

# MULTIPLE SUBJECT HANDBOOK



Section 3:  
Cooperating  
Teacher



California State University  
SAN MARCOS

## SCHOOL OF EDUCATION

### SCHOOL OF EDUCATION MISSION & VISION STATEMENT

*(Adopted by SOE Governance Community, January 2013)*

#### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

#### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## INFORMATION FOR COOPERATING TEACHERS

Cooperating Teachers play an essential role in facilitating the professional development of Teacher Candidates within the context of Clinical Practice. Multiple Subject clinical practice experiences provide Candidates multiple opportunities to apply and reflect on the pedagogical theories and instructional strategies related to the Teacher Performance Expectations (TPEs) with students in elementary school classrooms. Your role as a Cooperating Teacher (CT) is to be the Candidate's professional coach and mentor. As you demonstrate and involve the Candidate in excellent and equitable teaching practices and provide formative feedback on their performance, Candidates improve and grow into effective educators.

### Cooperating Teachers...

- have a minimum of three years teaching experience.
- are effective classroom teachers and implement effective teaching strategies.
- know and can use Co-Teaching, the academic standards (CCSS), the standards of the teaching profession (CSTP) and the teacher performance expectations (TPEs).
- want to work with Teacher Candidates in support of their professional development.
- choose to be part of the university's teacher preparation program as a CT.
- value the University Supervisor's role in mentoring and supporting teacher candidate.
- communicate openly with the University Supervisor of a Teacher Candidate.
- demonstrate a supportive mentoring relationship with a Teacher Candidate.
- actively involve a Teacher Candidate through co-teaching in all aspects of instruction.
- monitor a Teacher Candidate's progress.
- provide a Teacher Candidate positive and constructive feedback.
- respond to Teacher Candidate question and concerns.
- remember what it was like to be a new teacher.

### FREQUENTLY ASKED QUESTIONS

**1. Where can I find more information about the Multiple Subject Clinical Practice?**

This link has further information about Clinical Practice in the Multiple Subject Program.  
<http://www.csusm.edu/soe/credential/multiplesubject/clinicalpractice.html>

**2. How to I obtain the required trainings for Cooperating Teachers?**

The Cooperating Teachers obtain the requisite trainings offered by CSUSM SOE Clinical Practice. For example, the Co-Teaching Training is offered twice a year at the CSUSM campus. The Clinical Practice Coordinator, the On-Site Liaison or the administrator at your school site can provide updates regarding required trainings.

**3. How should I introduce the Teacher Candidate?**

Together with the Teacher Candidate, attend the “Getting the Partnership Started” session at your school site, run by the On-Site Liaison at the beginning of the semester. Also, prepare your class for the Candidate’s arrival and introducing him/her to the class and your grade-level team. In addition, help parents to understand the valuable role the Candidate plays in his classroom as well as the role the classroom to support student learning.

**4. What is the role of the On-Site Liaison?**

The On-Site Liaison (OSL) works with the CSUSM Clinical Practice Coordinator, the University Supervisor(s), the Cooperating Teachers and the School Principal to facilitate the clinical practice program at the school site each semester. The OSL helps facilitate Teacher Candidate placement and arranges the “Getting the Partnership Started” session at the beginning of each semester. The OSL supports co-teaching, helps solve field-related challenges and maintains regular contact and communication with Cooperating Teachers.

**5. What is my relationship with the University Supervisor?**

The University Supervisor (US) conducts regular observations of the Teacher Candidate’s performance in your classroom, provides feedback to the Candidate and evaluates the Candidate’s progress in performing the Teacher Performance Expectations, (TPEs). Cooperating Teachers maintain regular, ongoing communication with the US, collaborate with the US to solve any field-related issues/needs, and provides input to US on Candidate’s progress.

**6. How should I help the Teacher Candidate develop in planning and teaching?**

Share your expertise with the Teacher Candidate about developing goals, lessons and units, differentiating instruction, managing the classroom effectively, reflecting on lessons, etc. Using a calendar for long-range planning is especially helpful for the Candidate to see the whole picture. Co-teaching in clinical practice requires collaborative planning and collaborative implementation of instruction. You should become familiar with the *Suggested Co-Teaching Timeline for Systematic Release of Responsibility* to support the Candidate to increasingly assume greater levels of responsibility throughout the clinical practice experience. Keep in mind that like all learners, the Candidates will move at different rates to reach the highest level of responsibility for all aspects of instruction. Use your discretion as to how much solo time your Candidate can manage.

