

Cooperating

Teacher

Handbook

Illinois State University

Teacher Education Programs

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Realizing the Democratic Ideal: Teacher Education At Illinois State University

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: the more voices we elicit and the less fettered the mutual exchange among those voices becomes, the truer our convictions and conclusions will be. This is, in a way, a democratic article of “faith,” and it is why our graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. In our view, the kind of teacher appropriate to the challenges and rewards of teaching in a democratic society unites the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity
- disposition and ability to collaborate ethically and effectively with others
- reverence for learning and seriousness of personal, professional and public purpose
- respect for learners of all ages and a special regard for childhood and adolescence

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught
- knowledge and appreciation of the diversity among learners
- understanding of what affects learning and of appropriate teaching strategies
- interest in and ability to seek out informational, technological, and collegial resources
- contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers in the next millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots—a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers: through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

University Professional Teaching Standards

1. Content Knowledge – the teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
2. Human Development and Learning – The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. Diversity – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Planning for Instruction – The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
5. Learning Environment – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Instructional Delivery – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
7. The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Assessment – The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. Collaborative Relationships – The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
10. Reflection and Professional Growth – The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other

professionals in the learning community and actively seeks opportunities to grow professionally.

11. Professional Conduct – The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Responsibilities  
of  
the  
Classroom  
Cooperating  
Teacher

In order to assist the student teacher to advance from student to teacher, the classroom cooperation teacher should:

1. help the student teacher to be viewed and respected by the pupils as a second teacher in the classroom rather than a student or helper.
2. help the student teacher to identify his/her role and establish a good working relationship  
**COMMUNICATE!**
  - a. show reinforcement through smiles and other encouraging facial expressions,
  - b. observe frequently,
  - c. avoid interruptions in class,
  - d. make follow-up suggestions that emphasize the improvement of learning for the class instead of criticism of the student teacher's performance,
3. aid the student teacher in quickly becoming familiar with the class curriculum, communicate your immediate goals and long-range objectives at an orientation conference,
4. demonstrate good teaching techniques and methods. Help the student teacher identify what to observe and discuss specific aspects of the lesson with them,
5. involve the student teacher in activities from the first day. Start with duties such as collecting monies, attendance, hall supervision, etc., as well as working with individual pupils and small groups,
6. consider a cooperative or team teaching approach, if you have an interest in trying such an organizational structure,
7. discuss a timetable for immersion of the student teacher into full-time teaching responsibilities. e.g. Begin with the teaching of one class and then adding additional as the student teacher is judged capable of assuming additional responsibilities until she/he is carrying the full teaching load,
8. work closely with your student teacher in planning for the initial lessons in each subject area. Require a detailed plan for each class assumed until the student teacher shows by his/her performance that it is possible to operate successfully with less **written** details,
9. provide a form for lesson planning such as:
  - a. statement of purpose (objectives, aims)
  - b. materials, equipment, etc
  - c. procedures to be used (motivation, pacing, summary, etc.)
  - d. evaluation of pupil learning and teacher self-evaluation of lesson
  - e. summary of the lesson (may include a statement of the principles developed during the lesson, a recognition of the relationship between the lesson into future lessons),
10. discuss the lesson plan with the student teacher before the lesson is taught, and again after. In the beginning especially, observe the lesson and help the student teacher to evaluate it in terms of whether the objectives were met, and how it could be improved,
11. allow the student teacher to try various teaching methods and techniques, even though you may choose not to use them yourself,
12. plan for the student teacher to assume full teaching responsibility for a period of at least three weeks, preferably more,
13. provide the student teacher with both verbal and written feedback. Point out the student teachers' basic strengths as well as identifying areas needing improvement. Both informal and formal conferences will be beneficial,
14. notify the university supervisor if the student teacher is unable to do required work. This should be done as early as possible, so deficiencies may be corrected in time to allow the student teacher to have a successful student teaching experience.,
15. return Illinois State University evaluation forms and other specified materials to the assigned university supervisor.

Supervision of a student teacher requires a great deal of careful planning. Preplanning on the part of the classroom teacher can create a good learning atmosphere and alleviate many problems before they arise. The following checklist has been designed as a guide to help you prepare for the student teacher.

