



# Cooperating Teacher Handbook



*Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students.*

*Paolo Freire*

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## OBJECTIVES OF THE CLINICAL TEACHING EXPERIENCE

- ◆ To be immersed in teaching experiences that allow for a smooth transition from the role of a student at UNT to the role of a classroom teacher
- ◆ To demonstrate competence in all job responsibilities in the clinical teaching setting
- ◆ To communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- ◆ To observe the behavior and learning styles of students in a world of diverse cultures and expectations
- ◆ To strengthen skills required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- ◆ To learn how to create and use effective lesson plans for instruction
- ◆ To establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- ◆ To effectively integrate technology for instruction and communication
- ◆ To engage in reflective evaluation and professional goal setting

## **CLINICAL TEACHING OVERVIEW**

Clinical teaching is a full time, school-based experience that is supervised by both a certified cooperating teacher and a university supervisor. The primary objective of clinical teaching is to provide the opportunity for acquisition and demonstration of instructional competence by beginning professional educators. The clinical teaching experience has been carefully designed to be as realistic and intensive as actual teaching. This involves placing clinical teachers in schools with carefully selected and qualified cooperating teachers. The clinical teacher's ability to assume full class responsibilities rests upon the mutual cooperation and collaborative efforts of the clinical teacher, the cooperating teacher, and the university supervisor, who make up the clinical teaching **triad**.

The basic role of the triad is to work as a team through constant communication to support, enhance, and prepare the clinical teacher to become a reflective professional. Each member must have a conceptual understanding of his or her respective roles to result in positive actions and events during the clinical teaching semester. Likewise, each member of this triad has expectations for the other members. It is required that all three participants in the process meet in the first weeks of the semester to collaboratively develop and plan a program of activities which meets the clinical teacher's needs.

## **CLINICAL TEACHING POLICIES**

### **LENGTH OF THE CLINICAL TEACHING EXPERIENCE**

To be recommended for certification, a clinical teacher must complete The Clinical Student Teaching experience, which consists of a 14-week session or two 7-week sessions, depending on the requirements of the candidate's certification path.

### **ATTENDANCE**

Clinical teachers are expected to report to their campus on time and remain at their assigned school for the entirety of the school day. Clinical teachers must be in attendance at their cooperating school every day of the clinical teaching experience. Leaving the school campus during the school day is not permitted without prior approval from your supervisor. It is the responsibility of the clinical teacher to inform the cooperating teacher, university supervisor/cadre coordinator, and school office before the beginning of the school day in case of an illness or forced absence. All absences must be made up by the clinical teacher. Excessive absences may result in having to repeat clinical teaching, a failing grade for clinical teaching, and/or the removal from clinical teaching. If it is necessary for the clinical teacher to be absent for one or several days during the student teaching experience, the clinical teacher is required to do the following:

- Telephone the assigned school as soon as possible and report the absence to the school secretary, or inform him or her the day before the absence
- Inform the cooperating teacher of the absence immediately
- Inform the university supervisor of the absence
- In emergency cases, the rule of prudent judgment should apply, including emergencies that may occur during the school day

## **HOLIDAYS AND PROFESSIONAL DEVELOPMENT DAYS**

Clinical teachers follow their assigned district's calendar for all holidays, regardless of the scheduled University of North Texas holidays. For example, if you clinical teach in a spring semester, your spring break coincides with your district's spring break, not UNT's. Clinical teachers are expected to attend their district's professional development days and to participate in any professional development programs unless prohibited from attendance by district or campus policies.

## **RELIGIOUS HOLY DAYS**

In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The student should notify his/her university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or an assignment missed during the absence within a reasonable period after the absence.

## **CAREER DAY**

A one-day absence is permitted for the purpose of professional interviews or the UNT/TWU Education Career Day. Prior approval from both your university supervisor and your cooperating teacher are required. Keep a written or electronic record of both your request for permission to be absent and the approval to do so. Education Career Day is held on the University of North Texas campus in the spring semester and Texas Women's University campus in the fall semester.

## **CONDUCT WITH STUDENTS**

Clinical teachers must recognize their position as an adult role model for all students. As such, you are subject to the same standards of behavior regarding social interactions as a certified teacher. It is not appropriate to socialize in any way with students within the district to which the clinical teacher is assigned without the presence of the cooperating teacher or other appropriate certified personnel.

Texas Administrative Code:

- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
  - (i) the nature, purpose, timing, and amount of the communication;
  - (ii) the subject matter of the communication;
  - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
  - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
  - (v) whether the communication was sexually explicit; and
  - (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

## **SEMINAR/MEETING ATTENDANCE**

Attendance at seminars and meetings conducted by university supervisors and/or cadre coordinators is mandatory for all clinical teachers. Every effort will be made to notify you of scheduled meetings; however, the field supervisor/cadre coordinator is permitted to call ad hoc meetings as deemed necessary.

