-style-type: none"> • Teach 3-4 lessons per day. • Continue with previous responsibilities and routines • Maintain journal • Midterm evaluation meeting 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Prepare for new content teaching responsibility. • Prepare for upcoming observation • Set up a time for the principal or department head to observe you. 	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Begin prep for new content teaching responsibility. • Prepare for upcoming observation
7	<ul style="list-style-type: none"> • Continue previous responsibilities and routines. • Full time teaching – minimum 2 weeks. 	<ul style="list-style-type: none"> • Teach 4-5 lessons daily. • Continue with previous week’s teaching load. • Continue with other responsibilities and routines. 	<ul style="list-style-type: none"> • Begin preparing for new content area to be taken over. • Continue exit portfolio work. • Continue previous responsibilities and routines. 	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Begin prep for new content teaching responsibility.
8	<ul style="list-style-type: none"> • Teach all content area/groups/individual. • Continue with assumed teaching responsibilities. • Continue with other previous responsibilities and routines • Maintain journal 	<ul style="list-style-type: none"> • Full time teaching – minimum of 2 weeks. • Continue with other assumed teaching responsibilities. • Continue with other routines and responsibilities. 	<ul style="list-style-type: none"> • Set up final evaluation conference (week 8 with supervisor. • Plan take-over of any additional content areas not yet taught 	<ul style="list-style-type: none"> • Set up midterm evaluation conference (week 5 with supervisor. • Plan transition of other periods and preps not previously assumed. • Prepare for upcoming observation • Prepare for upcoming observation Set up a time for the principal or department head to observe you.
	<ul style="list-style-type: none"> • Continue previous week’s routines/teaching responsibilities. • Participate in final evaluation conference • Clean work area • Thank you notes to appropriate people • At end of the week transfer lessons/group responsibilities per CT’s timeline • Maintain journal • Complete first portfolio 	<ul style="list-style-type: none"> • Continue previous week’s routines and teaching responsibilities. • Participate in midterm evaluation conference. 	<p>Portfolio to be reviewed by seminar instructor.</p>	<ul style="list-style-type: none"> ▪ Continue ongoing work and responsibilities.

9	Eight Week Placement	Ten Week Placement	Eight Week Placement	Ten Week Placement
	<ul style="list-style-type: none"> • Start over – week 1 SEE ABOVE 	<ul style="list-style-type: none"> • Continue previous week’s routines and teaching responsibilities. • Participate in midterm evaluation conference. 	<ul style="list-style-type: none"> • Start over – week 1 SEE ABOVE 	<ul style="list-style-type: none"> • Continue ongoing work and responsibilities. • Prepare for final evaluation meeting.
10		<ul style="list-style-type: none"> • Return teaching to classroom teacher. • Finish up final reports and grades • At end of the week transfer lessons/group responsibilities per CT’s timeline • Participate in final evaluation meeting. • Clean work area • Thank you notes to appropriate people. • Complete portfolio 		<p>Portfolio to be reviewed by seminar instructor.</p>

