Thank You!!!

You play a very significant role in the professional development of teacher candidates, and we are grateful for your willingness to share your experiences – feats, follies, and all! We at UND Office of Field Placement & Student Teaching know how full your plates are, and we strive to make these partnerships mutually beneficial: our candidates are well prepared to assist you in your classroom, and in the reciprocal nature of education, our candidates will develop into a lead teacher with your guidance.

Understanding Key Roles

Key Players
- Teacher Candidate
- Cooperating Teacher
- Supervisor
- Director
- Others

Roles of Key Players: Teacher Candidate
- **Find Goal:** To show your professional competency as a practicing teacher
- **Grow** through semester to the end goal of taking on the entire classroom **successfully**
- **Learn** through semesters so that you will become more confident
- **YOUR ROLES:** LEARNER-PROFESSIONAL TEACHER

Roles of Key Players: Cooperating Teacher
- Mentors you through the process of teaching on a daily basis; introduces you to faculty, students, parents
- Approves daily lesson plans (Use FEM); shares resources with you
- Has the final say on what happens in the classroom
- Shares ownership of the classroom OVER TIME
- Evaluates your progress toward professional teaching level; helps you grow toward this

Roles of Key Players: Supervisors
- Liaison between the classroom teacher/school and UND; hired by UND
- Mentors you through the student teaching process periodically throughout the semester; you will meet during your first week of ST or earlier
- Evaluates your progress toward professional level of teaching, and visits with you about your progress; helps you define goals to ensure growth toward this
- Facilitates discussion between you and cooperating teacher, and between you and me if problems occur in field
- Helps problem solve when necessary – communicate regularly!!!

Roles of Key Players: Director
- **Visitor:** sometimes, problem solve other times, collaborator **ALL THE TIME**
- Decision maker
- **When problems reach a level that involves decisions that significantly impact others (i.e., school, students, licensure, etc.)**
  - Involved when Improvement Plans or Actions Plans are necessary
  - Involved if unfair practices toward you (i.e., too much subbing, expected, etc.)

Roles of Key Players: Others
- **Principal:** runs the school; keeps rules and policies
  - Your role with the principal is to be one of her/his faculty members who is learning – she/he is your "immediate boss"
- Who else?
Partnerships in Practice

The relationship between the cooperating teacher and the teacher candidate is one of true partnership. Historically, it has been a cooperative relationship where the cooperating teacher instructs the candidate in what to do, and the candidate would in turn do what was suggested.

Current practices illustrate a significant evolution of the relationship to one of collaboration rather than cooperation. Whether the cooperating teacher and the candidate have determined that they will implement the co-teaching model or the traditional model of student teaching, both avenues mandate collaboration; the former cooperative practice is no longer useful or encouraged.

Collaboration means that each person brings ideas to the table and they are discussed from a professional perspective that each holds value. There is no longer one single expert and one single novice/learner; it is now understood that each party has valuable gifts to share. The former “single expert” is now “the one with real life professional teaching experience to share” and the former “novice/learner” is now “one who has relevant and innovative ideas based on current research and practice”; the two form a perfect equation of learning for both partners.

Phases of Student Teaching

Again, historically speaking, there were four distinct phases that candidates went through in their student teaching experiences. This, however, is not reflective of today’s real classrooms and the needs of today’s students. Although there are certainly phases the candidates go through, realistically, these phases ebb and flow in and out of each other throughout the experience with the overall progression heading toward full teaching responsibility (see Table below).

Phases include orientation (which is completed much earlier and quicker than before), observation (which is now defined much more broadly than before, yet requires more effort than before as well), participation (which is required much earlier than before), and full teaching responsibility (which can look differently than before). Due to the uniqueness of each classroom, the lines between phases can be blurred.

Orientation consists of assimilating the candidate into the classroom and school environment, priming the students for when the candidate begins, and ongoing discussions that allow the candidate to feel welcome and valued. Observation is no longer when a candidate sits in the back of the room and takes notes on what they see; rather, it is now the study of classroom management, students’ development and learning patterns, classroom organization, etc., that develops from actively participating with the students and teacher. Notes should be taken in this phase, but most important is the discussion between the cooperating teacher and the candidate regarding specific items. Participation begins in the observation phase, but it allows for more than simply working with the kids and learning from them; it connotes that the candidates are part of the planning, preparation, and instruction of curriculum, and their continued involvement in the school community at every level appropriate. Full teaching responsibility is exactly as it states: the candidate has the lead teaching role and is responsible for all curriculum writing, planning, and implementation for a minimum period of 10 consecutive days (5 consecutive days in each of the two 8-week placements for Music and Kinesiology students).