## **SUBSTITUTE TEACHING**

Per the Texas Administrative Code and UNT policy regarding clinical student teaching, clinical teachers may act as an unpaid substitute teacher for one day during clinical student teaching. It is at the discretion of the partner district to utilize this service. It is recommended that the clinical teacher obtain the appropriate substitute training as provided by the respective district prior to substituting for the cooperating teacher.

## **CLINICAL TEACHER COMPENSATION**

Policy: During the clinical teaching semester, clinical teachers are not permitted to receive compensation from the school district to which they are assigned for any jobs or tasks performed during the school day. These jobs include, but are not limited to, substitute teacher, tutor, coach, athletic trainer, and/or club sponsor.

## **CORPORAL PUNISHMENT**

If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. In the instance corporal punishment is recommended, it is NOT to be administered by the clinical teacher. Only by the cooperating teacher or other appropriate certified personnel.

## **WORKING DURING CLINICAL TEACHING/TAKING COURSES**

Clinical teaching is considered a full academic load. Additional coursework is not allowed during the clinical teaching semester without prior approval from the Teacher Education & Administration Admission, Retention & Review (ARR) Committee. A clinical teacher may NOT be employed during the official school hours adopted by their placement district. Employment during clinical teaching is not advised due to the tremendous time commitment expected for lesson and classroom preparation.

## **EVALUATION**

Evaluation should be a continuous process in which the clinical teacher is informed of progress several times during the clinical teaching experience. Both the cooperating teacher and the university supervisor will jointly evaluate the clinical teacher's performance and provide feedback to the clinical teacher on a regular basis. The university supervisor will observe and evaluate the clinical teacher a minimum of **three times** during the clinical teaching experience. The university supervisor will provide a final evaluation at the conclusion of the clinical teaching semester, totaling four evaluations. The final grade will be Pass/No Pass. The clinical teacher should discuss any questions regarding his/her final grade with the university supervisor or the Director of Clinical Practice.

## **DEPARTMENT AND PROGRAM AREA POLICIES**

### **ACCOMODATION AND ACCESS**

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the [Office of Disability Access \(ODA\)](#) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is located in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 117. Dr. James Laney, Department Chair, Teacher Education and Administration (TE&A), is the contact person in TE&A.

### **FOLIOTEK E-PORTFOLIO**

Foliotek is a cost-free software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:** <https://www.coe.unt.edu/office-educator-preparation/foliotek>

### **EMERGENCY NOTIFICATION AND PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies such as chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas/Blackboard for contingency plans for covering course materials.

### **RETENTION OF STUDENT RECORDS**

Student records pertaining to coursework are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas/Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## **ACCEPTABLE STUDENT BEHAVIOR**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

## **ACCESS TO INFORMATION – EAGLE CONNECT**

Students' access point for business and academic services at UNT is located at [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website, [eagleconnect.unt.edu](http://eagleconnect.unt.edu), which explains Eagle Connect and how to forward e-mail communication. All students should activate and regularly check their Eagle Connect e-mail account.

## **SEXUAL ASSAULT PREVENTION**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

## **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to: includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the [UNT Policy on Academic Integrity](#) will be followed in response to any violations.

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators [(Chapter 247 of the Texas Administrative Code), found on page 6-7 of this document] and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

## **COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)**

UNT is a CAEP-accredited institution. The “educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key areas: (1) content and pedagogical knowledge, (2) clinical partnerships and practice, (3) candidate quality, recruitment, and selectivity, and (4) program impact.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers in designing and implementing curricular and instructional activities that infuse technology throughout the K-12 curriculum.

## **SPOT**

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.

## **CLINICAL TEACHING COMPONENTS**

The following components are sequential in the student teacher's development.

### **ORIENTATION**

Orientation to the school community is critical to the clinical teacher's confidence and ultimate success in clinical teaching. Ongoing communication through orientation and observation establishes the foundation for success in the clinical teaching experience.

#### **Classroom Policies**

- ❖ Classroom rules and management plan (discipline referral procedures)
- ❖ Recording absent and tardy students
- ❖ Hall passes

#### **School Policies and Procedures**

- ❖ Student Handbook
- ❖ Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, etc.)

