

TPI Prepare Working Group

Cooperating Teacher and University Supervisor Proposal

I. Executive summary

For the cooperating teacher and university supervisor program of the future, SCSU and its partners need: 1) a systematic approach to the selection of cooperating teachers and university supervisors as well as for teacher candidates, 2) preparation for both cooperating teachers and for university supervisors, 3) collaboration between cooperating teachers, university supervisors and licensure faculty should be part of the system and the preparation and 4) a compensation system that rewards all three groups: cooperating teachers, university supervisors, and licensure faculty and where all funds paid in tuition contribute to this last clinical experience: student teaching. All three groups need to work together with the teacher candidates as a community of teachers welcoming new members into this community.

For this systematic approach, cooperating teachers and university supervisors need to be part of the system from the beginning when the teacher candidates begin taking classes. Both cooperating teachers and university supervisors should be part of the teacher education team. This system would include more interaction between licensure faculty and cooperating teachers, between university supervisors and licensure faculty, and would put licensure faculty in P-12 classrooms observing teacher candidates, and put cooperating teachers and university supervisors in university classrooms. Within this system, university supervisors should be more than adjunct faculty members and cooperating teachers should be recognized as teacher educators.

For preparation, licensure faculty, cooperating teachers and university supervisors need to participate in collaborative workshops with both licensure specific and licensure general foci. These workshops could help develop a professional development community for each licensure area with a pool of cooperating teachers participating in these workshops as well as a pool of university supervisors working with licensure faculty regularly, professionally, and collaboratively. A co-teaching workshop may be excellent forum for this professional development activity. The goal of these workshops would be to bridge the gap between what licensure faculty teach in their teaching methods classes and what cooperating teachers expect in the P-12 classroom and all with the university supervisors on the same page.

For collaboration, one way of achieving this goal would be for SCSU teaching methods courses to be taught on P-12 campuses so that teacher candidates can have field experiences the same day, so that the P-12 teachers in the cooperating teacher pool for that license could visit this class regularly and intentionally and so that university supervisors could participate in these classes as well. This course could provide the professional preparation for cooperating teachers, university supervisors and licensure faculty to collaborate in the teacher education process with a collaborative focus on the teacher candidate.

For compensation of cooperating teachers, we all agreed that \$150 was not much money and that a new compensation system needs to be developed. Some suggested adjunct professor pay; others suggested tuition waiver for SCSU courses, or three graduate credits that could contribute as electives to an SCSU Master's program. We also talked about giving the cooperating teachers the same money that now goes to university supervisors.

II. Narrative

A high quality teacher education program requires collaboration among Cooperating Teachers, University Supervisors and University faculty where these three groups work together to prepare teacher candidates. This proposal focuses on this collaborative effort. In doing so, the proposal fulfills critical aspects of the SCSU and P-12 partner mission statements and satisfies high standards of accreditation for NCATE and BOT.

High quality field experiences are essential to teacher candidate success (Baum, A. C. Powers-Costello, B., VanScoy, I., Miller, E., James, U., 2011), and support three of SCSU's four Learning Commitments: community engagement, active, applied learning and global and cultural understanding (<http://www.stcloudstate.edu/president/mission.asp>).

As a result of new and more rigorous K-12 content standards and NCLB, as well as the changing needs of P-12 students and families, the P-12 educator has an increasing demand for additional and enhanced areas of expertise that are essential for teacher candidates to acquire in order to be effective and successful.

For accreditation, NCATE and Minnesota BOT require that clinically based P-12 field experiences become the center of teacher preparation licensure programs (NCATE 2010). Currently, the preparedness, qualifications and relationships of the University supervisors, cooperating teachers, and other university faculty for field and clinical experiences, and teacher candidates are in need of clarification and re-evaluation with an emphasis on P-16 collaboration. SCSU must establish a systematic approach by which they maintain developmental consistency in their teacher preparation from the first Field Experience through Student Teaching. While some programs are strong in their focus on Field Experience, the goal of this proposal is to insure that *all* teacher preparation programs are strong in all four components.

Objectives

The ultimate goal would be that cooperating teachers, university supervisors, and content faculty members would form and maintain collaborative relationships with the teacher candidates from the beginning of the teacher preparation process through student teaching. This proposal creates a system to:

- 1) Determine the qualifications for cooperating teachers and university supervisors;

- 2) Develop a system for selection and assessment for cooperative teachers and university supervisors;
- 3) Determine criteria for reselection and dismissal of cooperating teachers and university supervisors;
- 4) Build collaborative structures between P-12 and University faculty;
- 5) Develop a system to prepare cooperating teachers and university supervisors; and
- 6) Develop a sustainable means to appropriately compensate cooperating teachers and university supervisors.

