

2023-2024 WILEY UNIVERSITY

School of Education

Cooperating Teacher Handbook



GO FORTH *inspired.*

Revised 2022

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Wiley University School of Education appreciates your willingness to serve as a Cooperating Teacher for or students.

We deeply appreciate your commitment to supporting our teacher candidates through their active engagement in your classroom. Wiley University and the School of Education are committed to continuous self-reflection, feedback and assessment on a candidate’s performance. As the candidate’s cooperating teacher, you also evaluate their teaching performance using the School of Education Performance Evaluation forms. We request permission to retain your evaluation of their teaching performance and dispositions. The hard-copy of your evaluation will be placed into the candidate’s permanent file. Please sign to indicate your approval for this data entry and return the form to your candidate.

Qualifications: TEA requires that cooperating teachers have at least 3 years of classroom experience, a valid SBEC certification, and evidence of contribution to student success ([TAC 228.35](#))

The role of a cooperating teacher is to mentor and support student teachers during their practicum or student teaching experience. Cooperating teachers provide guidance, feedback, and opportunities for hands-on teaching practice. The cooperating teacher services as a role model, demonstrating effective teaching strategies and classroom management techniques in an environment that offers growth and support the teacher candidate needs in order to be successful.

Educator Preparation Directory

CONTACT	TITLE	DIRECTORY
Carmita Haynes	Dean, Education & Sciences	chaynes@wileyc.edu 903.927.3331
Morgan King	Asst. Dean, Education & Sciences	Mking@wileyc.edu
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Clinical Teaching-Roles and Responsibilities

Student Teacher Understands the following:

Clinical Teaching Experience is an **unpaid** supervised educator assignment at a public school accredited by the Texas Education Agency (TEA). This assignment is a 14-week experience that will require the teacher candidate to be available during the schoolwork week and school hours. The task of the candidate is to develop the knowledge and skills necessary to provide instruction in a realistic performance situation. It is expected that candidates will apply the principles of teaching and that they will acquire skill in such application. In fulfilling this role, the candidate is to:

- Abide by school/district’s dress code:
Dress professionally when attending the placement. Do not wear anything too tight, short, or revealing. No flip flops. No high heels. Not jeans, leggings, or sweatpants. No shirts with inappropriate logos/sayings/ no gum, etc. Cover tattoos. No piercings (except ears for female students) with small earrings. Please look like a well-dressed professional teacher, not a student.
- Please keep cell phones locked away or out of sight unless being used for instructional purposes. In the event of an emergency, please give a family member the number of the school.