Adapted from Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16

Reflection

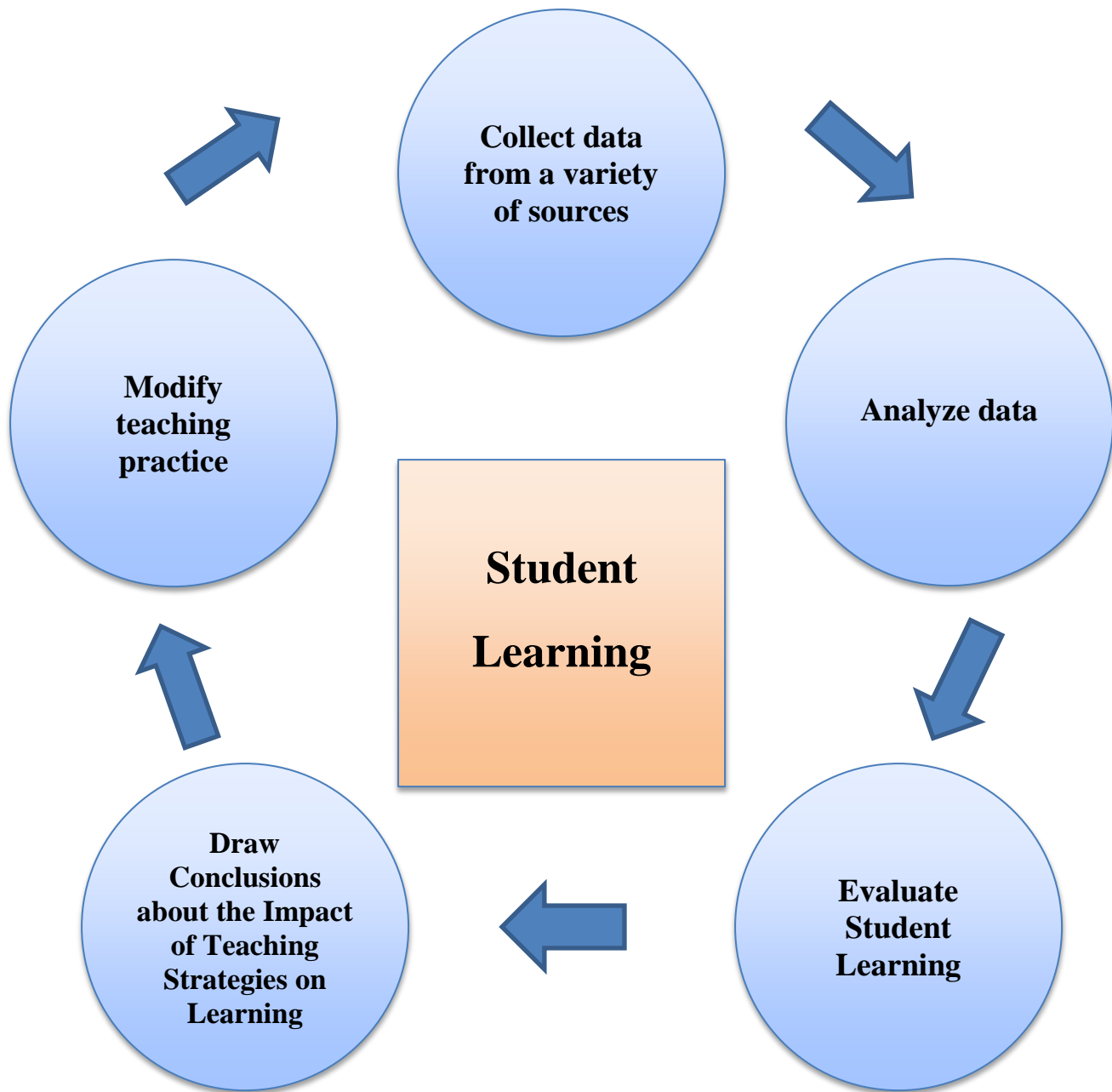
Experienced teachers understand the importance of reflecting on practice. Cooperating teachers, student teachers, and university supervisors work together to help the student teacher reflect on decisions they make in the moment of teaching and the feedback they received from students. Reflective thought is embedded in experience and activity; it involves thinking, knowing, and doing.

In order to make necessary changes to upcoming lessons, student teachers are expected to reflect on their lessons. However, since this is the first time teaching on an on-going basis, student teachers may need guidance in using data generated by student work and making future instructional decisions.

Below are some questions that may assist the cooperating teacher and student teacher in guiding reflection:

- How did you use students' previous knowledge and curriculum standards in determining the learning objective for this lesson?
- How did you determine the objective's criteria? How did you communicate this to students?
- Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- What students did you anticipate that might have difficulties? How did you accommodate for them?
- Do you think the students understand? What student feedback do you have to support their learning?
- How did you monitor for understanding during the lesson? Based on students' responses, what adjustments, if any, had to be made? What evidence do you have for student learning or understanding? When you consider the evidence of students learning what patterns are there?
- What will you plan next for the students who demonstrated understanding and for those students who did not?
- What surprised you about the lesson and student performance? Why?
- If you could teach this lesson again, would you make any changes? What? Why?

Reflection Cycle



Adapted From Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

Evaluation

Well-documented observations and evaluation reports are essential during the student teaching experience. The university supervisor brings the perspective of the teacher preparation institution to the school site. It is understood that the university supervisor visits the school site and writes a report of the visit. This visit is documented through a report form that outlines specific behaviors the student teacher is demonstrating. Documentation for a visit is essential. Its content will include specific information regarding the student teacher's planning, implementation, management, communication,

and evaluation. The report should also include specific recommendations about what behaviors the student teacher needs to improve as well as specific praise about the lesson.

It is important that feedback to the student teacher is documented clearly. Written reports help the student teacher understand what specific changes should be made and what behaviors to consider to target specific areas of growth and areas where more attention is needed. On-going evaluation and supportive documentation are essential during the student teaching experience. The cooperating teacher also plays a meaningful role in providing feedback and assessment as he/she has an opportunity to observe teaching first-hand every day. Suggestions for evaluating and providing feedback are listed below.

- Reflection, feedback and evaluation should be continuous throughout the teaching period.
- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.
- Use the coaching conference after the lesson to ask questions that promote reflection in your student teacher. Provide specific feedback that helps your student teacher identify what went well and areas for potential growth.
- Remember, you are helping the student teacher learn and it is only through trial and error that some learning can take place.
- Coach your student teacher using the CT Common Core of Teaching as your focus.
- Document your suggestions and observations of the student teacher. Maintain a folder with your notes and other relevant material.
- Hold daily meetings with the student teacher. Hold a formal evaluation meeting on a weekly basis.
- Know and validate the student teacher's plans in advance of his or her teaching.
- Observe the student teacher's work in a variety of teaching situations.
- Analyze student work together.
- Try to remain objective about the performance of a student teacher. Remember that if the student teacher is not successful, it does not mean you have failed in your role as cooperating teacher.