Methods

This systematic approach needs to focus on preparedness, collaboration and appropriate compensation.

For qualification, cooperating teachers should have the following qualifications:

Qualification	Source	
Valid MN teaching License in area supervising	BOT	
Teaching Experience 3 or more years	Platz, 1994;Roberts 2006	
Evidence of teacher effectiveness	Platz, 1994	
Model good professional practice	Zemek 2008	
Successful completion of co-teaching preparation	Bacharach, Heck, & Dahlberg, 2010	
Willing to participate in co-teaching pairs training	Bacharach, Heck, & Dahlberg, 2010	
Evidence of working successfully with diverse students	Standards of Effective Practice	
Committed to mentorship	Graham, 2006	
Willing to work with novice teachers	Guyton, 1989; Roberts 2006	
Skilled at providing instructional support	Roberts 2006	
Effective in different interpersonal contacts	Platz 1994	
Continuous learner		
Communicates optimism and hope		
Demonstrates a variety of effective classroom management strategies		
Effective communicator	Guyton, 1989; Roberts, 2006	
Provides clear expectations	Roberts 2006	
Provides constructive feedback for evaluation	Guyton, 1989; Roberts 2006	
Reflective practitioner	Guyton, 1989	
Open to new ideas		
Models professional teacher behaviors	Roberts, 2006	
Commitment to working within the conceptual framework of TEU		
Committed to coteaching throughout the experience		

For University supervisors, we need individuals who have:

Qualification	Source
Contemporary professional experience in a school setting at the licensure level of the licensure program (Suggest within last five years, training on diversity, ELL, SPED, literacy, mental health)	MN Rule 8700.7600; Braun et al, 2011
Experience mentoring teacher candidates/novice teachers	NCATE 2010
Experience at the level of supervision	MN Rule 8700.7600;
Experience in the licensure area (At least partial supervision of teacher candidate must be done by someone with expertise in the licensure area)	MN Rule 8700.7600;
Are master teachers or well recognized for their competence in their field	NCATE 2010
Co-teaching trained; supports candidate and cooperating teacher in co-teaching	Bacharach, Heck, & Dahlberg, 2010
The potential to communicate hope and optimism	
A commitment to timely communication with candidates and cooperating teachers	
Values and seeks cooperating teacher feedback	
Commitment to make and keep appointments for all visits	
Site visits and observations are spaced throughout the semester	
Experience working with diverse populations	
Ability to model and reflect best practice in the delivery of instruction	MN Rule 8700.7600
Follow student teaching handbook	
Attend supervisor meetings and trainings	Braun et al, 2011
Commitment to being present and active while observing, at a minimum, an entire lesson at each visit	
Commitment to abide by the educational norms of the school	
Ability to provide constructive and in depth professional feedback to each teacher candidate individually	
Commitment to working within the conceptual framework of TEU	
Complete criminal background check.	

For selection of both cooperating teachers and university supervisors, use the qualifications listed above to create a contract between SCSU and these two groups of teacher educators where evidence of teacher qualification is submitted and reviewed.

For reselection and de-selection, the cooperating teacher and university supervisors would self-evaluate themselves, evaluate each other and have the teacher candidates provide evaluative feedback for the cooperating teacher and university supervisors using the above qualifications as a rubric. A conversation will take place regarding any unfavorable reviews. If it is evident that the missing qualifications cannot be remedied, the cooperating teacher or university supervisor

would be deselected. P-12 administrators would also be involved in this decision regarding cooperating teachers.

For cooperating teachers, departments and the Office of Clinical Experience would be involved in these conversations and decisions about reselection and de-selection. This feedback will be shared with both cooperating teachers and the administrator.

For University supervisors who are adjuncts, departments would receive the feedback and determine training needs and reselection/de-selection. For full-time faculty members who are university supervisors, feedback would go to the head of the teacher education unit.

For collaboration, we recommend a collaborative structure with a communication system among cooperating teachers, university supervisors and licensure faculty as a critical element to sustainable relationships among P-16 faculty (NCATE 2010). Points of collaboration include, but are not limited to, collaborative workshops, Professional Learning Cohorts/Communities, and co-teaching.

A primary focus of our collaboration should be co-teaching (Bacharach, N. Heck, T. & Dahlberg, K. 2010). University and P-12 faculty can collaborate around the co-teaching component of coursework at the university. They can co-teach courses in each discipline based on the ongoing relationships developed and to be developed between faculty and P-12 teachers. It could involve the professor coming into the P-12 classroom and/or the P-12 teacher going into University classroom. This collaboration would be a good fit at the University level in the content methods courses, but it can also take place in other courses. See co-teaching proposal #4: Co-Taught Coursework. In addition to embedding co-teaching into P-16 professional relationships, University faculty sabbaticals occurring in P-12 settings can also enrich the relationship and knowledge base for P-16 faculty.

