

RESPONSIBILITIES OF COOPERATING TEACHERS

The Cooperating Teacher is a licensed classroom teacher, recommended by school district personnel, who serves as the mentor, model, and trusted counselor. Their role is to facilitate the professional experiences of the Student Teacher and encompasses a number of time-consuming responsibilities. Given the influence of the Cooperating Teacher, we assume that they will assist their Student Teacher in the following ways:

Introduce the Student Teacher to school staff and students.

Provide them with a work area within the classroom.

Prepare students for the arrival of the student teacher.

Induct the Student Teacher gradually into full-time teaching responsibilities.

Maintain a climate that allows the Student Teacher to develop the skills necessary for success in teaching.

Encourage the Student Teacher to collaboratively make decisions leading to development of independence of his/her own teaching strategies.

Develop a plan that identifies expectations and responsibilities for the duration of the student teaching experience. This plan constitutes the Student Teaching Proposal (p. 20).

Provide the Student Teacher with an overview of the long-range plans for the classroom, samples of actual lesson plans, and explanations of the process.

Establish specific guidelines for the Student Teacher to follow in formulating lesson plans, a time frame for review prior to implementation, and clarification of the amount of detail expected (p. 28).

Provide relevant experiences for the Student Teacher that include but are not limited to: observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings.

Observe and critique the Student Teacher's performance on a frequent and continual basis. Provide periodic written evaluations of his/her teaching to the Student Teacher and College Supervisor (p. 23).

Allow time for conferences with the College Supervisor throughout the experience (p. 23).

Recommend a midterm rating that reflects the Student Teacher's performance that addresses specific goals for the remainder of the student teaching experience (p. 49).

Recommend a final rating that is reflective of the Student Teacher's performance (p. 49).

Write a narrative recommendation that describes the Student Teacher's professional experiences and competencies. This recommendation is submitted to the Office of Student Field Experiences and forwarded to the Educational Placement Office for inclusion in the student's placement file (p. 67).

Provide the Office of Student Field Experiences with feedback regarding the student teaching experience and the Teacher Education Program.

Request assistance from the College Supervisor or the Coordinator of Student Field Experiences for situations that warrant special attention (319/335-5356 or ellen-herman@uiowa.edu)