

COOPERATING TEACHER RESPONSIBILITIES

The cooperating teacher plays a crucial role in the growth of the student teacher. The cooperating teacher will work with the student teacher as a professional mentor, help the student teacher demonstrate and document the accomplished practices required by Stetson University and the State of Florida, and cooperate with the university in matters related to the student teacher's performance.

The cooperating teacher will:

- have materials ready for the intern on the day of the initial visit.
- complete a phase-in schedule with the intern. Cooperating teachers may want to discuss the section on Practical Suggestions for Classroom Control with the interns.
- complete two formal observations with the intern. Cooperating teachers should encourage and praise interns for a job well done. On the other hand, cooperating teachers should not hesitate to tell an intern about perceived weaknesses. If warranted, cooperating teachers may choose one or two areas for improvement and work on those. Small successes enhance the intern's confidence and esteem.
- check all lesson plans prior to the intern teaching the lessons and offer supportive suggestions (student teachers must have lesson plans ready for cooperating teachers to review each Monday morning unless requested earlier).
- allow the intern ample opportunity to carry your full load. Gradually give the intern some freedom so that he/she will have a feeling of independence. If the intern is making satisfactory progress, you can leave the room for short intervals when the intern is teaching (cooperating teacher should stay close by in case any problems arise). It is also acceptable for the cooperating teacher to pull small groups for remedial or accelerated help. In some schools, interns may work in a co-teach situation with the cooperating teacher. In this situation, we would prefer the intern take the lead (both planning and teaching) as soon as possible. See Legal Status for Student Teachers in this handbook.
- complete a mid-term evaluation with the university supervisor.
- complete a final evaluation. This form must be completed before the student completes the post-intern phase.
- complete a **Cooperating Teacher's Agreement**.
- be ready to resume classroom responsibilities on Wednesday afternoons when the student teacher returns to Stetson for class.
- stay in close communication with the university supervisor.
- provide feedback to the intern on a regular basis.
- complete the **Cooperating Teacher Survey** at the end of the semester.

Should the intern be doing work of such poor quality and performance that it seems unlikely the intern can successfully complete student teaching, the university supervisor should be notified **immediately** by the cooperating teacher. A conference will follow with all appropriate supervisory personnel.

TUITION WAIVER

Cooperating teachers receive a course tuition voucher in appreciation for supervising senior interns. The voucher/certificate is valid for a three-hour course in any of the departments at Stetson University for a period of three years.

The certificate may not be transferred to another party and remains in effect for three years from the date of the voucher. This serves to waive the tuition for any three-hour course during the fall, spring, or summer registration. Please note the date carefully since extensions cannot be granted.

The tuition credit does not include private lessons in applied music; however, it can be used for certification purposes, renewal of certificates, graduate degree programs, or for auditing courses.

STETSON UNIVERSITY

DEPARTMENT OF EDUCATION TEACHING OBSERVATION ASSESSMENT C

Intern Name: _____ Date: _____ Observer: _____ Observation #: _____

3 = Proficient

2 = Developing

1 = Needs Improvement

N.O. = Not Observed

Rating	Demonstrating Knowledge of Content and Pedagogy Candidate's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	COMMENTS (Must include for ratings of 1).
	Designing Coherent Instruction Candidate coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has clear structure and is likely to engage students in significant learning.	
	Creating an Environment of Respect and Rapport Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	
	Managing Classroom Procedures Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	
	Managing Student Behavior Candidate is aware of student behavior, establishes clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	
	Communicating with Students Expectations for learning, directions and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	
	Using Questioning and Discussion Techniques Most of the candidate's questions elicit a thoughtful response, and the candidate allows sufficient time for students to answer. All students participate in the discussion, with the candidate stepping aside when appropriate.	
	Engaging Students in Learning Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	
	Using Assessment in Instruction Assessment regularly used in instruction, through self-assessment by students, monitoring of progress of learning by candidate and/or students. Students are fully aware of the assessment criteria used to evaluate their work.	
	Showing Professionalism Candidate interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	
*	Facilitates ELL's Engagement in Lesson The ELL is able to meaningfully interact with the content and peers. Gaps between linguistic demands of the tasks and the learner's level of English proficiency are mediated.	
*	Modifies Curriculum Materials and Assessment The candidate modifies input of content information and assessment tasks to bridge the gap between the linguistic demands of the lesson and the ELL's level of English proficiency.	

* Only complete if ESOL students in class

Mid and Final Program Assessment

	Distinguished	Proficient	Developing	Needs Improvement	Not Observed
Demonstrating Knowledge of Content and Pedagogy	N.A.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Not Observed
Demonstrating Knowledge of Students	N.A.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher makes little or no attempt to acquire knowledge of student's background, skills, or interest, and does not use such information in planning.	Not Observed
Setting Instructional Outcomes	N.A.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals are of moderate values, or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Not Observed
Demonstrating Knowledge of Resources	N.A.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Not Observed
Designing Coherent Instruction	N.A.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has clear	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	Not Observed

		structure and is likely to engage students in significant learning.	recognizable structure and reflects partial knowledge of students and resources.		
Assessing Student Learning	N.A.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Not Observed
Creating an Environment of Respect and Rapport	N.A.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Not Observed
Establishing a Culture for Learning	N.A.	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both the teacher and the students, high expectations for student achievement, and student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	Not Observed
Managing Classroom Procedures	N.A.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, with occur smoothly.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Not Observed

Managing Student Behavior	N.A.	Teacher is aware of student behavior, has establishes clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Not Observed
Organizing Physical Space	N.A.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most student's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	Not Observed
Communicating with Students	N.A.	Expectations for learning, directions and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Not Observed
Using Questioning and Discussion Techniques	N.A.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Not Observed
Engaging Students in Learning	N.A.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding,	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little	Not Observed

		engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	resulting in moderate intellectual engagement. The lesson has a recognizable structure but it is not maintained.	intellectual engagement. The lesson has no structure or it is poorly paced.	
Using Assessment in Instruction	N.A.	Assessment regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment occasionally used in instruction, though some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Not Observed
Demonstrating Flexibility and Responsiveness	N.A.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interest during a lesson, and seeks to ensure the success of all students.	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Not Observed
Reflecting on Teaching	N.A.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Not Observed
Maintaining Accurate Records	N.A.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	Not Observed

Communicating with Families	N.A.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Not Observed
Contributing to the School and District	N.A.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships with colleagues are cordial, and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Not Observed
Growing and Developing Professionally	N.A.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Not Observed
Showing Professionalism	N.A.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by honest, genuine, but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Not Observed