For collaborative workshops, P16 faculty would work toward a professional development model where educational practices can be strengthened. Initially workshops could be P12 educators joining together with SCSU for professional development at a variety of educational events, such as attending conferences, in-services, etc. This collaborative effort should develop into SCSU and P-12 partners hosting professional development workshops where all stakeholders have the opportunity to attend. These workshops would include licensure specific and general themes. Information topics would be driven by input from P12 educators, SCSU faculty, and current educational trends.

Both P-12 and SCSU have existing structures to help facilitate collaborative relationships. For example, SCSU currently uses Faculty Learning Communities (FLCs) for faculty across campus to meet, discuss, research and ultimately implement into university classes. Some faculty then present nationally on their findings and publish their research in professional literature. This structure is already in place, and could easily incorporate P-12 participants in meaningful collaborative endeavors. Such structures would be unique opportunities to merge

these two worlds together. In the P-12 setting, many districts engage in similar learning communities. These structures present immediate opportunities to enhance collaboration between P-12 districts and the university. Examples will vary between districts, but would include: Learning Cohorts and Professional Learning Communities, Curriculum Vertical Team discussions, and on-going district curriculum committees. District topics could include formative assessment, grading, homework, etc. These district activities provide ready-made collaboration opportunities.

Another natural collaborative opportunity would be for all P-16 participants to work together on curriculum development. A P-16 group could be formed to provide insight to departments on a number of curricular areas. For example, P-12 cooperating teachers could be invited to meet and discuss their experiences with teacher candidates, and how prepared these students are to engage in all aspects of classroom teaching. It would provide a unique opportunity to collaborate on university assignments and curriculum. It would help both the university faculty and P-12 to remain on the cutting edge of each other's changing, dynamic worlds.

P-12 cooperating teachers would be ideal collaborative partners in either of these pre-existing structures. Darling Hammond (2010), indicates that these partnerships create strong curricula for both parties. Cooperating teachers are already working with teacher candidates, and are stakeholders in the success of teacher candidates. Selecting them for these continuing professional development opportunities builds on this concept.

Within this collaborative system,

1) a teacher candidate who is student teaching would have met their cooperating teacher and university supervisor in field experiences prior to student teaching;

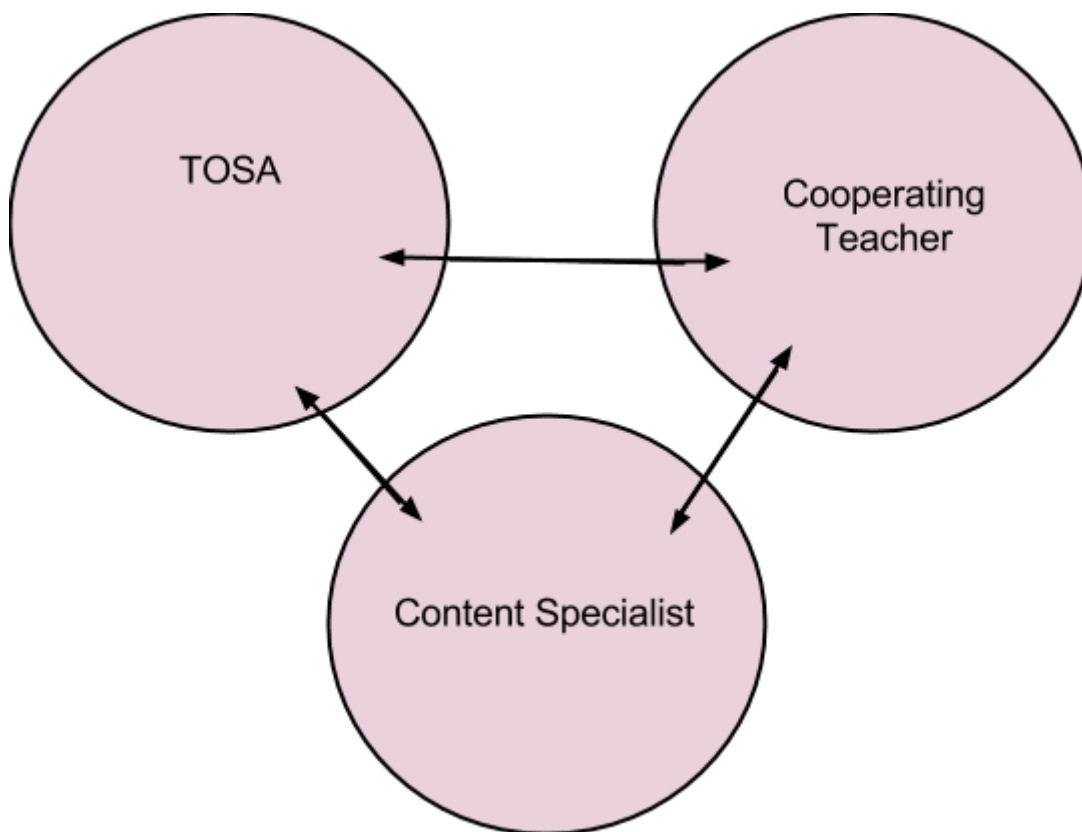
2) licensure faculty would not disappear from the process simply because they do not have the teacher candidate in class (Baum, A. C. Powers-Costello, B., VanScoy, I., Miller, E., James, U., 2011, p. 43);