- Follow all the rules and regulations of the school.
- Keep the time sheet up to date and have the cooperating teacher date and sign the time sheet each day
- Report to the principal's office at his/her assigned school on the first day of the student teaching; become familiar with the school regulations and policies that relate to the duties of teachers; discuss his/her responsibilities with one of the administrators as soon as possible. Sign in and out on the official log or time sheet as formal documentation of his/her attendance.
- Report to his/her cooperating teacher; obtain all of the materials that may be of assistance in his/her teaching duties and make provisions to learn students' names; discuss responsibilities with the cooperating teacher, including instructional and non-instructional responsibilities share the responsibilities of cooperating teachers with his/her cooperating teacher.
- Send an introductory email to the school principal and the assigned cooperating teacher.
- Make arrangements to meet with this/her cooperating teacher on a daily basis to discuss his/her teaching. The candidate should request evaluative feedback from the cooperating teacher and discuss lesson plans for each day.
- Use the **Student Teacher Performance Assessment (STPA)** as a self-evaluation to be conducted concurrently with an assessment by his/her cooperating teacher. The candidate should schedule at least 4 formal observations with the cooperating teacher and college supervisor. The STPA will be used to assess the candidate's performance during these formal observations. Lesson plans should be completed and emailed to the College supervisor 48 hours before the supervisor is to visit the candidate.
- Maintain a complete record of the teacher candidate's student teaching experience in a portfolio that includes unit plans, daily plans, assessments, reflections, and other artifacts. The official Unit Plan and associated Daily Plans should also be submitted electronically to the College Supervisor.
- Follow the schedule of the public school, not the College, regarding holidays, breaks, etc. The candidate is remaining on campus with his/her cooperating teacher throughout the entire school/workday including lunch breaks, planning periods, etc. to ensure availability for conferences with students, teachers, supervisors and administrators.
- Become familiar with school/classroom policies, especially relevant to discipline to discipline for disruptive behavior. The candidate should follow the policies related to discipline and should follow the lead of his/her cooperating teacher when managing the behavior of students.
- Comply with all policies and regulations and work cooperatively and productively with the assigned College supervisor, the cooperating teacher, and school administrators.
- Become aware of each cooperating school's policies for dealing with health and safety emergencies, particularly those involving infectious diseases and blood-borne pathogens.
- At the end of the placement complete the **Evaluation of Cooperating Teacher by Student Teacher**, which allows the candidate to evaluate the cooperating teacher. This evaluation should be submitted to the Director of Clinical Experience.
- Arrange three-way meetings with candidate, cooperating teacher, and College supervisor, and arrange times for observations and conferences with the College supervisor.
- Communicate with cooperating teachers on a daily basis about lesson plans, learners, needs, reflections, etc.
- Exchange contact information (email, telephone number) with the cooperating teacher and the College supervisor.
- Secure approval from the cooperating teacher before imposing any serious disciplinary measures upon students.
- Notify the cooperating teacher as soon as possible when an absence from school is necessary. Personal illness, death in the immediate family, and religious holidays are legitimate excuses; however, if the candidate is absent more than one day, he/she must extend his/her placement one day per day's absence.
- Accept constructive feedback from the cooperating teacher.

- Take initiative in seeking help from the cooperating teacher.
- Arrange any classroom observations of other teachers through the cooperating teacher.
- Provide cooperating teachers with all School of Education evaluations, forms, documents, and materials necessary for them to guide and facilitate the student teaching experience.

Role of Cooperating Teacher

All cooperating teachers are certified teachers who have at least three years of experience, have professional status, and are certified at the same level and in the same subject area the candidate is seeking. The cooperating teacher is the teacher candidate's major resource during student teaching. It is under the cooperating teacher's guidance that the candidate plans and implements lessons aligned with the Texas Essential Knowledge and Skills (TEKS) standards. The teacher candidate should communicate daily with his/her cooperating teacher about lesson plans, instructional strategies, classroom arrangements, assessment and evaluation procedures, equity issues, students' progress, and any other issues that might arise. In turn, the cooperating teacher will give the teacher candidate guidance and feedback. In addition, the cooperating teacher will observe the candidate, both formally and informally, and help him/her meet the School of Education Outcomes. In fulfilling this role, the School of Education asks that the cooperating teacher:

- Prepare materials and space for the candidate, assist students/learners in developing a positive attitude towards the candidate, introduce the candidate to school personnel, etc.
- Provide continual supervision and guidance for the candidate. The cooperating teacher's major task is to help the candidate become a skilled instructor. Therefore, he/she should share his/her expertise with the candidate and discuss teaching performance daily. Frequent conferences are required.
- Do not utilize the candidate as a substitute teacher.
- Notify the School of Education (903.927.3331) immediately if a candidate fails to arrive at school on time, if the candidate leaves early, or is absent without proper notification. All candidates are expected to complete a full day schedule unless excused for a justifiable reason.
- Consult frequently with the candidate for the purpose of monitoring progress or resolving problems. The cooperating teacher should use the Student Teacher Performance Assessment (STPA) to evaluate the candidate. These evaluations should be conducted concurrently with the candidate's self-evaluation and be used as the basis for a scheduled evaluation session with the candidate. (See below for more information on evaluation procedures).
- Confer with the College supervisor on a regular basis concerning the candidate's problems and/or performance.
- At the end of student teaching, the cooperating teacher will evaluate the candidate using the **Final Evaluation by Cooperating Teacher**. This evaluation should be given to the candidate in a sealed envelope or scanned and emailed to the Director of Clinical Experience.
- In collaboration with the candidate and the college supervisor, the cooperating teacher is to evaluate the candidate. The cooperating teacher, at times alone and at times in cooperating with the teacher candidate and the College supervisor, will conduct both **formative** and **summative** assessments of the teacher candidate's performance in meeting the School of Education's outcomes as well as other indicators of performance.