The lines between phases are further muddled with the co-teaching model implementation which is the most valuable format for student teaching. This is strongly encouraged for all student teaching relationships. See the Table below to compare the Traditional student teaching process with the Co-Teaching Model process.
### Traditional Student Teaching Process vs. Co-Teaching Model Process

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<th>Traditional</th>
<th>Co-Teaching Model</th>
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<tr>
<td><strong>Initial week or two: candidate is an observer, helper (Phase 1: Observer; Phase 2: Orientation)</strong></td>
<td>Immediately: collaboration in planning curriculum and instruction between the candidate and cooperating teacher</td>
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<td><strong>Week 2-3: Gradually take on one subject/class period (Phase 3: Participation)</strong></td>
<td>Candidates are immediately involved with small groups of students, taking on the assistant role at first</td>
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<td><strong>Continue to take on additional class periods/subject areas gradually (one at a time)</strong></td>
<td>Easing in to more leadership teaching roles as time goes on (i.e., parallel teaching, co-teaching, differentiated teaching, etc.)</td>
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<td><strong>By mid-semester, candidate is teaching most subjects/class periods</strong></td>
<td>By mid-semester, there is complete integration of planning and instruction between cooperating teacher and candidate</td>
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<td><strong>Week 12-14: candidate have 2 weeks minimum alone in the classroom having full control; leads paras; works with special education faculty; takes on full teaching duties; cooperating teacher is out of the room (Phase 3: Participation)</strong></td>
<td>Week 12-14 (approximately): candidate takes full leadership role in planning, ensuring that cooperating teacher is used as co-teacher when/where candidate determines through collaboration. When co-teaching is not used (e.g., for particular subject areas/class periods), then cooperating teacher is out of the room</td>
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<td><strong>Weeks 15-16: candidate gradually steps back from lead role and cooperating teacher gradually takes back full control of classroom by the end of the 16-week period (Phase 4: Full Responsibility)</strong></td>
<td>Weeks 15-16: candidate gradually steps back from leadership role in planning and instruction, and returns to co-planning and co-instruction with the cooperating teacher gradually taking more of the leadership role. By the end of student teaching experience, cooperating teacher has taken back full control of the classroom</td>
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### Benefits of Co-Teaching:
- It allows the realities of today’s inclusive classroom practices to be realized by candidates
- It provides more help to the cooperating teacher from the beginning; reduces risk of decreased student learning
- Allows better learning for children because more things can be done in the co-teaching model than with a single teacher
- The candidate is more prepared for real teaching on their own
- Allows the cooperating teacher to remain actively involved

### What IS Co-Teaching?
- Co-teaching is an ATTITUDE of sharing the classroom, students, and responsibilities for their learning
- Co-teaching assumes EACH teacher is valued, has beneficial ideas to bring to the table
- Co-teaching assumes EACH teacher is giving his/her FULL EFFORTS into ALL tasks
- Co-teaching assumes OPENNESS:
  - EACH teacher is willing to LISTEN to the other’s constructive feedback so as to better their future teaching so students learn
  - EACH teacher can bounce ideas off of one another
  - EACH teacher can express opinions professionally and the other is receptive to them without defensiveness
- Co-teaching is TEAMWORK
Co-teaching is COLLABORATION - not cooperation where one person says to do something, and the other feels he/she has to do it.
   ○ Rather, EACH person is expected to bring ideas to the table, compromise, and teach better because of it

Co-teaching is REFLECTIVE PRACTICE

General Guidelines & Expectations

Teacher candidates are expected to:
1. Provide you with daily lesson plans once they begin to teach lessons in any subject. Daily lesson plans are to be started approximately 5 days before teaching the lesson, then modified up to the day of teaching, and must be approved by the cooperating teacher two days in advance of teaching the lesson.
2. Complete a Safety/Security Plan (see Assignments & Expectations).
3. Complete weekly journal reflections (see Assignments & Expectations).
4. Complete and Teach a Teacher Work Sample (see Assignments & Expectations, and Teacher Work Sample Explanation).
5. Show initiative, be an active learner and participant in planning and teaching at all times.
6. Meet Expectations on all evaluations at the end of the student teaching experience.

Cooperating Teachers are expected to:
1. Evaluate teacher candidates fairly, objectively, and accurately on each evaluation tool – PLEASE pay attention to the actual wording on the evaluations and what you actually see the candidate doing – do not exaggerate their progress.
2. Mentor the teacher candidate throughout the 16-week experience; develop a trusting relationship and environment.
3. Ensure that the teacher candidate is ready to take on the appropriate load of work at a given time (don’t hold them back, but don’t overload them).)
4. Communicate professionally and include constructive criticism along with some ideas for solutions to the problems; allow the candidate to come up with his/her own ideas as well.
5. Communicate regularly – set aside daily/weekly timeslots to visit with the candidate and go over your list and his/her list of items to discuss. Discuss challenges to philosophy and practice, how to better a lesson, discuss controversial issues, etc.
6. Provide resources to the candidate; be willing to accept ideas and resources from the candidate as well.
7. Provide opportunities (within reason) for the candidate to take a chance, fail, learn from it, and grow to be a better teacher. There should always be an end result of students learning, so make sure there’s time to fail, and time to do it again in a better way for children.
8. Discuss and share all models of assessment for students, including special education, informal and formal teacher tests, rubrics, state tests, and how to use the results to plan and design curriculum.
9. Participate in a minimum of four 3-way conferences between you, the candidate, and the supervisor for formal evaluations.
10. Set up strategic observations in other classrooms for the candidate either at the beginning, middle or end of the student teaching experience. Each person’s classroom needs are different; therefore, the timing of this is up to the cooperating teacher and the candidate. The supervisor must be informed of which week this will take place.
11. Demonstrate a commitment to the profession and to your teacher candidate by behavior, personal appearance, speech, and attitude.