3) cooperating teachers and university supervisors would have access to teacher candidates' application files and any other relevant documents (within FERPA regulations); and

4) university supervisors would as much as possible supervise students in their licensure area, and never supervise a foreign language class unless they have as much foreign language competency as the cooperating teacher.

As an alternative....

we could implement a collaborative model through Teachers on Special Assignment. The TOSA would make placements in their home P-12 district and then act as university supervisors for the student teachers in their building or their district. This could be a triad model:



Within the Triad Model each member of the triad would have the following profile:

1) Content Specialist:

University faculty

Teach in their area of certification

Supervise, observe, and provide regular & timely feedback for teacher candidates in all content areas

Strong communication/collaboration between the triad partners (TOSA & CT).

2) Cooperating Teacher

Tenured, highly effective P-12 classroom teacher

Teach in their area of licensure

Mentor, supervise, observe, and provide regular & timely feedback for teacher candidates

Strong communication/collaboration between the triad partners (TOSA & Content Specialist).

3) Teacher on Special Assignment (TOSA) or similar position depending on the district

Tenured, highly effective P-12 classroom teacher.

Have established relationships, trust and knowledge of the quality of teachers they serve.

Assist in teacher candidate placements within their district/buildings.

Mentor, supervise, observe, and provide regular & timely feedback for teacher candidates.

Strong communication/collaboration between the triad partners (Cooperating Teacher & Content Specialist).

The Strengths of this triad model would be:

- PD opportunities for the TOSA, the CT, and the CS.
- Selection and deselection process of the CT can be handled at the building level by the building administrator and TOSA.
 - They're in district and know the master teachers.
 - Relationships built between the TOSA and CT could translate into higher quality placements.
 - Building administrators will give approval for selection/deselection.
- The triad could collaboratively support, problem solve, and make decisions surrounding the teacher candidate.
- Long term partnerships are nurtured (i.e. high quality CTs can be retained)
- The TOSA has more knowledge of CT strengths for proper placement.
- The TOSA has district knowledge and resources that are not available to a University Supervisor.
- Supports the TPI/Member District commitment to hiring SCSU candidates.
- Creates a more meaningful experience for the teacher candidate.
- Strengthens the partnership between the University & P-12 schools.

It is implicit that student teaching credit allocation needs to be revised.

For sustainability, the TOSA model could provide more level of collaboration without spending more money. Essentially, where implemented the funds that SCSU has paid for university supervisors could go to the district TOSA who both makes field and student teaching placements and also supervises the teacher candidate as a university supervisor. For the same amount that the University pays a university supervisor, the following by products would result in more collaboration between SCSU and the school district:

- 1) Helps district hire more SCSU graduates as the TOSA will know more about SCSU teacher candidates than any application can reveal;
- 2) Helps the district hire better teachers as the TOSA would be able select the from the best teachers who are student teaching;
- 3) Lowers OCE inputs as placements are facilitated by a building level TOSA;
- 4) Moves quality control of Cooperating teachers from OCE to the school district;
- 5) Embeds professional development through collaboration between the TOSA, the cooperating teaching and content faculty supervisors;
- 6) Improves school orientation for teacher candidates;
- 7) Improves relationship between content faculty and school districts;
- 8) Gains connectivity and coherence in the program with more collaboration..

At the same time, this TOSA model may lose some of the objectivity that adjunct University supervisors who are neither from the University nor from the school district provide as outside evaluators of teacher candidates.

Implementing this model may also not be suitable for every placement, every licensure, every school or every district. And so, the implementation of such a program should be in stages.