Role of Director of Clinical Teaching (Field Supervisor)

The Director of Clinical Teaching (Field Supervisor) is responsible for working with College Faculty and instructors as well as cooperating with schools and teachers. Administratively, the Director of Clinical Experience serves as a communication liaison between the School of Education at Wiley College and public-school personnel. Therefore, the Director of Clinical Experience does the following:

- Conduct a minimum of four formal observations and conference during placement with the teacher candidate. One of the visits should include a three-way (triadic) conference with the cooperating

teacher, teacher candidate, and Field supervisor. The teacher candidate is responsible for arranging these visits with the approval of the cooperating teacher. Conduct three informal observations.

- Report to the principal's office upon arrival at the school, sign in and inform the staff of their presence. Obtain information concerning expectations for and/or regulations concerning. Visitors and abide by such regulations.
- Examine and evaluate daily lesson plans prior to the visit. For formal evaluations, the teacher candidate is required to submit via email a copy of his/her lesson plans at least 48 hours before the scheduled visit. The lesson plans and guides will help focus the supervisor's observation and discussions with the teacher candidate before and after the observation.
- Complete the **Student Teaching Performance Assessment (STPA)** during each visit when candidate is teaching and sharing during teach post-observation conference.
- Evaluate the cooperating teacher using the **Final Evaluation of the Cooperating Teacher by the Student Teacher**.
- Collects and reviews all applications for student teaching and ensures that all teacher candidates meet the required qualifications.
- After receiving approval, the Director makes the official arrangements for placement of candidates. It is the responsibility of the Director of Clinical Experience to confer with cooperating school personnel.
- The Director of Clinical Experience should be notified when problems and/or issues arise which involve teacher candidates, the Field supervisor, or the cooperating teacher. The Director of Clinical Teaching is responsible for notifying the Dean of these problems and/or issues.
- Though the Field Supervisor assigns grades to each candidate for each assignment, the Director of Clinical Experience must approve the grades.

Wiley University Teacher professional Development

TEA and Wiley University School of Education require professional development (Cooperating teacher training) each semester that you host a clinical teacher. We hope the PD will offer best practices for effective mentorship, with opportunities to provide feedback regarding Wiley's program. This professional development is accomplished during the initial 3-way conference scheduled by the Field Supervisor.

Teaching Experience

Wiley teacher candidates are required to submit full length lesson plans to the cooperating teacher 48 hours in advance. While the cooperating teacher can dictate how soon the teacher candidate is ready to assume additional responsibilities, below, we have provided a timeframe for when the candidate should be ready to acquire extra duties.

Recommended Cycle of Teaching, Classroom Duties, and Observations

WEEK	CLASSROOM DUTIES	OBSERVATION
1	Observe and assist-The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher	
2	Team Teach and observe other grade levels or teachers who teach on the same grade level	1 st informal observation (15 minutes)
3-4	Co-plan and teach 1-2 classes-This should be a lesson that the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught	1 st Field Supervisor observation & Triadic Discussion (45 minutes)- week 3
5-6	Independently plan and teacher 2-3 classes	2 nd informal observation (15 minutes)- week 5
7-8	Full teaching responsibility	2 nd Field Supervisor Observation & Triadic Discussion (45-minutes) week 7
9-10	Full teaching responsibility	3 rd informal observation (45-minutes) week 9
11-12	Full teaching responsibility	3 rd Field Supervisor Observation & Triadic Discussion (45-minutes) Week 11
13-14	Progressively decrease full responsibility-(Gradually reduce the number of classes or subjects taught and return teaching responsibility to the cooperating teacher. Complete and submit all required student teaching forms such as reflections and evaluations	4 th Field Supervisor & Discussion Observation (45-minutes) week 13