#### **Teaching Responsibilities**

- ❖ Parents nights, open houses, faculty meetings, department meetings, committee meetings
- ❖ Duties (bus, hallway supervision, lunch supervision)
- ❖ Computer accounts, lunch accounts, parking information

#### **Instructional Resources**

- ❖ Media center, computer labs, and technology coordinators
- ❖ Computer/technology use expectations
- ❖ District and school websites
- ❖ TEKS for course or grade level
- ❖ Appropriate instructional materials
- ❖ Lesson plan expectations
- ❖ Community resources to enhance instruction
- ❖ District curriculum

#### **Community and Student Needs**

- ❖ Specific health/participation restrictions of any students (allergies, diabetes, etc.)
- ❖ General socioeconomic and cultural background of student population
- ❖ Responsibilities to students with special needs
- ❖ After school activities and opportunities for student teacher involvement
- ❖ Parent involvement in the school, expectations to communicate and work with parents

## OBSERVATION

Much of the first week of clinical teaching will be spent in observation of the classroom environment, instructional strategies, and interpersonal communications and relationships. As the student teacher observes, it is helpful to take reflective notes for the purpose of asking questions of the cooperating teacher regarding reasons for his/her interactions and instructional methods. Frequently asking questions of “why” and “how” will provide the student teacher with a knowledge base for choosing methods for instruction and management.

## ASSISTING

After a short period of observation time, the student teacher will be ready to become more involved with the students. The student teacher will begin working collaboratively with the cooperating teacher. The cooperating teacher may give specific suggestions for activities that will help you to become involved. For example:

- ❖ Monitor student work at their desks to give one-on-one assistance
- ❖ Distribute papers or materials
- ❖ Preparing resources
- ❖ Check attendance
- ❖ Assist student with make-up work/tutorials
- ❖ Grade papers

## TEAMING

To initiate the teaching experience in the class, the student teacher may begin by co-planning and co-teaching a selected lesson. This may be done in any number of ways.

- ❖ Divide the class into two groups with the cooperating teacher and student teacher each taking a group for instruction.
- ❖ Divide the instructional time – one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- ❖ One person may present the lesson content while the other one supervises the cooperative group work
- ❖ Teaming allows the student teacher to gain some initial experience in front of the class with support from the cooperating teacher. It also allows the students to observe the cooperative relationship of the student teacher and cooperating teacher.

## INSTRUCTION

After the cooperating teacher models the preparation for and teaching of the lesson plans, the student teacher will assume some of the responsibility for planning and teaching. Initially, the lesson plan should be written and submitted to the cooperating teacher at least **two days** prior to teaching the lesson in order to gain constructive feedback for revisions and ultimate success.

## FULL RESPONSIBILITY

Full instructional responsibility demands total commitment on the part of both the clinical teacher and cooperating teacher. This means that for 10 consecutive days, the clinical teacher has the full responsibility of planning and teaching the whole school day as if he/she were the regular classroom teacher. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher. The determination of full responsibility is at the discretion of the cooperating teacher.

## **CLINICAL TEACHER ROLE AND RESPONSIBILITIES**

### **RESPONSIBILITY TO THE STUDENTS**

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that fosters culturally-responsive instruction.

### **RESPONSIBILITY TO THE HOST SCHOOL/ COOPERATING TEACHER**

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher. Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching and learning.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through the use of thought-provoking questions.
- Choose a variety of assessment tools and teach students to self-evaluate and reflect on their learning.
- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.

**RESPONSIBILITY TO THE UNIVERSITY SUPERVISOR/CADRE COORDINATOR**

- Turn in a weekly teaching schedule to your university supervisor as designated by him/her. Notify your supervisor immediately if changes occur to this schedule.
- Notify the university supervisor if absence due to illness is necessary.
- Attend all seminar meetings.
- Welcome constructive suggestions and incorporate them in subsequent planning and teaching.
- Contact your supervisor/cadre coordinator with question or concerns.

