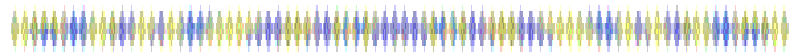


# *Cooperating Teacher Handbook*



## COOPERATING TEACHER RESPONSIBILITIES

Thank you for your willingness to become a Cooperating Teacher (CT) with CSUSM's Middle Level Education Program! As a CT, you are one of the Teacher Candidate's (TC) most important resources during the Clinical Practice and will serve as a professional coach and mentor. As such, we ask that you provide regular feedback, constructive criticism, and positive suggestions so that your TC may grow into an effective and successful professional educator. Your active involvement is critical to a successful Clinical Practice.

1. Please read this Handbook to become familiar with the CSUSM Teacher Preparation program. Become especially familiar with the California Teacher Performance Expectations (TPE's), which can be found here:  
(<https://www.csusm.edu/soe/credential/middlelevel/clinicalpractice.html>)
2. Help the TC feel at home in the school by working with the On-Site Liaison (OSL) to introduce him/her to other faculty members, inviting him/her to faculty meetings and in-service activities, and providing a tour of the school facility. **Be sure to have him/her fill out an emergency contact card to keep on file with the front office.**
3. Share ideas with the TC about goals, unit and lesson planning, engagement strategies, classroom management, effective discipline programs, and other areas of importance to you. Share appropriate student information such as IEPs, 504s, or other information that will help the TC prepare for the various needs of each class. Share planning, resources, and reference materials that have been especially useful in your own practice.
4. Attend an introductory meeting of all parties at the beginning of the semester.
5. Co-teaching and solo time: Leave the classroom periodically when the TC is teaching so that he/she learns to manage the classroom independently. At other times, engage in co-teaching practices such as supportive, parallel, and complementary. In other words, sometimes both you and your TC will be at the front of the classroom providing direct instruction as a team while others one of you will provide the instruction while the other circulates to help students independently. Still other times will see one of you teaching while the other works with small groups.
6. Assist the TC in both long-term and short-term planning of lessons and units. As part of his/her learning and evaluation process, the TC is required to have a written lesson plan for each lesson taught.
7. Meet with the TC for post-observation conferences to discuss feedback and to confer on progress toward the Teaching Performance Expectations. Evidence cannot be gained for many of the TPEs through observation of teaching alone but also through discussion and planning conversations (for example, the TC's ability to plan long term, their ability to adequately assess student progress, etc.).

8. Provide specific recommendations, review successes and challenges of prior lesson presentations, affirm the positive, and set a few attainable goals. If working with TC in Clinical Practice II, give special attention to helping him/her meet those TPEs that were not met during Clinical Practice I.
9. Confer regularly with the University Supervisor (US) and OSL about the TC's progress. At the end of the semester, work with the TC to fill out the TPE Assessment Checklist and attend an exit conference as scheduled by the OSL and US.
10. **If you have concerns about a TC's performance, please communicate them as early as possible to the OSL and US for appropriate action.**

### **TPE/TPA**

The state of California identified Teaching Performance Expectations (TPEs) that indicate the skills, knowledge, and dispositions expected of professional educators. These TPEs can be found on the Middle Level Clinical Practice website (<https://www.csusm.edu/soe/credential/middlelevel/clinicalpractice.html>). Additionally, the TPEs are listed on each Clinical Practice observation form and used to guide US, CT, and/or OSL observation notes and oral feedback.

In post observation conferences, discuss your understanding and progress with regards to the TPEs and identify evidence (lesson plans, student work, feedback notes, etc.) that shows progress toward and mastery of each one. Although your TC will not create or submit a formal TPE portfolio, you and your TC will fill out a TPE Checklist at the end of each Clinical Practice experience so it is helpful if the Teacher Candidate collects evidence throughout the semester.

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The Middle Level Education Program uses CalTPA (California Teacher Performance Assessment).

### **A FEW THOUGHTS**

- ❖ If you are experiencing **any** sort of difficulty with your TC, do not hesitate to share this with the OSL or US. They are there to assist you and the Teacher Candidate. Should any problems arise, it is critical that they are dealt with in a collaborative and timely fashion.
- ❖ When assisting your TC in assuming classroom and teaching responsibilities it may be helpful to allow them to take over one subject at a time, adding a new subject each week. Using a calendar for long-range planning is especially helpful for your TC to have the perspective of the ebb and flow of a semester. Keep in mind that like all learners, our TCs will move at different rates as they transition into their teaching responsibilities. Use your

discretion as to how much solo time your TC can manage, remembering they are novices and will make novice mistakes.

- ❖ The TPE Assessment Checklist (completed by the TC and CT) and Clinical Practice Summary (completed by the US) forms are critical to the TCs as these forms go into their official files. CSUSM appreciates your timely collaboration in the completion of these forms.