**7. Should the Teacher Candidate follow my plans only?**

The Teacher Candidate should plan together with you and become familiar with your curriculum. Please allow the Candidate to apply the methods/strategies s/he is learning in coursework. This will help him/her to make progress in the Teacher Performance Expectations, (TPEs). Candidates should plan academic instruction that integrates English Language Development in academic language. In Bilingual Clinical Practice placements, Candidates should plan and deliver instruction in the primary language as well as ELD.

**8. What should I do if I have questions or am experiencing difficulty?**

You should work with the University Supervisor and the On-Site Liaison to solve field-related challenges, or individual needs. If you have questions or are experiencing any sort of difficulty with the Teacher Candidate, do not hesitate to share this with the University Supervisor and On-Site Liaison. It is critical that if any problems arise, they be dealt with collaboratively and in a timely manner.

**9. How will the Teacher Candidate be evaluated and graded?**

The University Supervisor will seek your input to evaluate the progress that the Teacher Candidate makes on the Teacher Performance Expectations (TPEs). Toward the end of the clinical practice experience, the Supervisor will seek your input to prepare the final evaluations. The Supervisor will work with you to arrange for a final meeting in which the two of you sit down with the Candidate to debrief the clinical practice experience and sign evaluations. The University Supervisor submits all evaluations and grade to CSUSM.

**10. How will the Candidate's Teacher Performance Assessment affect Clinical Practice?**

The Teacher Candidate will be required to prepare for and take a state required assessment, the Teacher Performance Assessment, during Clinical Practice. Please take some time to talk with the Candidate about what s/he will need to do. The assessment typically requires that the Candidate do specific tasks, such as gather assessment data, teach a specific lesson and video-tape it. Any flexibility you can provide the Candidate to complete this aspect of their required assessment is appreciated.

## **COOPERATING TEACHER TIMELINE OF ACTIVITIES for Full Time Teacher Candidates**

### **Observation/Participation (first 8 weeks)**

During the Observation/Participation period of the clinical practice experience, the Teacher Candidate carries a full academic load and attends university courses 4 days per week. In addition, s/he is expected to spend the equivalent of one full day a week in your classroom leading up to the full time experience. During the observation/participation period, please assist the Teacher Candidate to become acquainted with you and your class and to begin collaborating with you during instruction by taking on appropriate co-teaching roles. The University Supervisor will not conduct formal observations during Observation/Participation.

### **Observation/Participation Suggested Activities**

During Observation/Participation in the first 8 weeks of the semester, the Teacher Candidates will be assigned activities to complete in your classroom by their course instructors.

Cooperating Teachers need to provide them some flexibility to complete these assigned activities. In addition, you can involve Candidates in your classroom in the following types of experiences:

- Engage in Supportive co-teaching.
- Engage in Parallel co-teaching of a small group, implementing plans that the Cooperating Teacher made for the small group.
- Read a story to a small group or whole class.
- Develop questions for use with a story.
- Conduct class-opening activities.
- Prepare a bulletin board.
- Observe and/or participate in recess activities.
- Observe and participate in use of classroom management techniques.
- Develop an activity/game to use with a group of students.
- Observation/participation in a parent-teacher conference.

## COOPERATING TEACHER TIMELINE OF ACTIVITIES

### Clinical Practice for Full Time Teacher Candidates

Candidates in the full time program have two clinical practice experiences, one per semester. Each is 16 weeks long and starts at the beginning of the semester with observation/participation.

