

OFFICE OF CLINICAL EXPERIENCES

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EXPECTATIONS OF COOPERATING TEACHERS–SCSU

The Cooperating Teacher plays a major role in the education of the Teacher Candidate. Therefore, it is necessary that the Cooperating Teacher be thoroughly familiar with a number of guidelines.

Throughout the student teaching experience, the Cooperating Teacher and Teacher Candidate should function as a teaching team. This will include cooperative planning, teaching, and evaluating. During the early part of the experience, the major responsibility for planning, teaching, and evaluating pupils should be assumed by the Cooperating Teacher.

The Teacher Candidate should progress through a sequence of orientation, observation, participation, and full teaching responsibility. Some suggestions are presented below to serve as a guide for the Cooperating Teacher.

The Cooperating Teacher is responsible for doing a minimum number of formal written observations for a Teacher Candidate dependent on the length of the student teaching placement; a 16 week placement requires a minimum of 6 formal written observations (3 in the first 8 weeks and 3 in the second 8 weeks), a 12 week placement requires a minimum of 4 formal written observations, an 8 week placement requires a minimum of 3 formal written observations and a six week placement requires a minimum of 2 formal written observations. These observations should be shared with the Teacher Candidate and the University Supervisor. Each Cooperating Teacher is responsible for completing a final summative evaluation on each Teacher Candidate.

OBSERVATION

Before a Teacher Candidate assumes major responsibility for teaching a class, he/she should observe (in yours and other master teachers' classrooms) and participate in the classroom. In order to be effective in this role, he/she must have specific items in mind to look for during observations of the regular teacher and the pupils.

The Cooperating Teacher assists in the observation phase by:

Discussing daily lesson plans; emphasizing the necessity for flexibility in planning; noting motivational techniques employed; indicating possible techniques for closing the lesson; suggesting variations in teaching procedures used from day to day; familiarizing the Teacher Candidate with routine classroom duties apart from the actual teaching; discussing individual differences, special needs, and ways of handling these within the classroom; and discussing discipline and classroom management.

PARTICIPATION

The Teacher Candidate should assume some responsibilities immediately. Participation is intended to help the Teacher Candidate gain confidence. Possibilities for participating include: teaching part of a lesson after the cooperating teacher has modeled it earlier, introducing a lesson or implementing a classroom ritual, giving assignments; reading a story or poem; assisting with supervision of students; sharing in lesson planning; and sharing special talents or experiences.

FULL TEACHING RESPONSIBILITY

A Teacher Candidate should assume responsibility for teaching a lesson as soon as the Cooperating Teacher believes he/she is ready. Preferably, this will be a cooperative decision between the Teacher Candidate and Cooperating Teacher. Greater responsibility for teaching should proceed gradually. Teacher Candidates should teach full-time for approximately 25% of the time in each placement.

Some items to note: A Teacher Candidate **may not** be a substitute teacher; lesson plans are required and should be reviewed by the Cooperating Teacher two days before the lesson is taught; conferences with the Teacher Candidate should be scheduled regularly; a successful student teaching experience is based on open, honest communication among all parties involved; periodic three-way conferences (Teacher Candidate, Cooperating Teacher, and University Supervisor) are suggested; final evaluation forms are due the last week of the student teaching assignment.

Additional information is located in the Student Teaching Handbook found on the OCE webpage.

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