1. The Candidate should have established a high level of proficiency in his major subject field and in professional courses, and is expected to exhibit other professional qualities. The Candidate should learn to go through the proper channels in keeping with school policy; one should, for example, make a request for a field trip to the Cooperating Teacher first and then, acting upon this advice, go to the Department Head or Principal for approval. The line of authority will vary between schools.

2. The Candidate will respect the Cooperating Teacher as being an experienced, professional, and capable of guiding the directed teaching experience and will cheerfully accept suggestions for improvement. The University suggests that the Candidate and the Cooperating Teacher regularly plan together for instruction, assessment, and classroom procedures.

3. The Candidate will take advantage of the available opportunities to observe the Cooperating Teacher conduct a class, especially noting classroom management techniques that promote student self-worth.

4. The Candidate will use materials and methods, which are consistent with the philosophy and practices of the cooperating school. The Candidate should recognize that the cooperating school is acting in the capacity of a host, and that the Candidate is in the position of a guest in the school. Therefore, the Candidate should realize that the objective is to gain worthwhile experience in a living laboratory and not to attempt to remake the public school according to one's own philosophy. If the Candidate is not sure whether what he/she proposes to do is in violation of the school's policies, the matter should first be discussed with the Cooperating Teacher.

5. The Candidate will prepare lesson plans for each teaching activity. (NWMSU recommends that the Cooperating Teacher and Candidate participate in joint planning for instruction.) Lesson plans should be shared with the Cooperating Teacher far enough in advance of their use so that the Cooperating Teacher can have sufficient time to look them over and make suggestions for improvement. Check corresponding Section XII. 4. for further comments concerning lesson planning and Northwest Missouri State University requirements.

6. The Candidate is expected to maintain a notebook of lesson plans and resource materials that is available to the University Supervisor. The file should include lesson plans, Formative Observations, Summative Evaluations, notes, final Summative Reflection, and other pertinent information.

7. The Candidate will cheerfully accept various assignments that are given and will be prompt and efficient in carrying them out.

8. The Candidate will arrange times for the Cooperating Teacher to conduct at least two formal observations during the placement. The formative observation should be conducted mid-way through the placement, and the summative evaluation should be completed in the last two weeks of the placement (Appendices C & D).

   A. The Cooperating Teacher will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
   B. Following the observation period, the Cooperating Teacher will complete the appropriate evaluative paperwork.
   C. The Cooperating Teacher will complete a “Cooperating Teacher Feedback Form” (Appendix H) and the Candidate will complete a “Lesson Reflection Sheet” (Appendix I) after an observed lesson during the TWS unit.
   D. The Cooperating Teacher and Candidate will discuss the observed lesson and/or the evaluation.
E. When appropriate, a “Professional Improvement Plan” will be jointly completed by the Cooperating Teacher and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University Supervisor and to the University.

F. The content within the formative observation forms and the summative evaluation form will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.

9. The Candidate will arrange times for the University Supervisor to conduct at least two formative observations during the placement (Appendix C). In addition, a summative evaluation should be completed in the last two weeks of the placement (Appendix D).

A. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.

B. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.

C. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).

D. Following the observation period, the University Supervisor will be provided with a private area to complete the appropriate evaluative paperwork.

E. The University Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.

F. When appropriate, a “Professional Improvement Plan” will be jointly completed by the University Supervisor and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University.

G. The content within the formative observation forms and the summative evaluation form will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.

10. The Candidate will arrange a time for the Content Area Supervisor to conduct a formative observation during the placement (Appendix C).

11. The Candidate will be available for conferences with the Cooperating Teacher, the Content Area Supervisor, and/or University Supervisor at convenient times.

12. At the completion of the student teaching experience, the Candidate will complete a Summative Reflection (Appendix F) which will be read by the University Supervisor and submitted through the University’s on-line data collection system TK20.

13. The Candidate, the Cooperating Teacher and the University Supervisor will each complete an “Educational Candidate Disposition Inventory” form and submit it through the University’s on-line data collection system TK20 (Appendix G).