## **COOPERATING TEACHER RESPONSIBILITIES**

### **RESPONSIBILITY TO THE CLINICAL TEACHER**

- Prepare the classroom students to receive the Clinical Teacher as a professional co-worker.
- Prepare a workspace for the clinical teacher.
- Orient the clinical teacher to the students, the school calendar and daily schedule, the building facilities and resources, the personnel-administrators, faculty, and staff, school policies and procedures, the nature of the community, and professional opportunities.
- Provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
- Demonstrate methods and resources for creating daily lesson plans that are sequential and integrated.
- Demonstrate the use of curriculum guides, teachers' manuals, and other resources for your grade/subject level.
- Explain the philosophy of classroom management, the specific techniques that are to be used, and how management is to occur when the cooperating teacher and clinical teacher are both in the classroom.
- Ensure that playground duty is done in the company of the cooperating teacher or with a district designated personnel in the immediate area.
- Choose a specific time for planning on a daily/weekly basis.
- Guide the clinical teacher toward effectiveness by:
  - monitoring effective use of time,
  - requiring written lesson plans two days in advance of teaching,
  - creating a climate that encourages questioning and self-reflection,
  - praising and encouraging
  - keeping interactive lines of communication open and discuss problems frankly, one at a time,
  - sharing professional experiences and materials,
  - encouraging the use of alternative instructional and management strategies, and
  - guiding the acceptance of varied school duties and tasks which represent the teacher's workload.
- Explain the methods of record keeping for attendance, tardiness, grades, conduct, etc.
- Discuss emergency and health procedures such as fire drills, lockdowns, illness, fighting, etc.
- Allow the clinical teacher to assume all responsibility of classroom instruction and management.
- Give specific instruction on how to set up a classroom for the beginning of the year.
- Provide weekly feedback to the clinical teacher.
- Provide daily interactive discussions that encourage reflective thinking about the strengths and weaknesses of the clinical teacher's effectiveness in the planning/teaching process.
- Assist the clinical teacher in implementing recommendations received during the daily evaluation sessions.
- Accept each clinical teacher as an individual and refrain from comparison of him/her with previous clinical teachers.
- Allow the clinical teacher to attend all required seminars/meetings which are part of the clinical experience.
- Leave the clinical teacher alone in the classroom (see pacing guide, p. 26-27) so that he/she can have a feeling of independence and an opportunity to learn from his/her mistakes.
- Introduce the clinical teacher to professional journals, resources, and organizations.

- Invite the clinical teacher to faculty/curriculum meetings, parent meetings, and parent/teacher conferences when appropriate.

#### **RESPONSIBILITY TO THE SUPERVISOR/CADRE COORDINATOR**

- Confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed as early as possible. Use a Growth Plan (p. 28) whenever necessary to encourage timely change.
- Participate in a three-way evaluation conference with the clinical teacher and supervisor at the mid-point and final evaluation.
- Submit final evaluation online through Foliotek.
- Contact the university supervisor/cadre coordinator with questions or concerns.

#### **COMPENSATION DAY for COOPERATING TEACHERS**

Cooperating teachers play a vital role in preparing clinical teachers to achieve certification and begin their professional careers in public schools. A compensation day is offered as an acknowledgement of the service the cooperating teacher provides.

If the school/district approves, this bonus day should be taken during the last two weeks of the student teaching semester. The clinical teacher will be the substitute and will receive no pay for this substitute day.

UNT does not provide a form since most campuses/districts have their own procedures. Some districts have a printed form that must be signed by the cooperating teacher, the clinical teacher, and the university supervisor. Other districts require only verbal approval from the cooperating teacher and the university supervisor. Whatever format the campus/district uses, this notice serves as documentation for university approval.

#### **RENEWAL CREDIT OPTION FOR COOPERATING TEACHERS**

The Iowa Board of Educational Examiner's (BOEE) has approved a process by which teachers may earn two licensure "renewal" units every five years for assisting in the training/development of teachers. A teacher is asked to document professional activities such as mentoring a student teacher and/or hosting a practicum experience. The Cooperating Teacher will mail the documents along with verification of coursework for the remaining renewal units to the Iowa Department of Education. Teachers who mentor a student teacher have the following two separate incentives: 1) the monetary compensation the UI provides, and 2) the BOEE renewal unit.

## **RECOMMENDATION FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT**

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

### **CLASSROOM ROUTINE**

#### **1. Starting Procedures**

What does the teacher do as students arrive in the classroom?

Does the teacher have instructions on the board or activities for engagement?

How are class roll, lunch count, etc. conducted?

#### **2. Material Distribution**

Are instructional materials ready for use?

What are the student responsibilities regarding materials?

#### **3. Restroom Procedures**

May students leave for the restroom freely?

Are passes available to use under certain guidelines?

Must the teacher give permission before a student may be excused?

#### **4. Lunch Procedures**

How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?

How are the elementary students taken to the cafeteria and picked up?

### **RECORD KEEPING**

#### **1. Attendance**

Are the students allowed to assist?

#### **2. Grading**

Does the teacher use different types of evaluation symbols? (100%, ✓+, ☺)

How is the grade book set up? (electronic, paper copy, etc.)

#### **3. Referrals**

How are disciplinary actions and follow-up procedures handled?

How are other referrals handled? (speech, SPED, counselor, etc.)

### **CLASSROOM MANAGEMENT**

#### **1. Discipline Plan**

What are the rules?

How were they chosen?

How are they enforced? (praise, consequence)

2. Tardy Policy

How is the policy enforced?

What is the school policy for acceptable excuses for tardies?

3. Seating Arrangements

How does the teacher determine seating? (alphabetical, discipline, ability levels)

Can students move at different times or do they need to stay in their seat for the entire period?

