



UNIVERSITY OF CHARLESTON

Cooperating Teacher/ Mentor Responsibilities

All cooperating teachers/mentors are certified teachers or other professionals 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/mentor is the teacher candidate's/intern's major resource during student teaching/internship. It is under the cooperating teacher's/mentor's guidance that the candidate plans and implements lessons aligned with the WV College and Career Readiness Standards and/or West Virginia Content Standards and Objectives (if science or physical education) or other professional organization standards for interns.

The teacher candidate should communicate daily with his/her cooperating teacher/mentor 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/mentor will give the teacher candidate guidance and feedback. In addition, the cooperating teacher/mentor will observe the candidate, both formally and informally, and help him/her meet the University of Charleston's Education Department Outcomes.

In fulfilling this role, we ask that the cooperating teacher/mentor:

- Complete a WVDE online cooperating teacher module. Details to be shared by Dr. Jason Cheek through email.
- Prepare materials and space for the candidate, assist students/learners in developing a positive attitude towards the candidate, introduce the candidate to school/community site personnel, etc.
- Provide continual supervision and guidance for the candidate. The cooperating teacher's/mentor'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.
- Not utilize the candidate as a substitute teacher or as a substitute professional.

- Consult frequently with the candidate for the purpose of monitoring progress or resolving problems. The cooperating teacher/mentor should use the Residency Tool for Assessment (RTA) or Intern Tool for Assessment (ITA) to evaluate the candidate. These evaluations should be conducted concurrently with your candidate's self-evaluations and be used as the basis for scheduled evaluation sessions with your candidate. (See below for more information on evaluation procedures.)
- In collaboration with the candidate and the University supervisor, the cooperating teacher/mentor is to evaluate the candidate. The cooperating teacher/mentor, at times alone and at times in cooperation with the teacher candidate and the University supervisor, will conduct both formative and summative assessments of the teacher candidate's/intern's performance in meeting the University of Charleston Education Program's Outcomes as well as other indicators of performance.
- Confer with the University supervisor on a regular basis concerning the candidate's problems and/or performance.
- At the end of residency/internship, the cooperating teacher/mentor will evaluate the candidate using the Resident Teacher Evaluation. This evaluation should be given to the candidate in a sealed envelope.

Formative Assessments

The cooperating teacher/mentor is in the best position to conduct on-going formative assessment of the candidate's progress. These assessments may be done both formally, using assessment instruments, and informally, using observation notes and comments, or by having informal conversations about the teacher candidate's/intern's performance and progress. The Education Program at the University of Charleston recommends that the cooperating teacher/mentor conduct both formal and informal formative assessments on a daily basis. That is, informally the cooperating teacher/mentor and candidate should have frequent conversations about the candidate's performance in designing and implementing instruction and meeting the needs of the learners. More formally, the cooperating teacher/mentor should use the following instruments to guide formative assessment opportunities:

Residency Tool for Assessment (RTA) or Intern Tool for Assessment (ITA): The candidate will be observed multiple times during their residency/internship placement. These assessment instruments will be used to provide both quantitative and qualitative feedback. These instruments should be completed six times during the placement. (3 RTAs for Residency 1, 3 RTAs for Residency 2, 3 times for Interns)

Summative Assessments

During the final three-way meeting (triad conference) between the teacher candidate, cooperating teacher/mentor, and University supervisor, all parties will cooperatively complete the Residency/Intern Assessment Rubric. The use of this instrument at this time will be the summative evaluation of the teacher candidate's/intern's performance in meeting the Education Program's Outcomes. Based on the teacher candidate's/intern's performance on RTA/ITA form, the cooperating teacher/mentor will recommend a rating for the residency/internship and complete and sign the Final Evaluation by Cooperating Teacher/Mentor Form.

The teacher candidate is responsible for obtaining letters of reference for his or her credential file. Although a letter of reference may resemble the summative evaluation from a cooperating teacher/mentor, these two instruments are kept in different files and will be used for different purposes. Summative evaluations are public documents kept on file in the Education Program office and are available for review whereas letters of reference filed with the University of Charleston's Education Program may be subject to a seal of confidentiality. For further information about the preparation of letters of reference, please contact the Education Program office at (304) 357-4707.

