

Cooperating Teacher Fundamentals in Preservice Teacher Education

Education 758-Fall 2020

University of Wisconsin-Stevens Point

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Room 464

Location: Independent Study/ Resources Online-Canvas
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Description:

Methods for planning, supervising and evaluating candidates in clinical stages of teacher education programs, with emphases on formative assessments and summative evaluation according to state and national teacher standards.

Prerequisites: WI Teaching License and 3 years of teaching experience.

This course is directed at the application of supervision principles to the guidance of pre-service teacher candidates. Any educators interested in serving as a cooperating teacher to a UWSP teacher candidate might consider taking this course. Educators who seek to improve reflective practice regarding instruction in their own classroom(s) will also benefit. *For educators without previous service as cooperating professionals under PI34 rules, tuition will be paid by UWSA support to UWSP. Students will be **reimbursed** for tuition upon successful completion of the course. Please note that the registration fee paid to UWSP is not reimbursable.*

Credits: 1 graduate

Grade: Pass/Fail Grades are based on successful and timely completion of required work.

Course Objectives *Successful completion of this course will result in cooperating teachers who*

- demonstrate understanding of WI Administrative Rule PI-34 and its implications for the licensing and development of teachers
- are familiar with pre-service education programming and experiences and the relationship between the cooperating teacher and other partners in the process of teacher education
- internalize the dispositions expected of cooperating teachers
- implement a co-teaching approach to the student teaching experience
- design opportunities for teacher candidates to assume leadership responsibilities for classroom instruction and operation
- differentiate between supervision and evaluation and design experiences in each for the teacher candidate
- practice reflective conferencing and are knowledgeable about intervention strategies

Course Process:

This course is written as an independent tutorial. The online site offers numerous readings about the important role of the cooperating teacher, the co-teaching model for working with teacher candidates, and supervision & evaluation of candidates. You will draw upon these resources, and others, to create your project.

Course Project:

1. Cooperating Teacher Plan to Support the Teacher Candidate
Create a **Plan** for *your* work **with** a teacher candidate/student teacher (TC/ST)

Note: this is NOT a resource that you will give to the student; it is a resource for you, the cooperating teacher, to refer to for ideas/plans/references.

Due Dates:

December 1, Fall Semester

May 1, Spring Semester

Submit electronically via email attachment to colds@uwsp.edu.

Plan contents must *minimally* include:

- Table of Contents
- Plan to orient TC to classroom/school/district
- Detailed ‘Statement of Expectations’
 - Weekly assumption of duties, teaching load, other building experiences
 - Schedule for completion / review of lesson plans
 - CT expectations / reflection / feedback & evaluation
- Process for planning for instruction
 - Timeline
 - Lesson plans
- Process for feedback / supervision / evaluation
 - *Be descriptive; what will this look like?*
- Plan for ‘If things go wrong’
 - *What steps will you take to put things back on track to help assure a successful completion of the experience?*
- Opportunities for ‘beyond classroom’ growth experiences
 - *i.e.* other classroom visits, IEP meetings, field trips, district meetings
- Resources for the Profession
 - How will you connect the TC to the **profession**....beyond the classroom walls?
 - Professional organizations, conferences, etc.

Note: you will likely plan to share district documents and information with your teacher candidate. Please do not include them in the plan you submit; just reference them to remind yourself. For instance, if you want to share the Staff Handbook with your TC, simply reference that in the Orientation section. Always remember, the Support Plan is **your guide**, not the teacher candidate’s.

*Many teachers view this assignment as a binder they will compile to guide their work with teacher candidates. A binder that you might create from this plan is for your reference – NOT to be given to the teacher candidate. This reflects the intended manifestation of the Support Plan. As your work with teacher candidates continues, it is hoped you will find yourself collecting and adding useful documents, forms, etc. to this plan.

Assessment Rubric:

	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE
Cooperating Teacher Plan to support Teacher Candidate	Plan developed is comprehensive, includes more than the required components and support materials.	Plan addresses minimally required components. Some support materials included.	Plan developed is lacking in required components. No support materials provided.