4. Grouping

Are students grouped for projects, reading, etc.?

How does the teacher determine this grouping?

## TEACHING PROCEDURES

1. Lesson

a. Introduction and teaching

How is the purpose of the lesson set?

How does the teacher motivate students' interest?

How does the teacher relate lesson content to the students' prior knowledge?

What type of questioning is used to determine student understanding?

b. Student activities

How are students monitored for degree of understanding?

How does the teacher produce a smooth transition from teaching procedures to student practice?

How are students kept on task?

c. Enrich/Re-teach activities

What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?

What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d. Closure

How does the teacher involve the students in a brief review of the lesson objective?

2. Homework/Make-up work/Late work/Tutorials

a. How does the teacher grade homework?

b. What is the policy for late work?

c. What is the policy for students who have been absent?

d. What is the policy for helping students before, during, and after school?

3. Transition techniques/Fillers

- a. What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- b. If the teacher has time, how does he/she keep students involved, motivated, and keep them on task?

**STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES**

How are students recognized during classroom discussion? How do students gain the teacher's attention?

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

How is the classroom discipline plan implemented?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

What non-verbal signals are used?

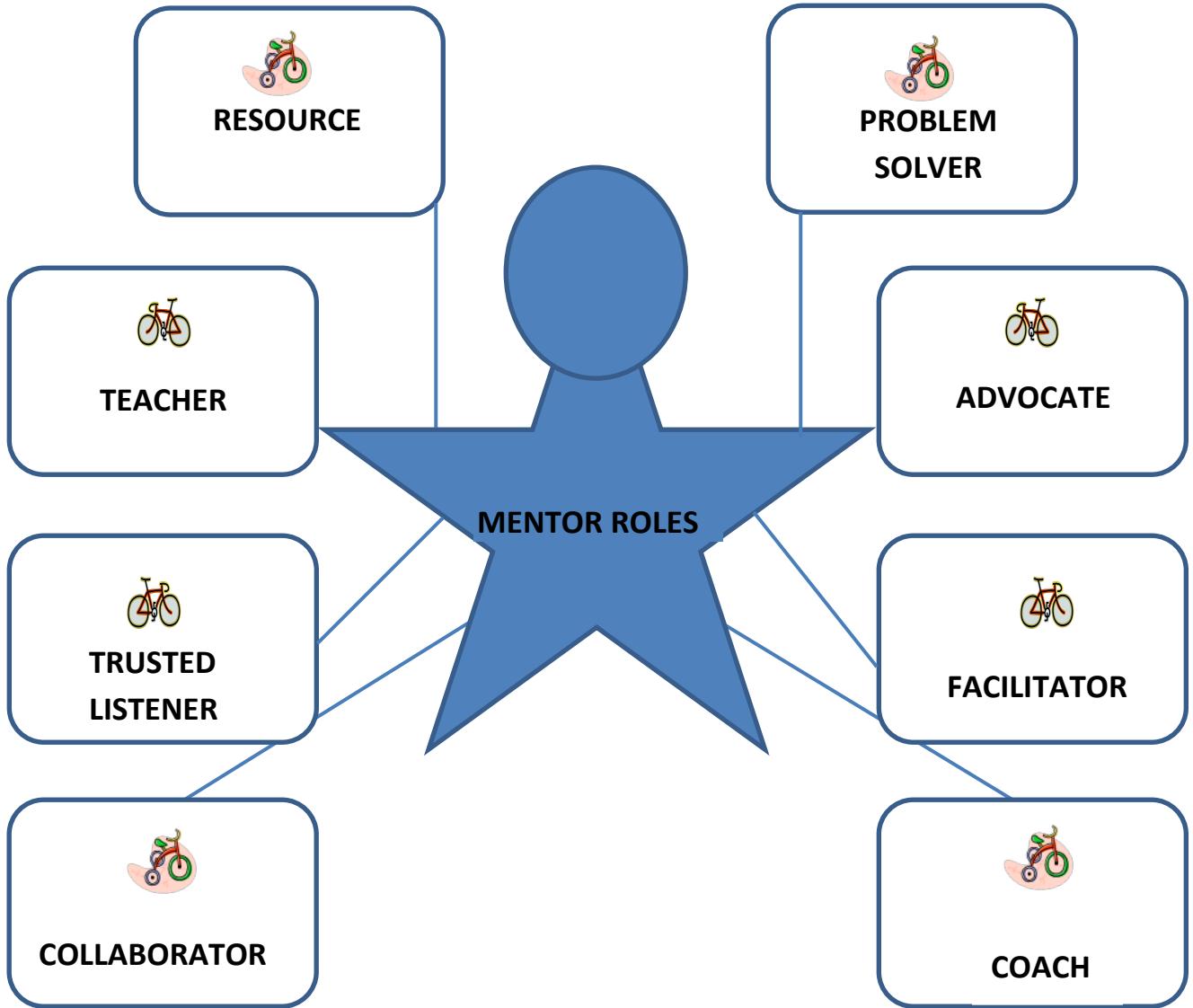
**PARENT/TEACHER INTERACTION**

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents?

