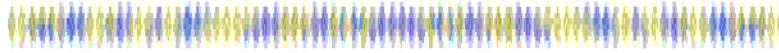


Clinical Practice Handbook Section for Cooperating Teachers



COOPERATING TEACHER RESPONSIBILITIES

Thank you for your willingness to become a Cooperating Teacher with CSUSM's Single Subject Credential Program. As a Cooperating Teacher you are one of the Teacher Candidate's most important resources during the Clinical Practice. You are that Teacher Candidate's professional coach and mentor. As such, you will need to provide regular feedback, constructive and positive criticism, and positive suggestions so that your Teacher Candidate may improve and grow into the professional we all want him/her to be. Your active involvement is critical to a successful Clinical Practice.

General protocols

1. Please read this CP 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 under "Clinical Practice Forms Pertinent to All" on the CP forms and handbook page.
2. Help the Teacher Candidate feel at home in the school by working with the On-site Liaison to introduce the Teacher Candidate to other faculty members, inviting him/her to faculty meetings and in-service activities, and providing a tour of the school plant.
3. Share ideas with the Teacher Candidate about goals, unit and lesson planning, sheltering instruction, classroom management, effective discipline programs, and other areas of importance to you. Share appropriate student information such as IEP's, 504's, or other information that will help the Teacher Candidate adequately plan for the various needs of the class. Share planning, resource and reference materials that have been effective for your class.
4. **Attend a one-hour introductory meeting of all parties at the beginning of the semester.** The University Supervisor will facilitate a discussion of co-teaching, planning protocols and observation dates with both the TC and CT.
5. **Attend a training meeting for all Cooperating Teachers** which will include the use the co-teaching model. Allow the Teacher Candidate to apply what he/she is learning in University coursework; allow the use of a variety of teaching strategies.
6. Solo time: leave the classroom periodically when the Teacher Candidate is teaching. The Teacher Candidate needs to learn to "handle" the classroom on their own. This is a valuable learning situation for the Teacher Candidate and an opportune time for the Cooperating Teacher to offer suggestions for dealing with issues that might have arisen.

7. Assist the Teacher Candidate in both long-term and short-term planning of lessons and units. As part of his/her learning and evaluation process, the Teacher Candidate is required to have a written lesson plan for each lesson taught.
8. Meet with the Teacher Candidate for post-observation conferences to discuss observation feedback and to confer on TPE progress. Evidence cannot be gained for many of the TPE's through observation of teaching alone but through conversation to gain evidence of some of these TPE's (for example, the Teacher Candidate's ability to plan long term, their ability to adequately assess student progress, etc.).
9. Conduct evaluative discussions with the TC and provide specific recommendations, in advance, regarding anticipated methods, materials and procedures. Review the successes and problems of prior lesson presentations, *affirm the positive*, and set a few attainable goals. If working with an advanced Teacher Candidate, give special attention to helping him/her meet those TPE's that were not met at the end of Clinical Practice I.
10. Submit the "**Cooperating Teacher's Report of Teacher Candidate's Progress**" form on the first Friday of each month to the University Supervisor and OSL by e-mail. This will help maintain ongoing communication with the supervisor and assist in identifying field-related challenges or individual needs early on.
11. Provide input, as needed, to the US as preparation for the Teacher Candidate's final "Assessment of TPE's" and "Clinical Practice Summary" prior to the exit interview. **Attend the exit interview** with the TC, OSL, and US to finalize and sign the "Assessment of TPE's" and "Clinical Practice Summary."
12. **California Teacher Performance Assessments (CalTPA)**. This legislatively mandated Performance Assessment, by its nature, must be coordinated with the Clinical Practice of the teaching candidate. Teacher candidates will need your support as they complete these assessments. In the first semester, candidates must video-tape a teaching episode for use in the methods course. The logistics of securing permission from the class will be different at each site. During CP II candidates must submit a video-taped lesson as part of TPA 4.
13. If you have concerns about a Teacher Candidate's performance, these concerns must be documented EARLY and communicated to the On-site Liaison and University Supervisor for appropriate action.

A FEW THOUGHTS

- ❖ If you are experiencing **any** sort of difficulty with your Teacher Candidate, do not hesitate to share this with the On-site Liaison or University Supervisor. 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 Teacher Candidate 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 Teacher Candidate to see the whole picture. Keep in mind that like all learners, our Teacher Candidates will move at different rates as they transition into their teaching responsibilities. Use your discretion as to how much "solo" time your Teacher Candidate can manage, and remember they are novices and will make "novice" mistakes.
- ❖ The "Assessment of TPE's" and "Clinical Practice Summary" forms are most crucial to the Teacher Candidates as these forms go into their official files. The University appreciates your timely collaboration in the completion of these forms.