Recommended Resource (*not required*):

- Henry, M.A. and Weber, A. (2010). Supervising student teachers the professional way: A guide for cooperating teachers. 7th ed. Rowman and Littlefield Publishing, Lanham, MD.

Useful Resources

- UWSP Professional Education Program – Undergraduate Handbook *online at:*
<http://www.uwsp.edu/education/Pages/stuRes/studentHandbook.aspx>
- UWSP Handbook for Student Teaching *online at:*
<http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf>

InTASC Model Core Teaching Standards addressed by this course:

9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

Class Norms:

Students and instructor(s) are expected to

- demonstrate [Academic Integrity](#)
- be informed by the [Division of Student Affairs: Rights and Responsibilities](#): *specifically* the UWSP Community Bill of Rights and Responsibilities, Academic Standards and Disciplinary Procedures, and Americans with Disabilities Act
- abide by [Family Educational Rights and Privacy Act](#) rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.

Useful References for Working with Student Teachers

Canter & Associates, ed. 1998. First-class teacher: Success strategies for new teachers. Canter & Associates, Inc. Santa Monica, CA.

Costa, A.L., Kallick, B. 2000. Habits of mind: A developmental series (4 books). ASCD. Alexandria, VA.

Danielson, C. 2007. Enhancing professional practice: a framework for teaching. ASCD. Alexandria, VA.

Daniels, K.N., G.C. Patterson, Y.L. Dunston. 2015. The ultimate student teaching guide. Sage Publishing. Los Angeles, CA.

Danielson, C., McGreal, T.L. 2000. Teacher evaluation to enhance professional practice. ASCD. Alexandria, VA.

Gill, V. 2005. The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press. Thousand Oaks, CA.

Henderson, J.G. 1992. Reflective teaching: becoming an inquiring educator. Macmillan Publishing. New York, NY.

Kottler, J. 2005. On being a teacher: The human dimension. Corwin Press. Thousand Oaks, CA.

Maron, C., Stobbe, J., Baron, W., Miller, J., Moir, E. 2000. Keys to the classroom: A teacher's guide to the first month of school. Corwin Press. Thousand Oaks, CA.

Portner, H. 2002. Being mentored: A guide for protégés. Corwin Press. Thousand Oaks, CA.

Queen, J.A. and P.S. 2004. The frazzled teacher's wellness plan: a five step program for reclaiming time, managing stress, and creating a healthy lifestyle. Corwin Press. Thousand Oaks, CA.

Rutherford, P. 2002. Why didn't I learn this in college? Just ASK Publications. Alexandria, VA.

Sargent, J.W., Smejkal, A.E. 2000. Targets for teachers: a self-study guide for teachers in the age of standards. Portage & Main Press. Winnipeg, Manitoba, Canada.

Stronge, J.H. 2002. Qualities of effective teachers. ASCD. Alexandria, VA.

Waterman, S. S. 2006. The four most baffling challenges for teachers and how to solve them: classroom discipline, unmotivated students, under involved or adversarial parents, and tough working conditions. Eye On Education. Larchmont, NY.

Watson, M. and Schoenblum, A. 2000. Company in your classroom: Building a learning relationship with your student teacher.

Wong, H.K. and R.T. 2009. The first days of teaching. Harry K. Wong Publications, Inc. Mountain View, CA.

Whited, A.M., Trujillo, P.A. 2005. ARRIVE: A reflective journal. Advanced Learning Press. Englewood, CO.

Wyatt, R., White, J.E. 2002. Making your first year a success: The secondary teacher's survival guide. Corwin Press. Thousand Oaks, CA.

Useful Websites about Co-teaching:

[What is 'co-teaching with a student teacher'?](#)

[The Academy for Co-teaching & Collaboration](#) St. Cloud State University

[Case Study on Co-Teaching](#) St. Cloud State University

Useful Websites for Soon to be Teachers:

[InTASC Model Core Teaching Standards](#)

WI DPI:

[Educator Effectiveness System](#)