## COOPERATING TEACHER ROLES

When do you see yourself as...



"The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer!" - Alice Wellington Rollins



## Collaborative Assessment Log

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

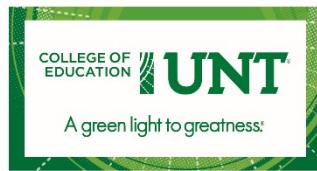
Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Previous Goal: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Strengths (What's Working):</u>	<u>Areas For Development (Current Challenges/Concerns):</u>
<u>Teacher Candidate's Next Steps:</u>	<u>Cooperating Teacher's Next Steps:</u>

Focus: \_\_\_\_\_ Next Meeting Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_



## Collaborative Assessment Log

Intern Name: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Previous Goal: \_\_\_\_\_ Date: \_\_\_\_\_

<p><u>Strengths (What's Working):</u></p> <p><b>Intern and Mentor discuss what is occurring well within the classroom. Some topics that may be focused on include:</b></p> <ul style="list-style-type: none"><li>• Classroom Management</li><li>• Lesson Preparation</li><li>• Pacing</li><li>• Classroom Interactions with students</li><li>• Reflection</li></ul> <p>*Focus on 1 or 2 areas only</p>	<p><u>Areas For Development (Current Challenges/Concerns):</u></p> <p><b>Intern and Mentor discuss what the intern is doing that needs improvement within the classroom. Topics may be similar as previously listed.</b></p> <ul style="list-style-type: none"><li>• Classroom Management</li><li>• Lesson Preparation</li><li>• Taking Initiative</li><li>• Communication</li><li>• Assessment</li></ul> <p>*Focus on 1 or 2 areas only</p>
<p><u>Intern's Next Steps:</u></p> <p><b>Intern and Mentor discuss what the intern can do to help the intern to become stronger and more capable in areas listed.</b></p>	<p><u>Mentor's Next Steps:</u></p> <p><b>Intern and Mentor discuss what the mentor can do to help the intern to continue doing well in areas listed.</b></p>

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## **Innovation configuration checklist (ICC Matrix) for Cooperating Teachers during Professional Development**

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Innovation configuration checklist (ICC) matrix was developed to define individuals' variations in the use of an innovation. The concept of innovation configuration allows researchers to track individuals' progress during change and to implement additional innovation practices that might be needed for successful integration of change. The purpose of innovation configuration is to describe operational patterns that innovations can take.

The ICC Matrix is intended to guide cooperating teachers to provide support for teacher candidates during clinical teaching. The cooperating teacher should reflect on each component and determine where they view themselves on the continuum. It is our hope that the matrix will be used as a tool to facilitate future professional development.

\*\*All cooperating/mentor teacher training modules can be found at:

<http://www.coe.unt.edu/clinical-practice-office/mentoring/mentoring-modules>

Component 1: **Time**. Effective cooperating teacher - teacher candidate interactions and relationships are at the core of a successful mentoring and induction program.

### **TRAINING: Time Management: Building Effective Relationships Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher work with teacher candidate occasionally.	Cooperating teacher works with teacher candidate during and outside of the school day, based upon schedule and mentor flexibility.	Cooperating teacher and teacher candidate have protected time to engage in induction-related activities.	Cooperating teacher is provided sufficient time to engage with teacher candidate and support their professional growth.

**Component 2: Instructional Focus.** The Texas Essential Knowledge and Skills (TEKS) is the comprehensive guide used by all teachers and teacher candidates to advance practice and student learning. Cooperating teacher are regularly present in the classrooms of preservice teachers to observe and to strategically collect data on management, instruction, and student learning.

#### **TRAINING: Instructional Design Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher focuses on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	Cooperating teacher focuses on classroom observations. Cooperating teacher works with student candidate on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the standard course of study.	Cooperating teacher works with teacher candidate on limited teaching practices that support the TEKS.	Cooperating teacher works with teacher candidate across the full-range of teaching practices that support the TEKS and other assessments of classroom practice and student learning.

**Component 3: Coaching.** Cooperating teacher engages in questioning that shows understanding about the teacher candidate's expectations and roles in the classroom. The cooperating teacher creates a safe and supportive environment that encourages openness to ideas, lessons, and discussions.