### **I. Preparing My Students**

- \_\_\_\_\_ discuss advantages of having two teachers with my class
- \_\_\_\_\_ explain that another teacher will have the same authority as I

### **II. Organizing My Room**

- \_\_\_\_\_ provide the student teacher with a well-supplied desk or work area
- \_\_\_\_\_ provide storage space for coats and books
- \_\_\_\_\_ compile a professional library within the classroom and/or show the student teacher where other materials are available within the building

### **III. Locating Materials**

- \_\_\_\_\_ provide the student teacher with a personal copy of all basic teacher's manuals when possible
- \_\_\_\_\_ explain Fire Drill and Emergency Procedures
- \_\_\_\_\_ provide a schedule of classes
- \_\_\_\_\_ provide the School Policy Book for inspection
- \_\_\_\_\_ provide a seating chart
- \_\_\_\_\_ explain room rules established with pupils
- \_\_\_\_\_ familiarize the student teacher with the location of supplies and materials within the room
- \_\_\_\_\_ make available and provide time for inspection of cumulative folders or alert student teacher to pupils with special health problems

### **IV. Familiarizing the student teacher with Service Facilities**

- \_\_\_\_\_ demonstrate use of copying machines
- \_\_\_\_\_ acquaint the student teacher with location and use of audio-visual materials
- \_\_\_\_\_ familiarize the student teacher with location of special rooms: lunchroom, office, speech, first aid, etc.

### **V. Preplanning for My Teaching**

- \_\_\_\_\_ outline my expectations for the student teacher
- \_\_\_\_\_ familiarize myself with the student teacher's background
- \_\_\_\_\_ plan a tentative sequence of learning activities for the student teacher
- \_\_\_\_\_ plan to teach varied lessons for observation by the student teacher
- \_\_\_\_\_ identify long and short term goals for my class
- \_\_\_\_\_ examine my own teaching techniques and behaviors, and be ready to discuss them with my student teacher

### **VI. Planning with the Student Teacher and University Supervisor**

- \_\_\_\_\_ provide time to develop plans jointly
- \_\_\_\_\_ plan sufficient time for conferences
- \_\_\_\_\_ locate an appropriate place for conferences with the university supervisor and my student teacher
- \_\_\_\_\_ discuss and share teaching experiences

### **VII. Other things I need to do:**

Activities  
Guide

As you and your student teacher cooperatively plan the student teaching experiences, aim for a wide range of well-balanced activities and experience. You may find this guide useful for referral in planning the involvement so that key areas are not slighted, or for keeping a check on the student's accomplishments.

**Planning**

- Daily
- Weekly
- Long Range
- Unit

**Units**

- Planned
- Taught
- Evaluated

**Instructive Technology**

Used :

- TV/video tapes
- Films/film strip
- Overhead
- Computer
- Assistive Technology
- Other

**Materials**

- Teacher-made
- Used outside material
- Wise selection of material
- Previewed materials before using

**School Curricular Activities**

- PTA
- Open House
- Faculty Activities:
  - Faculty / Staff Meetings
  - Inservice
- Others:
  - Clubs
  - Athletic Events
  - Board Meetings
  - Professional Meetings

**Pupil Progress Reporting**

Evaluation Experiences:

- Daily assignments
- Teacher made tests
- Informal tests
- Standardized tests
- End of book tests
- Achievement tests
- Grade cards
- Staffing

- IEP Updates
- Behavior Management/Data Collection

**Routine Tasks**

- Attendance
- Lunch Money
- Room Environment
- Library and Bookmobile visits

**Parent Conferences**

- Prepared for
- Observed
- Participated
- Telephone Conferences
- Written notes to parents
- Other

**Curriculum Areas**

Observed Taught

- Reading
- Math
- Social Studies
- Art
- Music
- Physical Ed
- Ind. Arts
- Foods/Textiles
- Science
- Health
- Literature
- Language Arts
- Adaptive Curriculum

**Resource Personnel**

- Invited resource persons
- Planned visit to use resource personnel/paraprofessionals

**Special Teachers**

- Awareness of Roles
- Collaboration with
- Discussed other resources

**Field Trips**

- Pre-planning
- Making the
- Follow-up teaching

## **ABSENCES**

When illness occurs, the student teacher has the responsibility of contacting the assigned school and the university supervisor. Procedures for reporting ABSENCES should follow the policy of the assigned school.