Cooperating Teacher/Candidate Discussion Form: This instrument has been designed to ensure that the cooperating teacher/mentor and candidate discuss the candidate's ability to effectively perform certain teaching and non-teaching duties. The Education Program encourages the cooperating teacher/mentor and 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/mentor and candidate should indicate this by initialing the space next to the item. By the end of the semester, the cooperating teacher/mentor and candidate should have discussed the candidate's performance for each item.

University Supervisor's Responsibilities

Once the Field Experience Coordinator has made the placement agreement between the cooperating school/community site and UC, the University supervisor will supply the cooperating teacher/mentor with the materials needed to fulfill his/her responsibilities. It is imperative that the cooperating teacher/mentor and University supervisor work cooperatively to assure a successful experience for the teacher candidate. Therefore, the University supervisor will do the following:

The University Field Instructor provides oversight of the student teaching/internship experience, ensures that requirements are met, provides support to candidates and CTs/mentors, and assumes primary responsibility for the assessment and grading of candidates. In fulfilling this role, University Field Instructors are to:

- Ensure that placements are fitting and appropriate
- Communicate frequently with cooperating teachers/mentors and principals/supervisors, inviting regular feedback
- Visit each candidate a minimum of the required evaluations for the course
- Provide constructive feedback to candidates
- Provide help/remediation to candidates as needed
- Complete the minimum number of formal observations
- Complete all required paperwork/forms
- Complete all required SharePoint submissions/assessments
- Submit final grades

Education Program Director Responsibilities

The Education Program Director is responsible for working with University faculty and instructors, as well as with cooperating schools/site, principals/administrators/supervisors, and cooperating teachers/mentors to create a high-quality Education program for all candidates. Additionally, the Director serves as a communication liaison with the WV Department of Education and ensures that University and accreditation requirements are maintained. In fulfilling this role, the Program Director shall:

- Review applications for residency/internship and ensure that all candidates have the required qualifications
- Approve all field-based assignments and make official arrangements for the placement of candidates
- Confer with Field Placement Coordinator and school/site personnel to monitor candidate progress and provide remediation if necessary
- Approve final grades assigned by University Field Instructors
- Approve and sign all certification forms and paperwork
- Provide formal feedback opportunities through end-of-semester surveys, Triad reviews, and frequent informal email communications

RESIDENT/INTERNSHIP SEQUENCE OVERVIEW

The following section is meant to provide an overview of the sequence of events in a typical residency/internship term. There are various levels and approaches to this experience, and the notes provided here are meant to be generally applicable. Within these guidelines, the exact sequence that the candidate will follow will be determined by the planning and effort that the candidate will devote to it in collaboration with the cooperating teacher/mentor, the cooperating school/community site, and the University supervisor.

Observations and Conversations

During the first days of each residency/internship assignment, the candidate should conduct formal observations of the school/community site, students, teacher-student interactions, instructional procedures, etc. We want the student to in part be an ethnographic researcher who wishes to study and eventually become part of a culture that is not your own. Like any other culture, this school/community site culture is made up of people who follow specific rules and procedures; who display specific behaviors that are acceptable or not acceptable for this culture; whose members think, create, learn and teach in culturally appropriate ways. At first the student will be an outsider who enter this new environment quite humbly, unassumingly, and open-mindedly. The first objective is to attempt to understand the complexities of this culture. Therefore, the student will need to become an astute observer. This will require the student to take detailed notes on observations to assist with the Action Research Project (WVTPA). Through detailed observations, the student will be able to discover recurring patterns of behavior, learning needs, relationships, and actions.

During the first week in the school/community site, the student's main job is to observe. Likewise, during the final week, the student will have several periods each day to continue observations. It is during these times that we ask the student to become an ethnographic researcher.

Participation

From the beginning of the experience, the candidate/intern should be ready to participate. This may take the form of working with individuals, small groups, or whole classes. It may also mean that teacher candidates will assist in grading papers, designing lesson plans, creating bulletin boards, overseeing recess or other non-teaching duties, and a host of other experiences.

