



Fall 2019 Cooperating Teacher Orientation Guide

Attendance

Teacher Candidates are expected to be onsite everyday (follow the school staff calendar), arrive on time and remain for the duration of the day, and communicate any schedule changes to the CT and UC in advance. If the candidate has to miss a day, they must call their CT and complete a Teacher Candidate Attendance form for their UC(available online). Candidates must prepare lesson plans for when absent from placement. Candidates missing over two days for extreme illness or family emergencies must make up time in the field. ONE unexcused absence and/or two late arrivals or the combination thereof, will be reason for possible dismissal from the clinical field experience.

Thank you for agreeing to host a Central Michigan University teacher candidate.

Your willingness to support the development of highly effective teachers is appreciated. This document will provide you with important information regarding your role as a Cooperating Teacher (CT) and what you can expect from your CMU Teacher Candidate (TC), the University Coordinator (UC), and related faculty over the course of the 16-week semester.

Classroom Observations

Formal observations are scheduled by the candidate with the UC in advance. Candidates shall share the date and time of expected visits with their host teacher. Lesson plans must be submitted to Taskstream® at least 24 hours in advance of the formal observation. Observations will last a minimum of 30 minutes. At the conclusion of each observation, the UC will debrief with the TC for approximately 15-20 minutes (in a private area if available). The UC and the TC will discuss classroom management, instructional skills, strengths, weaknesses, and alternative classroom strategies. While onsite, the UC will also speak with the cooperating teacher for his/her feedback on the candidate's progress.

Professional Dispositions

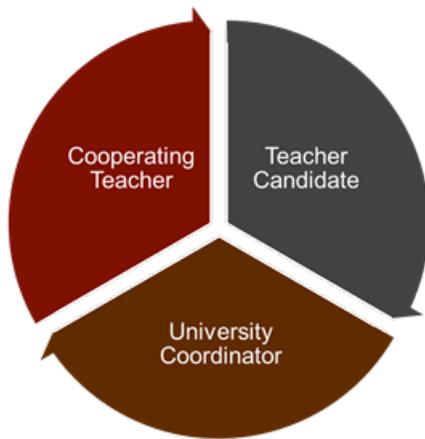
The CMU teacher preparation program focuses on providing teacher candidates with the required knowledge (content), teaching skills (pedagogy), and dispositions to have a positive impact on student learning. It is vitally important that TCs demonstrate professional attributes needed for success in the teaching profession. For this reason, you will be expected to complete two evaluations of your TC's professional behaviors. The TC will complete a self-evaluation and share the link with you via Taskstream®. We ask that you include specific examples of any professional areas where the candidate requires additional support to meet professional expectations.



Evaluations

There are four types of evaluations that occur during the field experience. The *approximate* timeline for each is listed in italics.

1. Lesson observations – Six formal evaluations conducted by the UC (4 face to face, 2 video) *span duration of experience*
2. Professionalism – Two completed by the CT *during weeks 4 and 12*
3. Mid-semester progress—Initiated with a TC self evaluation and forwarded to CT and UC for completion *during week 7 or 8*
4. Final –Same process as above and must be completed *by week 15*



CMU University Coordinator (UC) Expectations

CMU University Coordinators (UC) are expected to:

- Serve as a liaison between the cooperating teacher and CMU's teacher education program
- Complete 6 formal observations (4 face-to-face and 2 video)
- Support CMU teacher candidate in meeting program goals
- Provide specific, targeted feedback on lesson implementation
- Encourage TC to engage in self-reflection and improve practices
- Maintain ongoing communication with both the TC and CT
- Communicate with host teacher regularly on candidate attendance, classroom performance, and professional dispositions– initiate an Action Plan if needed
- Collect and maintain records pertaining to TC (observations, attendance, professionalism evaluations, substitute forms, etc.)
- Remind CTs to complete mid-term and final evaluations

Action Plans

When a problem persists, an Action Plan may be developed. Prior to developing a written Action Plan, the UC or the CT may:

- Conduct visits to the assigned classroom to observe, assess, and document the TC's progress on specific criteria
- Document and discuss specific strengths and areas of growth for the TC
- Share specific strengths and areas of growth for the TC and allow for a period of attempted improvements.

If needed, a written Action Plan may be initiated. The development of an Action Plan includes the following steps:

1. Communicate need for an Action Plan to UC and Director of Clinical Experiences
2. Meet to develop a written Action Plan (CT, TC, UC, and related faculty)
3. Submit signed plan to the Center for Clinical Experiences
4. Evaluate the TC's progress by documenting actions taken and noting whether goals have been met

Substitute Teaching

The candidate may substitute teach for pay, upon district approval, for a maximum of 15 days throughout the 16-week semester. CMU Substitute Teaching Policy:

- Weeks 1-5, the TC allowed to substitute teach for **the host teacher only** for a **maximum of 5 days**.
- Weeks 6-16, the TC may be allowed to substitute teach **for teachers building-wide** for a **maximum of 10 days**.
- If you are interested in having your TC substitute teach for you, please make sure they contact their UC to fill out the proper form.

