

## Land Recognition Statement:

I would like to recognize that the University of Wisconsin-Stevens Point occupies lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land and the sacred land of all indigenous peoples.

# Education (EDUC) 758 (all sections)

## *Cooperating Teacher Fundamentals in Preservice Teacher Education*

### Syllabus

## Fall 2022; 1 credit (graduate)

Location & meeting times: Self-paced Online Course (Canvas)

Instructor: Kelly Seefeldt, she/her

Office Location: CPS 466

Student Drop-in/Office Hours: [Schedule a Virtual Meeting](#)

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## General Course Information

### Course Description

Methods for mentoring and evaluating teacher candidates in the clinical stages of teacher education programs. This course provides resources for teachers to explore to that may be useful as they welcome student teachers into their classrooms and supports teachers in understanding the state requirements for supervising teacher candidates.

### Course Learning Outcomes

After successfully completing this course, you will be able to:

1. Demonstrate an understanding of the [InTASC Model Core Teaching Standards](#)
2. Demonstrate an understanding of [WI Administrative Rule PI-34](#) and its implications for the licensing and development of teachers
3. Demonstrate an understanding of with pre-service education programming and experiences and the relationship between the cooperating teacher and other partners in the process of teacher education
4. Internalize dispositions expected of cooperating teachers
5. Implement a co-teaching approach to the student teaching experience
6. Design opportunities for teacher candidates to assume leadership responsibilities for instruction within the context of your classroom
7. Differentiate between mentorship and evaluation and design experiences in each for the teacher candidate
8. Practice reflective and coaching conversations for the purpose of guiding a teacher candidate through problem-solving

## Responsibilities of Teacher Candidates

- Abide by standards of professional decorum established by the local education agency for personal comportment in interactions with students, staff, administrators, and community members.
- Design, deliver, and assess instructional programs and participate in their supervision and evaluation.
- Maintain written plans for all lessons taught in a collection that is available for review upon request
- Submit a weekly schedule in the form of a statement of expectations and reflective journal to the assigned university supervisor, as requested
- Attend all Student Teaching Seminar dates (as outlined by EDUC 400 syllabus)

## Prerequisites

Holds a valid Wisconsin Teaching License

NOTE: the requirements for serving as a cooperating teacher are listed below (this course meets the criteria for training, and therefore teachers may complete this course before meeting all of the below requirements):

- Have at least 3 years of teaching experience
- Have at least one year of teaching experience at the current place of employment

## Required Course Materials

Texts:

[Student Teaching Handbook Fall 22](#) (updated September 2022)

## Course Logistics

### Equal Access for Students with Disabilities

Many students have visible or invisible disabilities, and UWSP offers accommodations that allow all students to achieve their full potential in a course. If you require modifications in a course due to a disability, contact the [Disability Resource Center](#) to complete an Accommodations Request form, Phone: 346-3365 or Room 108 in Collins Classroom Center. Inform me of the required accommodations.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon instructors' academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

### Evaluation/Course Requirements & Grading Policy

This course is graded on a Pass/Fail basis. In order to pass, you must complete the [course project](#) that is described as exemplary or acceptable by the [assessment rubric](#) below.

Completed projects should be submitted on Canvas (PDF preferred) by the **due dates** below:

**December 1<sup>st</sup>, Fall Semester**

**May 1<sup>st</sup>, Spring Semester**

## Course Project

Create a *Cooperating Teacher Plan to Support the Teacher Candidate* – This resource will be for YOU the cooperating teacher (CT) to reference when working with a teacher candidate (TC). It is not intended to be something you give to the student teacher, but instead something for you to practice working through the planning process and to keep for ideas or reference in the future.

**Project outline** (your plan must *minimally* include the following):

- Table of Contents
- Plan to Orient TC to your classroom/school/district
- Detailed ‘Statement of Expectations’
  - Weekly assumption of duties for TC to take on (CT will gradually release responsibilities to the TC until the TC assumes the work of a full-time teacher for at least two weeks of a 9 week placement)
  - Schedule for completion and review of lesson plans
- Process for planning instruction
  - Timeline for planning
  - Team/PLC meeting schedules and planning process
  - Lesson Plans/Curriculum
- Process for providing feedback to TC
  - Description of how CT will supervise, evaluate, and share feedback
  - Philosophy of mentorship, coaching or support
- Plan for supporting TC through tough times
  - Description of how you will put things back on track and help the TC make adjustments, improve, and successfully complete their placement.
- Opportunities for TC to experience growth outside the classroom
  - List of additional experiences TC can complete to grow as an educator (i.e. committee meetings, district events, extra-curricular activities, conferences, etc.)
- Resources for the profession
  - Describe how you can connect the TC to the *profession* through professional organizations, resources, networks, etc. that have been useful to you as an educator.

\*Always remember this project/support plan is for YOU and is NOT intended to be given to the teacher candidate. It should take a form that is easy for you to reference in the future. That may be a document with hyperlinks, a virtual binder or folder, or something else.

## Assessment Rubric

	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE
<b>Cooperating Teacher Plan to Support the Teacher Candidate</b>	Plan developed is comprehensive, includes all the required components and support materials, along with explanations/guides on how to use them. Plan is easy to follow, organized, and user-friendly.	Plan addresses the minimally required components and includes some supporting materials and explanations. Plan is organized.	Plan is lacking in required components and support materials. Organization may be difficult to follow.

## Canvas course content

This course will be posted to Canvas, UWSP's learning management system. Completed projects will be submitted through Canvas. Additionally, supplementary materials such as optional readings, useful websites, and other optional content will be added throughout the duration of the course. Feel free to use this content as much or as little as you see fit.