#### **TRAINING: Cognitive Learning Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
The cooperating teacher engages with the teacher candidate on a limited basis to develop a supportive environment.	The cooperating teacher adequately engages with the teacher candidate so that the student teacher's skills can be developed in a supportive environment that promotes risk-taking, and provides adequate opportunities for them to reflect on aspects of the teaching and learning process.	The cooperating teacher engages with the teacher candidate frequently to ensure that the student teacher's skills can be developed in a supportive environment that promotes risk-taking, and provide frequent opportunities for the student teacher to reflect on the teaching and learning process.	The cooperating teacher engages with the teacher candidate daily so that the teacher candidate's skills can be developed in a supportive environment that promotes risk-taking, and provides opportunities for the student teacher to reflect on the teaching and learning processes.

**Component 4: Collaboration.** Program, district and site leadership collaborate to ensure that sufficient time is provided for cooperating teacher to meet with their teacher candidates to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

#### TRAINING: Collaborative Learning Module

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Limited collaboration occurs between cooperating teacher and teacher candidate.	Cooperating teacher encourages collaboration with campus colleagues to improve teaching and learning.	Cooperating teacher encourages frequent collaboration with university faculty and campus colleagues to improve teaching and learning.	Cooperating teacher encourages collaboration among community members, university faculty, and campus colleagues to improve teaching and learning.

**Component 5: Differentiation.** Cooperating teacher uses differentiated teaching methods for diverse learners in the classroom and explains differences in students in terms of ability, achievement, cognitive skills, motivation, modalities of learning, and personality.

#### TRAINING: RTI Module

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher plans learning activities that are the same for all students; no use of diverse resources.	Cooperating teacher differentiates instruction or learning activities periodically that are the same for all students; random use of diverse resources; technology experiences may be used on an optional basis.	Cooperating teacher customizes and personalizes learning activities frequently to address students' diverse learning styles, working strategies, and abilities using familiar resources.	Cooperating teacher customizes and personalizes learning activities daily to address students' diverse learning styles, working strategies, and abilities using a variety of resources.

**Component 6: Communication.** The cooperating teacher provides regular feedback, formal and informal, for the teacher candidate to be able to reflect upon and modify his/her performance. The cooperating teacher engages in continuous dialogue with the teacher candidate in order to encourage success during professional development.

#### TRAINING: Communicating Effectively Module

Developing	Proficient	Accomplished	Distinguished
Cooperating teacher provides informal feedback for the teacher candidate throughout the professional development.	Cooperating teacher provides limited formal and informal feedback for the teacher candidate throughout the professional development and interacts with the teacher candidate in order to encourage success during professional development occasionally.	Cooperating teacher provides formal and informal feedback frequently for the teacher candidate throughout the professional development and engages with the teacher candidate in order to encourage success during professional development.	Cooperating teacher provides consistent and constructive formal and informal feedback daily for the teacher candidate throughout the professional development and engages actively with the teacher candidate in order to encourage success during professional development.

**Component 7: Discipline Procedures.** Cooperating teacher shares a plan for management and discipline, explains the rationale behind it, and models techniques and strategies of discipline and management for the teacher candidate by encouraging teacher candidate to develop a personal management system.

#### TRAINING: Mentoring Matters: Classroom Management Module

Developing	Proficient	Accomplished	Distinguished
Cooperating teacher shares classroom management plan and discipline procedures with teacher candidate.	Cooperating teacher shares and explains the rationale for a management plan and discipline procedures with teacher candidate.	Cooperating teacher shares, explains, and models classroom management plan and discipline procedures to teacher candidate.	Cooperating teacher shares, explains, models, and encourages teacher candidate to develop personal management system.

**Component 8: Guided Reflection.** Cooperating teacher reflects the effectiveness of teacher candidate's classroom discipline, management, and instruction techniques and discusses possible strategies to enhance knowledge and skills for the teacher candidate.

#### **TRAINING: Reflection Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher provides limited time for reflection.	Cooperating teacher provides time for reflection occasionally.	Cooperating teacher provides time for reflection with limited guidance to change teaching behaviors often.	Cooperating teacher provides time for reflection with guidance to change teaching behaviors daily.

**Component 9: Lesson Design.** The mentor determines an appropriate format for designing effective lessons.

The mentor explains why each component of the format is important for lesson design. The mentor incorporates into lesson design.

#### **TRAINING: Lesson Planning Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher provides copy of lesson design format with no explanation.	Cooperating teacher provides copy of lesson design and explains the components of the lesson design format.	Cooperating teacher provides copy of lesson, explains lesson design format, and incorporates authentic, real-world, higher-order learning experiences into content area instruction.	Cooperating teacher provides copy of lesson, explains components, and maximizes content learning by facilitating student engagement in frequent, authentic, real-world, higher-order learning experiences that require use by students using technology tools.

