

COOPERATING TEACHER CHECKLIST



BETHEL
UNIVERSITY

INITIAL RESPONSIBILITIES

- Provide the following information for your teacher candidate as soon as possible:
 - Class List (with pictures if available)
 - Schedule
 - Behavior Plan
 - Student Handbook
 - Teacher Handbook
 - Grade Level/Course Curriculum Resources
 - Any other procedural Information

- Provide a work space in your classroom and a name sign outside your classroom for your teacher candidate. Your students need to see him/her as another teacher in the classroom.

- Clarify expectations for hours required at your school. Teacher candidates are expected to follow the same hours noted in your teacher contract.

- Introduce the teacher candidate to other members of the faculty and school staff. Give a tour of the building to include locations of student files, counseling offices, library, attendance office, special education services, computer lab, supply room, copying procedures and other services or rooms your teacher candidate should know.

- Conduct an orientation with your teacher candidate covering classroom routines, discipline management plans, campus policies, communication expectations, etc.

- If applicable, review and approve your teacher candidate's introductory letter to parents. Ensure the letter is sent home no later than the beginning of the second week of the placement.

- Complete the TERM OVERVIEW form with your teacher candidate that allows for a gradual increase in classroom leadership and reflects the co-teaching strategies. Facilitate the participation of your teacher candidate in other appropriate planning sessions.

- Assist your teacher candidate with the completion of observation forms (elementary education candidates only).

- Keep the Bethel University supervisor informed of any concerns you may have with professional behaviors (i.e. arriving late, not meeting deadlines, dress code, lack of communication, etc.).

CONTINUING RESPONSIBILITIES

- Include teacher candidate in campus communications, team meetings, faculty meetings, professional development events and social functions sponsored by the school. If appropriate, provide opportunities for him/her to participate in parent conferences. Provide dates and times for events as early as possible.

Thank you for mentoring our teacher candidate. Because of the day-to-day contact with the teacher candidate, our cooperating teachers exert a great deal of influence on the teacher candidate's perception of the profession and have a great opportunity to provide professional guidance.

CONTINUING RESPONSIBILITIES, CONTINUED

- Allow time for your teacher candidate to observe students, your teaching methods, methods of grading papers, curriculum and other materials. Discuss these observations with your teacher candidate.
- Provide your teacher candidate with a copy of weekly plans and time to co-plan, co-teach, and guide your teacher candidate toward self-planning/teaching according to suggested timeline.
- Review and give feedback on detailed lesson plans submitted which should include:
 - Specific and measureable goals and objectives using MN state standards
 - Content to be taught and materials to be used
 - Methods to be used in presenting the lesson
 - Assessment strategies
 - Differentiation
 - Closure
- Informally observe your teacher candidate and debrief regularly.
- Formally observe your teacher candidate about once a week.
 - Was the lesson preparation adequate?
 - How was the management of the students and materials?
 - Did learning take place?
 - What type of differentiation was used?
 - Were students engaged in the learning process? How do you know?
 - What type of assessment was used to measure learning?
 - What would you do differently next time?
 - How does this information affect the next lesson?
- Complete a mid-term conference with the teacher candidate and university supervisor. Forms are available online.
- Communicate any concerns or questions to the Bethel University supervisor.

FINAL RESPONSIBILITIES

- Complete your teacher candidate's final evaluation and participate in a conference with the university supervisor and teacher candidate. This is your final appraisal of how well your teacher candidate completed the experience and constitutes the report card to Bethel University. Access to the online form will not be available after entering SUBMIT. Print prior to full submission in order to share it with your teacher candidate at the conference.
- Complete Bethel University's online program evaluation. This is a survey about Bethel's program, not your candidate.
- Write a letter of recommendation for the teacher candidate and give to him/her.
- Complete and return the appropriate forms to receive CEUs and your honorarium.