Required Clinical Teaching Documents

Wiley University
School of Education
Student Teaching Time Sheet Log

EDUC 4601 _____

EDUC 4611 _____

EDUC 4612 _____

Teacher Candidate: _____ Semester/Year: _____

Cooperating Teacher: _____ Grade Level: _____








School Placement: _____

Date	Student Teaching Hours (Hours of Actual Teaching)	Observation, Participation, or Conferencing Hours	Total Hours in Attendance
Ex: March 10, 2010	3 hours	5 hours	8 hours

Wiley University Lesson Plan Template

Teacher Name:

Grade/Subject:

Date	Standards and Objectives 	Evaluate/ Assessment 	Modeling/ New Learning 	Collaborative Guided Practice 	Independent Practice 	Closure  
	<p>Standard(s):</p> <p>Objective (what will students learn by the end of the lesson):</p> <p>Today I will explain...</p> <p>Prerequisite skills (what skills will students need in order to master the objective):</p> <p>Key terms/Vocabulary (what academic vocabulary will students need to know in order to master the objective):</p>	<p>Formative Assessment (what work will students individually produce that will be used to determine progress toward or mastery of the objective):</p> <p>Success Criteria (how will students know if they are successful):</p> <p>Questions for Critical Thinking (what questions I can ask in the model, guided practice, and independent practice to engage students in high-level thinking)</p>	<p>Bellringer/Entrance Ticket (what 3-5 minute activity will students complete as they enter class):</p> <p>Student Groups (how will students be grouped for new learning): Whole group</p> <p>Which modeling strategy will I use?</p> <p>How will I Model New Learning?:</p> <p>Check for Understanding (how will I determine if students are ready for guided practice):</p>	<p>Student Groups (how will students be grouped for collaborative practice): Whole group</p> <p>Activities:</p> <p>Feedback (how will I provide feedback on each student's individual work): Verbal</p> <p>Early Finishers (what should students who finish early work on):</p> <p>Check for Understanding (how will I determine if all students are ready for independent practice):</p>	<p>Student Groups (how will students be grouped for independent practice): Whole group</p> <p>Activities:</p> <p>Feedback (how will I provide feedback on each student's individual work):</p> <p>Early Finishers (what should students who finish early work on):</p> <p>Check for Understanding (how will I determine if all students are ready for the exit ticket):</p>	<p>How will students complete the formative assessment?</p> <p>How will I summarize /recap the objective and lesson activities?</p> <p>How will students reflect on and/or evaluate their work?</p> <p>How/when will students view feedback on their formative assessment?</p>

Wiley University
School of Education
Triad Discussion Form

Teacher Candidate: _____ Semester/Year: _____

Cooperating Teacher: _____ Field Supervisor: _____

Instructions: This instrument has been designed to ensure that the cooperating teacher and teacher candidate have discussed the teacher candidate's ability to effectively perform certain teaching and non-teaching duties. The School of Education at Wiley College expects the cooperating teacher and teacher candidate to set aside time every week to review some of the items on the guide. Once they have discussed a particular item, the cooperating teacher and teacher candidate should indicate this by placing your initials in the space next to the item and indicating the date they discussed it. By the end of the semester, the cooperating teacher and teacher candidate should have discussed the teacher candidate's performance for each item. (FS= Field Supervisor; CT=Cooperating teacher; TC=Teacher candidate).