**Component 10: Professional Development.** Cooperating teacher sets clear expectations with teacher candidate that reviews goals, roles, and responsibilities.

#### **TRAINING: Adult Learner Module**

<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
Cooperating teacher discusses goals and roles of teacher candidate	Cooperating teacher discusses goals, roles, and responsibilities and reflections on teacher candidate's performance.	Cooperating teacher reflects on teacher candidate's performance and discusses venues for professional growth.	Cooperating teacher reflects on teacher candidate's performance and discusses venues for professional growth. Mentor encourages participation in local, state, and national educational organizations.

**UNIVERSITY OF NORTH TEXAS**  
**ELEMENTARY CLINICAL TEACHING PACING GUIDE**

WEEK	RESPONSIBILITIES
<b>Weeks 1-7 are for the first rotation of PDS 2</b>	
<b>1</b>	<b>Observe and assist</b> The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
<b>2</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>3</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>4</b>	<b>Independently plan teach 2-3 subjects/periods per day</b> As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
<b>5-7</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.
<b>Weeks 8-14 are for the second rotation of PDS 2</b>	
<b>8</b>	<b>Observe and assist</b> The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
<b>9</b>	<b>Co-plan and teach 1-2 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>10</b>	<b>Co-plan and teach 2-3 subjects/periods per day</b> Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/period before full responsibility begins.
<b>11</b>	<b>Independently plan and teach 2-3 subjects/periods per day</b> As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. By the end of week 5, the student teacher should have taught all subjects/periods.
<b>12-14</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.
FINAL CONFERENCES DURING WEEKS 13-14	

Note: This is a suggestion. It can be changed to meet individual needs.

**UNIVERSITY OF NORTH TEXAS  
MIDDLE/HIGH SCHOOL CLINICAL TEACHING PACING GUIDE**

<b>WEEK</b>	<b>RESPONSIBILITIES</b>
<b>1</b>	<b>Observe and assist</b> The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
<b>2</b>	<b>Team teach</b>
<b>3</b>	<b>Co-plan and teach 1-2 classes</b> This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
<b>4</b>	<b>Co-plan and teach 1-2 classes</b> This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the student teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
<b>5</b>	<b>Independently plan and teach 2-3 classes</b>
<b>6</b>	<b>Independently plan and teach 2-3 classes</b>
<b>7-9</b>	<b>Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.
<b>10-12</b>	<b>Plan and teach 2-3 additional classes</b> Progressively add periods that build toward the second full responsibility
<b>13-14</b>	<b>Second Full Responsibility</b> Choose 10 consecutive days during these 3 weeks for full responsibility.  FINAL CONFERENCES DURING WEEKS 13-14

Note: This is a suggestion. It can be changed to meet individual needs.

## **Code of Ethics and Standard Practices for Texas Educators**

TEXAS ADMINISTRATIVE CODE - TITLE 19 EDUCATION PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS: RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

**Source Note:** The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242 (State Board for Educator Certification-Professional Discipline: <http://www.sbec.state.tx.us/>)

### **STATEMENT OF PURPOSE**

- The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.
- The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character
- The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.
- The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.
- The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
- The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

**As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:**

- to protect the safety and welfare of Texas school children and school personnel; to ensure that educators are morally fit and worthy to instruct and supervise the youth of the state; to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

### **I. Professional Ethical Conduct, Practices and Performance.**

Enforceable Standards

**A. Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, [or] educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

**B. Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

**C. Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

**D. Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

**E. Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

**F. Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

**G. Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other [applicable] state and federal laws.

**H. Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

**I. Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

**J. Standard 1.10.** As defined in §249.3 of this title (relating to Definitions), the educator shall be of good moral character and demonstrate that he or she is fit and worthy to instruct or supervise the youth of this state.

**K. Standard 1.11.** The educator shall not purposefully misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

**L. Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

**M. Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

## **II. Ethical Conduct Toward Professional Colleagues.**

### **Enforceable Standards**

**A. Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

**B. Standard 2.2.** The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

**C. Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**D. Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

**E. Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender [sex], disability, [or] family status, or sexual orientation.

**F. Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

**G. Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

# University of North Texas

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## OTHER IMPORTANT CONTACTS

Student Advising Office.....	940.565.2736
TExES Advising Office.....	940.565.8601
Registrar Help Desk.....	940.565.2378
Student Records and Academic Status.....	940.565.2369
Financial Aid.....	940.565.2302
Graduation Application.....	940.565.4625
Career Center.....	940.565.2105