

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.

The object of education is to prepare the young to educate themselves throughout their lives.

--- Robert Maynard Hutchins