Seminar Dates

To meet the needs of our TCs who are completing their student teaching in distant locations (>60 miles from campus), seminar courses have been scheduled for five full-day sessions. Seminar courses meet throughout the semester from 9am-4pm at one of CMU's five student teaching centers. Attendance is mandatory. Candidates are expected to share seminar dates with their CT at the beginning of the semester.

The Teacher Candidate Conference- October 11th

Each semester, the Center for Clinical Experiences holds a full day of professional development specifically for our TCs! Engaging sessions are facilitated by P-12 practitioners, alumni, and faculty. Past sessions have included topics such as communicating with parents, educator self-care, classroom management, and differentiation. This conference is held on campus and attendance is mandatory.



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Early Release from Student Teaching

Teacher candidates in their final semester of student teaching who have demonstrated proficiency on their mid-progress evaluation may receive an early release for employment as a long-term substitute teacher after completing 12 weeks of student teaching. Before approval for an early release, teacher candidates must complete the appropriate forms in collaboration with their cooperating teacher and University Coordinator and ensure classroom responsibilities have been completed.

SCECHS & Tuition Refunds for Cooperating Teachers

CMU recognizes the value of professional educators who work closely with our teacher candidates.

For more information on Tuition Refunds, visit:

<https://www.cmich.edu/colleges/ehs/unit/centerforclinicalexperiences/Pages/Handbook/Cooperating-Teachers.aspx>

To file for SCECHS, you will :

1. Fill out the verification form (available on the CT section of the website) and obtain principal signature(s).
2. Scan and email the original to Amy Hodges at hodge1a@cmich.edu
3. CMU will upload the educator's SCECHs into MOECS at the end of the semester. The educator will receive an email from the MOECS once the SCECHs have been uploaded. The Cooperating Teacher's Personal Identification Code (PIC) is required for processing and can be located on MOECS on the MDE website.

Expectations of Teacher Candidates

While a Teacher Candidate has minimal experience within a classroom following their pre-service experience, they are yet to experience the full scope of the life of a busy teacher. Therefore, support and guidance will be needed during the onset of the Student Teaching Experience. Cooperating Teachers are encouraged to provide assistance in the following areas:

- Descriptions of the subject matter that will be taught and what aspects the TC will be responsible for executing.
- Suggestions and tips for preparing learning activities and materials.
- An idea of what has happened to date in the educational life of the pupils.
- Aid in generating the broad goals, which must be reached in curricular areas, and in identifying resource materials.

From Co-Teaching to Lead Teaching: A Gradual Release Approach

TCs should be professional, positive, and proactive from day one as a co-teacher and colleague. Overtime, the candidate will assume greater responsibility of classroom duties. The following chart provides a general overview of a candidate’s progression over the semester.

PHASE 1	PHASE 2	PHASE 3
<p>Cooperating Teacher is the instructional “lead”:</p> <ul style="list-style-type: none"> • Determining the content to be taught • Co-Planning with Teacher Candidate and sharing materials with Teacher Candidate • Collaborating with Teacher Candidate to determine how co-teaching strategies will be used • Communicating with families the addition of a Co-Teacher 	<p>Teacher Candidate is the instructional “lead”:</p> <ul style="list-style-type: none"> • Co-planning with Cooperating Teacher • Collaborating with Cooperating Teacher to determine how co-teaching strategies will be used • Plan and lead SOLO lessons for a minimum of two weeks 	<p>Teacher Candidate shares/phases out of the instructional “lead” role:</p> <ul style="list-style-type: none"> • Sharing and gradually yielding the lead instructional role in the co-teaching relationship • Continuing to co-plan and co-teach with Cooperating Teacher • Teacher Candidate works to complete all remaining university requirements • Teacher Candidate debriefs and provides feedback to University Coordinator
<p>Teacher Candidate responsibilities:</p> <ul style="list-style-type: none"> • Communicate and co-plan daily with Cooperating Teacher • Engage students in learning by trying out each co-teaching strategy at least twice with Cooperating Teacher • Build relationships within the school community • Balance seminar requirements with school expectations 	<p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> • Provide guidance regarding content and standards to be addressed • Co-plan and support Teacher Candidates in the role as instructional lead • Actively participate in and support the co-teaching relationship • Facilitate a minimum of two weeks of SOLO teaching 	<p>Cooperating Teacher responsibilities:</p> <ul style="list-style-type: none"> • Share or slowly take back the primary responsibilities of instructional lead in the co-teaching relationship • Continue to co-plan, co-teach, and maintain fidelity to the co-teaching model • Provide feedback to the Teacher Candidate and to the University Coordinator

Grading Teacher Candidates

Teacher candidates are assessed by their course faculty and assigned a grade for each course associated with a clinical placement. These course grades reflect information provided by Cooperating Teachers and the staff of the Center for Clinical Experiences. *More information can be found in the full CCE handbook.*