For preparation of cooperating teachers and university supervisors, we recommend a preparation system that implements current state of the art practice. Currently, SCSU provides co-teaching workshops for cooperating teacher. It covers coteaching practices and mentorship, communication and collaboration. The workshops are offered face-to-face and online. We recommend that cooperating teachers participate in one or more of the following activities:

- 1) Co-teaching workshop,
- 2) SCSU Faculty learning communities,
- 3) Co-teaching a class as part of a university course,
- 4) Hosting a collaborative workshop between P-12 teachers and university faculty,
- 5) Inviting a university professor to co-teach in the p-12 classroom,
- 6) Attending conferences and workshops, and
- 7) Membership in professional organizations.

University supervisors meet two to three times per semester with the OCE and Teacher Development liaison to prepare them for the duties of supervision. These sessions prepare university supervisors to familiarize themselves with *The Student Teacher Handbook* and special issues that occasionally arise.

- 1) We recommend that all teacher education faculty supervise student teachers at least once during a two year period of time.

- 2) For adjunct university supervisors, we recommend that the university supervisor attend the same preparation activities with cooperating teachers with whom they are working with.
- 3) Another recommendation is that cooperating teachers and university supervisors be matched into teams that work together over time.

Zeichner (2002) noted that university supervisors are seldom knowledgeable about the teacher education program that they supervise nor are they compensated to learn about the university program. Cooperating teachers and university supervisors should complete these preparation activities together in order to maximize professional relationship building. In a 2010 article, Zeichner stated that, “there needs to be the deeper connection between university faculty and cooperating teachers especially between university coursework and field experience. Working in teams over a period of time would strengthen both parties understanding of the needs of teacher candidates.” This would help diffuse tensions that sometimes arise between universities and public schools regarding the work of teaching.

The role of the cooperating teacher has possibly the greatest impact on teacher candidates’ learning.—Currently, the selection and assessment of cooperating teachers and university supervisors has not been formalized into a system, instead there is an informal system of selection and assessment. This informal process is common according to Zemak (2008). Ramsey and Bulger (2011) see this as problematic because, “...cooperating teachers receive very little formal mentorship training from participating teacher education programs and that this lack of training can negatively influence the cooperating teacher’s readiness to facilitate a meaningful and productive student teacher experience.” For selection, cooperating teachers and university supervisors need to meet the criteria listed on page 3 and 4 of this document. Both the cooperating teacher and university supervisor would need to complete a formal application that provides evidence that they meet the criteria for each assignment. The application form should address all the criteria listed above. For assessment, cooperating teachers and university supervisors would evaluate each other. In addition, each cooperating teacher and university supervisor would complete self-evaluations. A formal assessment program for cooperating teachers and university supervisors needs to be developed.

For compensation...

We need a sustainable system with appropriate compensation for cooperating teachers and for adjunct university supervisors. Currently, SCSU pays \$150 to the school district of the cooperating teacher. Ramsey and Bulger (2011) note that an increased stipend, “...represents a concrete gesture of the institution’s appreciation for the time and effort invested by the cooperating teacher on behalf of the involved preservice teachers.” Zeichner (2002) notes that cooperating teachers receive little compensation for their work with student teachers and that this is partial evidence that their role is not valued.

This proposal strongly supports a compensation package that rewards cooperating teachers for their role as teacher educators. A stipend that equals the stipend received by the university supervisor would be a minimum cash award: approximately \$800 per student teacher. Such an award may also be better packaged as Cooperating Teacher Development Funds where the cooperating teacher can use the funds to pay for materials or to attend conferences.

Providing graduate credit for cooperating teachers may be another way to compensate cooperating teachers. At the University of Northern Colorado, cooperating teachers earn one credit of graduate course work for each 8 weeks of hosting a student teacher. Many other universities offer similar tuition waivers. At Kentucky, a cooperating teacher of a student teacher may take six credits of course work from any Kentucky state university along with \$15.85 a week. We recommend that SCSU create graduate level courses in education that cooperating teachers would enroll in during the semester that they host a student teacher and for which their tuition would be waived.

For university supervisors, we recommend that only as much as 50% of the supervision for each licensure area be conducted by generalist university supervisors. For adjunct university supervisors who supervise as educational generalists and not a licensure specific practitioners, the current compensation appears consistent with practices at other universities. As much as possible, we recommend that SCSU develop faculty exchanges with school districts where SCSU hires P-12 partner master teachers to teach licensure specific courses at the university so that content faculty members would have more time to supervise field experiences and student teaching in the specific licensure areas. Where possible P-12 and University faculty could co-teach a course and also co-supervise student teachers.

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