

# COOPERATING TEACHER

The cooperating teacher is an integral part of the Professional Education Program and strategic to the development of each candidate in the education program. Willingness to serve as mentor is greatly valued and appreciated. Please use the university supervisor assigned to your classroom as a liaison to the university. Ask questions, be open and honest with any concerns and remember supervisors are available to support you as well as the candidate.

## EXPECTATIONS

Cooperating teachers working with teacher candidates from UW Oshkosh must meet the following Wisconsin Department of Public Instruction code PI 34.15(6) requirements:

- Hold a regular Wisconsin licensure or equivalent
- Have at least 3 years of teaching experience, with at least one year of teaching experience in the school system of current employment
- Have completed a course/training in the supervision of student teachers
  - [Supervision of Student Teachers training](#) is offered by COEHS as a free on-line option. This training meets the DPI requirement to qualify as a cooperating teacher and is free to any interested teacher at any time of the year.

A teacher is under no obligation to serve as a cooperating teacher. Those who indicate willingness, accept students assigned to them after approval by the school and district administration.

Cooperating teachers agree to provide assessment information to the candidate and the university. Formative assessment is strategic to the student's professional growth. The college and the DPI require summative assessment in the form of a final evaluation document and a final narrative.

Here are some descriptors, provided by a local district administrator which illustrate an ideal teacher mentor

*Enjoys mentoring and sharing ideas, materials, and teaching time*

*Values flexibility*

*Is able to provide ongoing and honest feedback*

*Will be willing to complete evaluations (2) including a final narrative that is used as a letter of recommendation*

*Has personal and professional availability*

*Is interested in learning from the mentee*

*Loves to teach!*

*Considers the opportunity to mentor as part of their professional development*

### PRIOR TO THE PLACEMENT

- Review the Student Teaching Handbook paying particular attention to Section II: Student Teaching Experience.
- Have an informal interview with the teacher candidate to share professional philosophies and personal contact information.
- If feasible, prepare your students, staff and parents for the teacher candidate's presence.
- Prepare a workspace for the teacher candidate and show them where materials, supplies, and equipment are located. A tour of the school would be appreciated.
- Discuss an appropriate dress code.
- Provide the teacher candidate with a "Survival Packet":
  - Classroom information such as the handbook (or other resource) you developed in your supervision training
  - school/district handbook
  - teacher/curriculum guides
  - benchmarks/standards
  - snow/emergency days
  - basic semester calendar
  - your district's Blood borne Pathogen and other pertinent policies
  - fire drill and building evacuation procedures
  - sample of report card and progress reports
  - map of school with room numbers for location of copy room, restrooms, faculty room, counselor's office and library
  - policies for communication with parents-any special forms required
  - discipline policies for school and classroom-written and informal procedures
  - guidelines for referring students to principal-forms and expectations
  - supervisory duties during the school day (e.g., cafeteria, hall duty, study hall, etc.)
  - policies for reporting child abuse, neglect, and other legal issues-state laws
  - professional development opportunities during student teaching
  - procedures for supporting/assisting at-risk students
  - your preferred lesson plan format
  - student names, appropriate background and academic information

- expectations regarding duties, extracurricular opportunities, hall procedures, teacher meetings, lock down and snow day procedures, preparation time, evaluation, etc.

### OPPORTUNITIES TO CONSIDER FOR CANDIDATE DURING PLACEMENT

- Co-teaching- Seven models can be used effectively with your candidate
- Extracurricular involvement
- Videotaping of multiple lessons
- Interdisciplinary/team planning
- Community contact/involvement
- IEP participation
- Mock interviews with building administration
- Explore ways to incorporate multiculturalism in lessons
- Assessment - state-wide or federal tests and dates
- Effective ways to communicate with parents, guardians
- Be mindful of any gender bias
- Share your favorite professional resources, organizations, workshops

### LENGTH OF PLACEMENTS

- Student teaching placements are a full semester following the calendar of the respective school district(s) in which a candidate is placed.
- Paid Internships in the Wisconsin Improvement Program are a full district semester in length in the same classroom.

### SUGGESTED TIMELINES

The following links provide timelines with suggestions as you develop a teaching plan for the teacher candidate. Keep in consideration the edTPA expectations and timeline.

- Cooperating Teacher Timeline [9-week \(quarter\) placement](#)
- Cooperating Teacher Timeline [18-week \(semester\) placement](#)
  - [Co-Teaching Timeline \(optional\)](#)

### IMPORTANT NOTES TO COOPERATING TEACHERS

Please take the time to read thoughtful and [important suggestions](#) from the OFE Director, University Supervisors, and Student Teachers.

### FINAL EVALUATION

Your final assessment of the candidate will be provided with a Likert-scale form and a final narrative

in the Tk20 student teacher binder. The narrative is essentially your letter of recommendation for use in the candidate's portfolio and permanent file. It goes without saying that this document will be extremely important during the hiring process

You may use school letterhead and/or the college final narrative form. Please provide a brief description of the setting and any unique aspects of your classroom situation. It's useful to provide the date and semester. It may also be helpful to identify yourself as the classroom teacher with number of years of experience and the type of experience(s).