Dispositions

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Be appropriately and professionally dressed and groomed (see dress codes)				
Maintain appropriate professional relationship with students				
Demonstrate an attitude of cooperation with cooperating teacher, field supervisor and others				
Demonstrate calm and mature reactions under stress				
Anticipate responsibilities and problems and act accordingly				
Attend and participate in faculty/staff meetings and conferences				
Actively seek evaluation, accept it maturely, and use it constructively				

Preparedness/Planning

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Make careful unit, weekly, and daily preparations and present them to the cooperating teacher for approval and comments at least a week in advance or whenever the school policy requires				
Design assignments that require students to use the library resources				
Design assignments that require students to use technology				
Have requisite knowledge of subject matter				
Effectively adjust teaching content and methods for days of assemblies, pep rallies, prior to and succeeding holidays				
Have materials and equipment ready and tested before class starts				
Prepare and preview appropriate materials such as films, tapes, technology and other non-print media before using them				

Decision-Making

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Choose developmentally appropriate lesson and content materials				
Follow approved daily lesson plans when teaching				
Be willing to diverge from plans to pursue students' important needs, questions, or interests				

Classroom Management

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Begin lesson or class promptly				
Promptly attend to attendance and recording keeping of necessary data				
Follow recommended school procedures for handling late/absent students				
Follow recommended school procedures for allowing students to go to the restroom, to get water, to report to the office or other part of the school building				
Follows recommended school procedures for fire drills and lock-down drills				
Follow recommended school procedures for sending discipline cases to the proper person				
Make assignments in writing according to school policy not just before end of lesson or day				
Provide for physical comfort of students (heat, light, ventilation), if possible				
Establish and maintain good rapport with students, teachers, parents, and administrators				
Clearly display Texas Essential Knowledge and Skills (TEKS) addressed in daily lessons				

Communication

The teacher candidate should...	FS Initials	CT Initials	TC Initials	Date
Avoid using repetitious words and sounds ("okay", "um", "so", "like", "you know", etc.)				
Know students in class by name				
Have/use a pleasing tone, properly modulated voice, proper inflection, adequate volume, clear articulation, and appropriate speed				
Enunciate properly and use Standard American English grammar				
Use mannerisms in speech, posture, etc. that are professional and not distracting				
Use legible handwriting on paper and chalkboard				
Ask questions in a way that allows all students to participate				
Vary methods of praise and reinforcement				
Write and orally communicate directions in detailed and logical sequential manner				
Write using correct grammar, spelling, usage, and punctuation				

Field Supervisor: _____

Date: _____

Cooperating Teacher: _____

Date: _____

Teacher Candidate: _____

Date: _____

Appendix G
Wiley University
Student Teaching Performance Assessment

Wiley College Field Supervisor Evaluation Cooperating Teacher Evaluation Student Teacher Self-Evaluation

Student Teacher: _____ Field Supervisor: _____

Cooperating Teacher _____ School Placement _____

Grade Level/Content Area _____ Date: _____ Observation Time/Number: _____

Rating System for Teacher Candidate:

The quality of student work during clinical teaching is indicated by rating. This rating system is in accordance with the Education Division’s rating requirements. Ratings given during clinical teaching are defined as follows:

Exceeds Expectations (50-60 points): The teacher candidate clearly demonstrates the ability to perform at levels that are exceptional, distinguished, and beyond expected criteria.

Meets Expectations (39-49 points): The teacher candidate demonstrates, to some extent, the ability to perform at levels that are knowledgeable, proficient, and meet criteria.

Needs Improvement (28-38 points): The teacher candidate demonstrates the ability to perform at levels that are initial, preliminary, and basic.

Does Not Meet Expectations (27 or fewer points): The teacher candidate is not demonstrating at the expected levels of performance.

Please indicate the rating that indicated the teacher candidate’s performance by checking the box of the appropriate rating below.

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Needs Improvement (2 points)	Does Not Meet Expectations (1 point)
How well does the candidate demonstrate knowledge of content area (according to major) and pedagogy (according to certification area)? TEA Educator Standards Correlation: Standard 1 & Standard 3				
How well does the candidate set goals and objectives for instructional design (instructional planning including assessment design and instructional delivery)? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, and Standard 5				