The university supervisor is an essential member in the evaluation process. Informal discussion can occur when the university supervisor observes the student teacher. The university supervisor is key at two points in particular: the mid-evaluation and the final evaluation. These are both excellent opportunities to work with the university supervisor to develop a common evaluation report to discuss with the student teacher. When you and the university supervisor present a united front, a student teacher gains a more coherent understanding of his or her progress and performance.

In addition, you can welcome the university supervisor to sit in on conferences involving the unit plan or a goal-setting plan. In case the university supervisor is unable to attend, share the plan with him or

her. Communication via e-mail is an effective means to maintain continuous communication with the university supervisor.

The final grade in student teaching is the responsibility of the university supervisor although it is expected that the supervisor will confer with the cooperating teacher. The cooperating teacher and university supervisor are asked to evaluate the student teacher in terms of areas of strengths and areas of improvement at the midterm evaluation.

Adapted From Central Connecticut State University Office of School -Community Partnerships. *Cooperating Teacher Handbook*. 2015-16.

edTPA Teachers Who Support Teacher Candidates

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn. edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analysis of Teaching Effectiveness
5. Academic Language Development

Your role in supporting student teachers through edTPA includes:

- Modeling your own decision making and reflection process, e.g., describe specific choices that you make, why you make them, what outcomes you expect and why.
- Sharing in the daily growth of teacher candidates by offering support, understanding, help and encouragement to ensure they are developing effective teaching strategies.
- Assessing the student teacher's progress formally and informally.
- Making suggestions in an informal manner to alert them to minor improvements and lead to increased effectiveness and performance on edTPA.
- Conferring with the university supervisor to ensure the student teacher is on track for success.

As a cooperating teacher, you will want to provide your student teacher with the most support possible during their student teaching placement. However, you also want to encourage them to take responsibility for their own learning.

What can you do to support your student teacher during edTPA?

The cooperating teacher's most important role is to provide support to help the student teacher develop the skills needed to be an effective teacher. edTPA® does not change this.

There are several things that a cooperating teacher can do to help a student teacher prepare for edTPA.

One of the most important ways you can support your student teacher in the weeks leading up to edTPA®, is to ***help your student teacher get to know your students***, build confidence as a teacher, and choose a class, topic, and focus students for the edTPA learning segment (3-5 lessons).

Student teachers going through edTPA®, may need your input about the ***context and background of the students in your classroom*** early in the process so that they can learn to plan instruction based on specific student strengths and needs.

Experienced teachers understand the importance of reflecting on practice. Cooperating teachers, student teachers, and university supervisors work together to help the student teacher reflect on decisions they make in the moment of teaching and the feedback they received from students. Reflective thought is embedded in experience and activity; it involves thinking, knowing, and doing.

You may spend more time ***prompting your student teacher to reflect on their instruction and lessons*** in preparation for the written commentaries they must submit.

Video recording may be a new requirement for student teacher candidates. Student teachers are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. You can

provide assistance by sharing the policies and assisting with getting appropriate permission and securing the technology. You can offer to tape the lesson(s).

Please note: During the edTPA® registration and submission process, student teachers acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Cooperating teachers working with student teachers going through edTPA® are encouraged to **support student teachers as they always have**. edTPA® offers unique opportunities for support:

Preparing the student teacher to teach well

- Build trust by listening carefully, remaining non- judgmental, and maintaining a supportive position
- Model best teaching practices and share your thinking and decision making process. Based on your knowledge of your students and the content, what activities did you select to engage students in the learning? Why did you select those specific activities? Did students reach the outcomes that you anticipated? What evidence did you consider as you determined student success?
- Discuss students' strengths and weaknesses
- Observe and provide feedback, using the rubric constructs or rubric language to evaluate and debrief observations as part of the clinical supervision process
- Engage the student teacher in reflecting on practice
- Formulate questions that help the teacher candidate clarify or probe the issues or problems that she/he may experience
- Examine examples of effective teaching
- Co-plan a segment of a lesson and co-teach a lesson segment as long as the student teacher provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries
- Help the student teacher review student work and find connections between student learning and instructional goals and practices
- Encourage the student teacher to record teaching experiences, including insights, affirmations, issues, and problems
- Provide reference articles or other resources to address questions about teaching strategies

Organization

- In many cases, teacher candidates, with their university supervisors or in their classes, may have developed a timeline/schedule for completion of sections of edTPA®, writing, editing, and submission.
- Encourage your student teacher to share their timeline and discuss your plan for gradual release of responsibility, as well as what the student teacher's needs may be to meet their timeline. Helping your student teacher organize his/her time, can help both of you set priorities.
- Understandably, your student teacher may be extremely focused on completing edTPA. However, **the focus of student teaching should be on good teaching**. Student teaching is not about edTPA, it is about teaching.

Technical and other assistance

- Arrange technical assistance/equipment for the video portion of the assessment.
- In cases where a student teacher cannot access an IEP, the cooperating teacher can provide relevant information about goals, modifications, and accommodations- subject to approval by principal or official designee to ensure privacy.