IV. Cooperating Teacher's Roles and Responsibilities

The District shall appoint a Cooperating Teacher for each Teacher Candidate placed in student teaching. Missouri Department of Elementary and Secondary Education and Northwest Missouri State University regulations require that Cooperating Teachers meet the following criteria:

- The Cooperating Teacher shall be a full-time member of the District’s faculty.
• The Cooperating Teacher must have taught for a minimum of three years and have been employed by the District for at least one year.
• The Cooperating Teacher must be fully certified by the State in which they teach and teach in an area in which they hold current certification.
• The Cooperating Teacher shall have achieved evaluation ratings of proficient (or its equivalency) or higher through the district’s evaluation system. The Cooperating Teacher shall be an exemplary professional educator.
• The Cooperating Teacher must approve of having a Teacher Candidate assigned to them.

Supervising a Teacher Candidate is a very important responsibility. Many studies indicate that graduates of teacher education programs generally consider student teaching the most professionally relevant part of their training. Furthermore, they consider their Cooperating Teacher the most important person involved in training them to teach. This importance carries with it a great responsibility. The Candidate's future career - how he/she teaches, and even whether he/she teaches, may depend largely on you, the Cooperating Teacher.

1. The Cooperating Teacher should be prepared to give the Candidate a warm welcome and introduce the person to the classes in a manner, which is dignified and effective in establishing leadership status.

2. If applicable, the Cooperating Teacher should submit a completed Cooperating Teacher Payroll form to the Office of the Department of Professional Education (Brown Hall 200, NWMSU).

3. The Cooperating Teacher should have weekly contact with the University Supervisor. These communications can be in person, through email or by phone.

4. The Cooperating Teacher should provide an atmosphere of emotional security and stability. The possibility that a Candidate will make some embarrassing mistakes is an important cause of anxiety, which demands sympathetic understanding, helpful outlets, and suggestions from the Cooperating Teacher.

5. The Cooperating Teacher has the best opportunity of anyone concerned with the teacher education program to show to the Candidate the importance of thorough mastery of subject matter and to demonstrate the values, limitations, and adaptations of a variety of teaching methods in specific situations. This information can best be conveyed through use of the “co-teaching model” which includes joint planning.

6. The Cooperating Teacher should encourage the Candidate to put the best of theory into practice. This does not in any way imply that the Candidate should be encouraged to forget all of the theory taught during his/her college career.

7. The Cooperating Teacher must demonstrate a philosophy of educational discipline and classroom control, which supports the Candidate while allowing the Candidate to find his/her own methods with which to stand the test alone.

8. The Cooperating Teacher can do much by modeling and guidance to help the Candidate acquire the necessary poise in establishing an effective, professional relationship with fellow teachers, administrators, parents, and students.

9. The Cooperating Teacher may guide the Candidate in recognizing that subject matter gains its importance when it creates a desire to be a lifelong learner.
10. The Cooperating Teacher can make an outstanding contribution to the success of the future teacher by demonstrating that professional teaching calls for constant effort toward self-improvement.

11. The Cooperating Teacher must be prepared to give the Candidate frank and helpful criticisms throughout the directed teaching experience. Such comments as "fine," "good," or "fair," tell the student little or nothing about his/her progress.

12. The Cooperating Teacher is expected to make written observation notes and to meet with the Candidate at least weekly to discuss observations and suggestions. You may find it helpful to use the Formative Observation form to help direct conferences (Appendix C). The most critical point in supervision, the point where the supervisor either succeeds or fails in bringing about improvement in the Candidate's performance, is the supervisory conference.

A Candidate is much more likely to show steady improvement if, instead of making a lengthy list of flaws, the Cooperating Teacher focuses on specific items in the Performance Based Teacher Evaluation Model (Appendix C). The Cooperating Teacher is in the key position of deciding the real success or failure of the student's directed teaching experience. This demands a conscious effort to provide the best possible example of a truly professional teacher.

13. It is required that the Cooperating Teacher will formally evaluate the Candidate’s performance twice during the placement. During the fourth or fifth week, the Formative Observation form should be completed (Appendix C). The Summative Evaluation should be completed near the end of the experience (Appendix D). A Dispositions Inventory must also be completed toward the end of the placement (Appendix G).
   A. The Candidate and Cooperating Teacher should select the most appropriate lessons for evaluation.
   B. Detailed notes should be taken during the observation period. A “Cooperating Teacher Feedback Form” should be completed after an observed lesson during the TWS unit and discussed with the Candidate (Appendix H).
   C. Following the observation period, the Cooperating Teacher will adjourn to a private area to complete the Formative Observation Form (Appendix C).
   D. Sometime during that same day, the Cooperating Teacher will hold a conference with the Candidate to discuss the evaluation and make suggestions for improvement, if necessary.
   E. If needed, the Cooperating Teacher will complete the “Professional Improvement Plan” jointly with the Candidate (Appendix E). A copy will be submitted to the University.
   F. Toward the conclusion of the student teaching experience, the Cooperating Teacher and University Supervisor will each complete the "Student Teaching Summative Evaluation Form" (Appendix D).
   G. The University Supervisor will conduct a conference with the Cooperating Teacher to discuss the summative evaluation form. This is the basis for the final grade for the Candidate.