<p>To what extent does the candidate demonstrate knowledge of and ability to use resources and to create learning experiences? TEA Educator Standards Correlation: Standard 3 and Standard 4</p>				
<p>To what extent does the candidate demonstrate the ability to design and administer student assessment? TEA Educator Standards Correlation: Standard 1</p>				
<p>How well does the candidate use knowledge of student development to create instruction and promote self-assessment? TEA Educator Standards Correlation: Standard 1</p>				
<p>How well does the candidate create an environment of respect and rapport that promotes a culture for learning? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4, and Standard 5</p>				
<p>How well does the candidate manage student behavior while maintaining a culture for learning? TEA Educator Standards Correlation: Standard 4</p>				
<p>How well does the candidate manage classroom procedures and organize the learning environment? TEA Educator Standards Correlation: Standard 4 and Standard 5</p>				
<p>How well does the candidate engage students and encourage their understanding of content? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4, and Standard 5</p>				
<p>How well does the candidate communicate with students? TEA Educator Standards Correlation: Standard 1 and Standard 4</p>				
<p>How well does the candidate use questioning and discussion techniques to promote student engagement and learning? TEA Educator Standards Correlation: Standard 1 and Standard 4</p>				

How well does the candidate assess student learning during instruction? Does the candidate demonstrate flexibility and responsiveness to students' needs when using assessment? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 4 and Standard 5				
How well does the candidate incorporate literacy practices within instructional design (instructional planning including assessment design and instructional delivery)? TEA Educator Standards Correlation: Standard 1 and Standard 3				
How well does the candidate reflect on practice and professional growth? TEA Educator Standards Correlation: Standard 1, Standard 2, Standard 3, Standard 4 and Standard 5				
How well does the candidate use student support systems? How well does the candidate interact well with school, family, and community connections? TEA Educator Standards Correlation: Standard 2 and Standard 4				
Areas of Strength (Glows)				
Opportunities for Improvement (Grows)				

Field Supervisor: _____

Date: _____

Cooperating Teacher: _____

Date: _____

Teacher Candidate: _____

Date: _____

Wiley University
School of Education
Complaint Form

Date: Click or tap here to enter text.

Complainant Information:

Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Address: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

Complainant's Role: Check all that apply

Program Applicant

Current Candidate

Former Candidate

Mentor Teacher

Cooperating Teacher

Select the area that is the source of the complaint. Your selection will help inform how we will address the issue. You will also be responsible for providing supporting information in the following section of this form.

Teacher Education Program

EPP Admission Policy

EPP Requirements

Denied EPP Admission

EPP Practicum

EPP Faculty

EPP Field-based Observations

EPP Clinical Teaching

Individual Student Issue

Explain why you are submitting a formal complaint. Please include dates and events that are relevant to your concern. Please be specific and concise.

What efforts have you made to resolve the complaint in other ways?

Complaint's Signature: _____

Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in chapters 227, 228, 229, ethics (TAC 247) fingerprinting (TAC227, 232) and certification (TAC230,231, 232, 239, 241, 242). Texas Administrative Code228.70

For Department Use

Date Received: Click or tap here to enter text.

Received by: Click or tap here to enter text.

Comments:

Corrective Action:

Reviewed by: _____

Complaint Process

The policy of the Educator Preparation Program at Wiley University, in conjunction with the Texas Education Agency (TEA) provides a complaint process with includes maintaining a record of formal written complaints received. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in chapters 227, 228, 229, ethics (TAC 247) fingerprinting (TAC227, 232) and certification (TAC230,231, 232, 239, 241, 242). Texas Administrative Code228.70.

Per Texas Administrative Code (TAC) §§ 228.70, students and constituents have the right to submit formal, written complaints about the Educator Preparation Program for investigation and resolution.

All complaints filed with the TEA must be in writing. The TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form.

[Complaint form URL](#)

To adequately review and address a complaint, TEA needs specific details and must be able to identify a clear violation of Texas Administrative Code §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232), or certification (TAC §§230, 231, 232, 239, 241, 242) to determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.
- Documentation to support your claim when possible.

Additional support and guidance can be sought by the Office of Educator Preparation Services at 432.552.2120 or via the information below:

TEA Complaints Management 1701 N. Congress Ave.

Austin, TX 78701-1494

Telephone: 512.463.3544 Fax: 512.475.3665

Email: complaintsmanagement@tea.texas.gov Website