<b>Week 1</b>  Starts one day per week	<b>Candidate goes one day per week for the Observation-Participation period.</b> <ul style="list-style-type: none"> <li>• University Supervisor (US) contacts the Cooperating Teacher (CT) with the name, contact information and clinical practice schedule of the Teacher Candidate.</li> <li>• Together with the Candidate attend the "Getting the Partnership Started" session at the school site arranged by the OSL. Discuss your class, students and schedule.</li> <li>• Help orient the Candidate to the school site.</li> <li>• The OSL &amp; Supervisor provide you information, such as the TPEs.</li> </ul>
<b>Week 2-8</b>  Continues one day per week	<ul style="list-style-type: none"> <li>• The Supervisor will check in with you regarding the Candidate. Please communicate with the Supervisor as needed and be sure to share any concerns.</li> <li>• The Candidate may have assignments from coursework related to his/her observation- participation in your classroom and will need time to complete it.</li> <li>• Continue meeting with Candidate on regular basis, set long-range and short-range goals, share plans for units/topics to be taught later on during full-time experience.</li> <li>• Provide opportunities for Candidate to actively participate in instruction taking appropriate co-teaching roles</li> <li>• The US shares with you rubrics for monitoring candidate progress.</li> </ul>
<b>Week 9-15</b>  Daily, full time in the classroom	<b>Candidate goes to classroom daily, for full time student teaching experience.</b> <ul style="list-style-type: none"> <li>• The Candidate is expected to work with you according to your contract hours. The Candidate will rarely need to leave early to attend a special seminar, job fair or exam. The Candidate should serve duty with you, attend faculty meetings, in-services, etc.</li> <li>• Meet daily with Candidate to collaboratively plan for all lessons, planning the use of the four co-teaching approaches to differentiate instruction.</li> <li>• Co-teach together daily throughout the entire day. Support the Candidate to increasingly assume greater levels of responsibility throughout clinical practice. See the <i>Suggested Co-Teaching Timeline for Systematic Release of Responsibility</i>.</li> <li>• Reflect on instruction together with the Candidate providing feedback. If there is a problem, written documentation will be necessary.</li> <li>• The Supervisor will schedule observations of the Candidate, including an observation of a planning session. Afterwards, the Supervisor will provide the Candidate feedback.</li> </ul>
<b>Prior to Final Week</b>	<ul style="list-style-type: none"> <li>• The Supervisor will send you any drafts of final evaluations to seek your input and feedback on Candidate's progress on the TPEs.</li> </ul>
<b>Week 16</b> Last week	<ul style="list-style-type: none"> <li>• The Supervisor will work with you to arrange for a final meeting. The two of you will meet with the Candidate to debrief the clinical practice experience and to sign any evaluations.</li> <li>• The Supervisor will submit all evaluations and grades to the university.</li> </ul>

## COOPERATING TEACHER TIMELINE OF ACTIVITIES for Integrated Credential Program Teacher Candidates

Candidates in the integrated credential program have two clinical practice experiences, both in one semester. Each CP experience is 8 weeks long. The first starts at the beginning of the semester (the first week) and the second starts at the middle of the semester (the ninth week).

<p><b>Week 1</b></p> <p>Starts going daily to the classroom</p>	<p><b>Candidate goes to classroom daily, for full time student teaching experience.</b></p> <ul style="list-style-type: none"> <li>• University Supervisor will contact the Cooperating Teacher with the name, contact information and clinical practice schedule of the Teacher Candidate.</li> <li>• Together with the Candidate attend the “Getting the Partnership Started” session at the school site arranged by the OSL. Discuss your class, students and schedule.</li> <li>• Help to orient the Candidate to the school site.</li> <li>• The OSL &amp; Supervisor will provide you information, such as the TPEs.</li> <li>• The Supervisor will check in with you regarding the Candidate. Please communicate with the Supervisor as needed and be sure to share any concerns.</li> <li>• The Candidate is expected to work with you according to <b>your</b> contract hours. The Candidate will rarely need to leave early to attend a special seminar, job fair or exam. The Candidate should serve duty with you, attend faculty meetings, in-services, etc.</li> </ul>
<p><b>Week 2-7</b></p> <p>Continues daily, full time</p>	<ul style="list-style-type: none"> <li>• Meet daily with Candidate to collaboratively plan for all lessons, planning the use of the four co-teaching approaches to differentiate instruction.</li> <li>• Co-teach together daily throughout the entire day. Support the Candidate to increasingly assume greater levels of responsibility throughout clinical practice. See the <i>Suggested Co-Teaching Timeline for Systematic Release of Responsibility</i>.</li> <li>• Reflect on instruction together with the Candidate providing feedback. If there is a problem, written documentation will be necessary.</li> <li>• The Supervisor will schedule observations of the Candidate, including an observation of a planning session. After each observation, the Supervisor will provide Candidate feedback.</li> </ul>
<p><b>Prior to Final Week</b></p>	<ul style="list-style-type: none"> <li>• The Supervisor will send you any drafts of evaluations for your input and feedback on Candidate’s progress on the TPEs.</li> </ul>
<p><b>Week 8</b></p>	<ul style="list-style-type: none"> <li>• The Supervisor will work with you to arrange for a final meeting. The two of you will sit down with the Candidate to debrief the clinical practice experience and to all sign evaluations.</li> <li>• The Supervisor will submit evaluations and grades to the university.</li> </ul>