If the student teacher is to be absent to attend any University-sponsored activity such as workshops or seminars, he/she should make arrangements well in advance with the cooperating teacher for the absence.

## **APPEARANCE**

Appropriate dress and conduct is expected of all student teachers. As a rule, student teachers should be guided by the dress code of their assigned school.

## **ATTENDANCE**

Regular attendance is expected of student teachers. Attendance is a factor that reflects the professionalism of the student teacher. Unauthorized or lengthy absences may require an extension of the student teaching experience.

The student teacher's work day is the same as that of the cooperating teacher. Student teachers are expected to arrive early enough in the mornings to allow ample time for planning and organizing before classes begin. Likewise, they are expected to remain a short time after dismissal to allow time for planning and conferencing.

## **CALENDAR**

During student teaching, student teachers are expected to follow the calendar of the school district in which they teach rather than the university calendar. Exceptions should be discussed and approved by school personnel and the university supervisor.

## **CORPORAL PUNISHMENT**

Student teachers are not permitted to administer corporal punishment.

## **EVALUATIONS**

The student teacher's performance is formally evaluated on two occasions during student teaching: 1) at mid term and 2) at the conclusion of the practicum. The mid term evaluation is a formative evaluation and is discussed jointly by the university supervisor, cooperating teacher and the student teacher. Its purpose is to help the student teacher become aware of his/her progress or lack of it.

The final evaluation is summative in nature and serves to indicate the quality of the student teacher's total teaching performance. The final grade is determined by the university supervisor. IT should reflect the combined judgment of the cooperating teacher and the university supervisor.

The following standards are prepared for arriving at final grades in student teaching. Illinois State University does not use plus and minus with letter grades, however, several programs use split grades for the hours earned in student teaching. The university supervisor will provide criteria to be used when this is an option to assigning a single letter grade.

1. The "A" student teacher demonstrates beginning level competencies to such degree that he/she can be recommended without reservation to prospective employer.
2. The "B" student teacher demonstrates beginning level competencies to such a degree that he/she can be highly recommended to a prospective employer.
3. The "C" student teacher demonstrates potential beginning level competencies which would allow him/her to be recommended with certain reservations to a prospective employer.
4. The "D" student teacher demonstrates such limited potential for teaching that he/she will not be recommended for teacher certification.
5. The "F" student teacher is so completely ineffective as a teacher that he/she would not be awarded any college credit for student teaching nor be recommended for teacher certification. Individuals who demonstrate inadequate performance should be counseled early to consider dropping student teaching.

### **OBSERVATIONS BY UNIVERSITY SUPERVISOR**

A University supervisor will plan to make visits every two weeks during the student teaching practicum to observe the student teacher's performance and to confer with the cooperating teacher.

After each observation the student teacher should plan to spend time in conference with the university supervisor.

### **OBSERVATIONS BY STUDENT TEACHER**

When possible, student teachers should have an opportunity to observe teachers in other classrooms or in special rooms. These arrangements may be made by the student teacher in consultation with the cooperating teacher and the principal. The purpose for such observations is to broaden the student teacher's perspective as to teaching styles, classroom environments, and methods of classroom management. It also helps to acquaint the student teacher with responsibilities of special teachers. Such observations are often scheduled during the final stages of experiences as the cooperating teacher resumes teaching responsibilities.

### **OUTSIDE ACTIVITIES**

Attempts to work or to carry on responsibilities outside of student teaching are not encouraged by the University because such activities usually mean that the long hours of preparation demanded in student teaching may not be met.

### **SEMINARS**

Student teachers may be required to attend University sponsored seminars. Cooperating teachers will be informed of these seminars by the university supervisor.

### **SUBSTITUTING**

Student teachers, by law, are not allowed to fill the role of substitute teacher.

### **WORK STOPPAGE AND/OR STRIKES**

Student teachers will assume the role of neutral persons and will maintain an uninvolved status with respect to a work stoppage. In the event that the work stoppage continues for a week or more, the university may make arrangements for an extended experience or an alternate placement in another agency.

We appreciate your participation in our Teacher Education Program and welcome your comments and/or suggestions for improving the preparation of our future teachers.

Please share these with our university supervisors or CECP personnel. Thank you.

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