14. Toward the end of the placement, the Cooperating Teacher will complete an “Educational Candidate Disposition Inventory” form (Appendix G).

16. Failure to follow the "Northwest Missouri State University Candidate Performance Based Evaluation" plan, may lead to the lowering of the final grade.

17. The Cooperating Teacher will submit required paperwork to the University through the on-line data collection system TK20.

18. If the student has access to technology, the Candidate has the option to arrange to have one lesson taped during the block. The purpose of this is "self-evaluation" for the Candidate. The Candidate may
wish to invite others to view the tape; this, however, is optional. Videos may be made available to the University Supervisor through TK20.

--- Robert Maynard Hutchins

V. The University Supervisor's Roles and Responsibilities

The University Supervisor functions in the student teacher program as the liaison between the University and the cooperating schools. His/her goal is to see that each Candidate is provided with the opportunity for rich and comprehensive supervised teaching experiences. To this end, the Supervisor works with both the Candidate and Cooperating Teacher, observing, consulting, discussing, and suggesting. The University Supervisor should have weekly contact with the Cooperating Teacher. This may be achieved through meetings, e-mail, or phone conversations. Moreover, it is the responsibility of the University Supervisor to interpret for the cooperating school and Candidate the University policy regarding the program. If any unusual supervised teaching practices or problems exist, they should be discussed with the University Supervisor. They should be brought up by whomever they concern; the Candidate, Cooperating Teacher, or administrator of the cooperating school. The University Supervisor strives to

1. Establish and maintain good relationships between the University and cooperating schools. The first stop during any visitation should be in the school office.

2. Learn the philosophy, objectives, organization, mission and content of the cooperating school program.

3. Meet with Candidates and Cooperating Teachers to review the expectations of the University, the District, and those of the individual school buildings during student teaching.

4. Orient Candidates to the school environment in which they will do their student teaching and the processes to be used in the evaluation of their performance.

5. Guide the Cooperating Teacher to University resources for supervising a Teacher Candidate. Acquaint cooperating school personnel with the philosophy, knowledge base, objectives, organization, and content of the teacher education program. This includes providing information and support on the co-teaching model.

6. Work with University and cooperating school personnel in planning an appropriate program of experiences for Candidates. Establish availability to address needs of both the Teacher Candidate and the Cooperating Teacher.

7. Help the Cooperating Teachers and other members of the supervisory team understand, and hence improve, their performance in their supervisory role in the teacher education program.
8. Consult with Cooperating Teachers at least weekly to monitor the performance of Candidates and plan experiences that will lead to their greatest understanding, and therefore, to the improvement of their teaching.

9. Counsel with Candidates concerning problems of adjustment to their teaching role.

10. Guide and support Candidates as they prepare the required Teacher Work Sample.

11. Evaluate the Candidate using a Performance Based Student Evaluation.

   A. Observe at least two Formative Observations during each placement.
      i. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
      ii. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
      iii. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
      iv. Following the observation period, the University Supervisor will be provided with a private area to complete the appropriate evaluative paperwork.
      v. The University Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.
      vi. If appropriate, a “Professional Improvement Plan” will be jointly completed by the University Supervisor and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University.
   
   B. The Summative Evaluation will be completed toward the end of each placement.
   
   C. The content within these documents will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.

12. At the end of student teaching, the University Supervisor will review the Summative Reflection prepared by the Candidate (Appendix F). This form will be submitted through TK20.

13. The University Supervisor, Cooperating Teacher and the Candidate will each complete an “Educational Candidate Disposition Inventory” form toward the end of each placement (Appendix G). The dispositions forms are submitted through TK20.

14. Conduct seminars or teach courses designed to supplement Candidate experiences.

15. Consult with cooperating school personnel on curricular, instructional and organizational matters when requested.

16. Cooperate with other University and school personnel in evaluating and refining the teacher education program.

17. Assist the Director of Educational Field Experiences in the assignment of Candidates and recommend reassignment when necessary.