**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE I  
FOR SYSTEMATIC RELEASE OF RESPONSIBILITY**

**Clinical Practice I**

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
<b>Beginning CPI</b>	<p>CT takes the lead. CT leads instruction, planning and reflection.</p> <p><i>Supportive:</i> CT in lead role  <i>Parallel:</i> CT plans for all groups  <i>Complementary:</i> CT leads  <i>Team:</i> likely not yet used</p>	<p>TC follows the lead of CT. TC actively participates in all instruction, planning and reflection.</p> <p><i>Supportive:</i> TC in support role  <i>Parallel:</i> TC teaches CT plans  <i>Complementary:</i> TC complements, as directed  <i>Team:</i> Likely not yet used</p>
<b>Early to Middle of CPI</b>	<p>CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.</p> <p><i>Supportive:</i> CT leads and supports  <i>Parallel:</i> CT plans for most groups  <i>Complementary:</i> CT usually leads  <i>Team:</i> CT prompts TC role</p>	<p>TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.</p> <p><i>Supportive:</i> TC leads and supports  <i>Parallel:</i> TC plans some instruction for groups  <i>Complementary:</i> TC complements  <i>Team:</i> TC team teaches with guidance from CT</p>
<b>Middle to End of CPI</b>	<p>CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom. <i>May</i> provide TC with solo teaching experiences.</p> <p><i>Supportive:</i> CT in lead and support roles  <i>Parallel:</i> CT plans for some groups  <i>Complementary:</i> CT leads, complements  <i>Team:</i> CT and TC jointly instruct</p>	<p>TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <u>TC may have</u> solo teaching experiences.</p> <p><i>Supportive:</i> TC in lead and support roles  <i>Parallel:</i> TC designs, teaches own plans for groups  <i>Complementary:</i> TC leads, complements  <i>Team:</i> CT and TC jointly instruct</p>

**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE II  
FOR SYSTEMATIC RELEASE OF RESPONSIBILITY**

**Clinical Practice II**

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
<p><b>CPII Beginning</b></p>	<p>CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.</p> <p><i>Supportive:</i> CT leads and supports  <i>Parallel:</i> CT plans for most groups  <i>Complementary:</i> CT usually leads  <i>Team:</i> CT prompts TC role</p>	<p>TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.</p> <p><i>Supportive:</i> TC leads and supports  <i>Parallel:</i> TC plans some instruction for groups  <i>Complementary:</i> TC complements  <i>Team:</i> TC team teaches with guidance from CT</p>
<p><b>CPII Middle</b></p>	<p>CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom.</p> <p><i>Supportive:</i> CT in lead and support roles  <i>Parallel:</i> CT plans for some groups  <i>Complementary:</i> CT leads, complements  <i>Team:</i> CT and TC jointly instruct</p>	<p>TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. TC should have solo teaching experiences</p> <p><i>Supportive:</i> TC in lead and support roles  <i>Parallel:</i> TC designs, teaches own plans for groups  <i>Complementary:</i> TC leads, complements  <i>Team:</i> CT and TC jointly instruct</p>
<p><b>CPII End</b></p>	<p>CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. <u>CT should provide TC some solo teaching experiences.</u></p> <p><i>Supportive:</i> CT supports  <i>Parallel:</i> CT teaches own group(s)  <i>Complementary:</i> CT complements  <i>Team:</i> CT and TC jointly instruct</p>	<p>The TC takes the lead (and shares the lead in team co-teaching) in co-teaching roles. TC leads most or all planning and reflection. <u>TC should have solo teaching experiences.</u></p> <p><i>Supportive:</i> TC in lead role  <i>Parallel:</i> TC teaches own plans/groups  <i>Complementary:</i> TC leads  <i>Team:</i> CT and TC jointly instruct</p>

## **ACTIONS OF EFFECTIVE COOPERATING TEACHERS**

1. Provide the Teacher Candidate with information easing adjustment to the school and classroom.
2. Help the Teacher Candidate locate resource materials, equipment, and key people.
3. Provide opportunities for the Teacher Candidate to study children and how they learn.
4. Structure responsibilities which gradually induct the Teacher Candidate into full time teaching.
5. Help the Teacher Candidate develop skills in planning and evaluating learning experiences.
6. Work with the Teacher Candidate in developing lesson delivery skills.
7. Work with the Teacher Candidate in developing classroom management skills.
8. Observe the Teacher Candidate and provide specific, constructive feedback.
9. Critique the Teacher Candidate's work in a sensitive yet straightforward way.
10. Accept the Teacher Candidate as a co-worker of equal status and ensure the Teacher Candidate is similarly treated by the students.
11. Conference regularly and frequently with the Teacher Candidate.
12. Encourage the Teacher Candidate to explore and take risks.
13. Demonstrate sensitivity to the emotional needs of the Teacher Candidate during the stressful period of clinical practice.
14. Familiarize the Teacher Candidate to district and school programs.
15. Provide curriculum frameworks and guidelines.
16. Inform the Teacher Candidate of district and school testing programs and their place in the curriculum.
17. Build and maintain trust.
18. Help parents understand the valuable role the Teacher Candidate plays in his classroom, and the classroom plays in the development of the Teacher Candidate as a professional.