Planning

As the teacher candidate's/intern's assignment proceeds, he/she should be assuming some responsibility for planning lessons. Usually, the teacher candidate will be responsible for a small group or class period within one subject area, adding more responsibilities as time passes and progress dictates. He/she should develop all plans in detailed format at this point, not only for reference by the cooperating teacher/mentor and supervisor but also so that the teacher candidate can gauge how well his/her planning works. Weekly plans and long-range unit plans should also be developed. The cooperating teacher/mentor and the teacher candidate should closely coordinate these long-term plans. The unit plan must be for a minimum of five (5) days and must include five (5) complete daily plans. The format chosen for submission of plans is at the discretion of the cooperating teacher/mentor and depends on individual school/community site requirements. However, the official UC lesson plan format and unit plan format must be used for the pieces submitted for the portfolio.

Part-Time Responsibility

The teacher candidate will gradually assume responsibility for an entire learning environment. Increased demands upon the teacher candidate's/intern's time will affect how well he/she can prepare for lessons, especially those for which he/she might want to make learning materials. Advance preparation can help the teacher candidate avoid hitting a wall of fatigue and frustration.

At this point, the cooperating teacher/mentor, candidate, and University supervisor should adjust their expectations accordingly. Units that are thoroughly researched and planned still need back-up alternatives, since students and learning environments can vary widely on short notice.

The candidate should feel free to experiment but do so knowing that his/her lessons will be evaluated on the basis of their success in promoting students' learning as well as his/her own learning. Such methods as cooperative learning, full inclusion strategies, whole-language instruction, or inquiry-based instruction must be painstakingly tested. Observations by the cooperating teacher/mentor can help the teacher candidate analyze his/her teaching at this point and prepare materials and methods for full-time teaching.

Full-Time Responsibility

During Residency 2 and the second half of the internship placement, an extended period (at least four full weeks) of full-time teaching responsibility is required. The teacher candidate will be leading lessons independently of the cooperating teacher/mentor, although the teacher candidate will remain under that cooperating teacher's/mentor's immediate responsibility. Some collaborative teaching may be possible during this time at the teacher candidate's/intern's initiative. The most crucial evaluations of the teacher candidate's/intern's professional competence will focus on his/her full-time teaching. At this stage, he/she should have fully prepared plans, materials, procedures and techniques. It is important that the teacher candidate show his/her personal style in taking full command over the teaching of subjects and student's learning. Also during this time, the teacher candidate should conduct a short (at least one-week) action research project in which the teacher candidate conducts original research on his/her own practice.

Final Week

As each assignment draws to a close, the candidate should gradually disengage from teaching/training responsibilities and resume the role of observer. These last days are often difficult, and the candidate needs to prepare for the moment of departure. It's a good time for the candidate to make professional visits, follow up on some questions about where these students will be going in their future, and evaluate his/her own progress. Moreover, it is a good time for the teacher candidate to gather K-12 work samples and work on his/her Student Teaching Portfolio/Internship Portfolio and Action Research Project.

RESIDENCY /INTERNSHIP TIMELINE

The following section provides an overview of a typical residency/internship experience. The specifics of any clinical experience will vary depending upon placements, grade levels, cooperating teacher/mentor philosophy and teaching style, and/or other factors.

Sequence

The sequence described below provides a general outline of the progression of candidates' actions and responsibilities during the student residency/internship experience.

Observations and Conversations

During the first days of each placement, candidates conduct formal observations of the school/community site, students, teachers/mentors, instructional procedures, etc.

Things to do and look for:

- Learn students' names
- Learn school personnel's names
- Become familiar with:
 - Sign in/out procedures
 - Teacher's schedule
 - Attendance records
 - Emergency drills
 - Teacher responsibilities
 - Textbooks
 - Lunch/breakfast procedures
 - Dismissal/bus procedures
 - Classroom rules
 - Behavior management plan
- Observe teacher-student relationships; note teaching and learning styles
- Pay attention to students' behaviors, personalities, and learning styles
- Make note of things to ask the CT/mentor about

Participation

Candidates should be ready to participate from the beginning. At first, this may take the form of making copies, grading papers, creating bulletin boards, overseeing recess, and any number of things not directly related to instruction. Candidates also frequently begin working with individuals and small groups immediately – helping students, facilitating group work, etc. Participation should quickly expand so candidates can take a more direct role in instruction.

Residency 1 students and Interns may not be left in the classroom alone to supervise students. Only Residency 2 students may supervise students independently.

Planning

As the experience proceeds, candidates should begin assuming responsibility for planning. Usually, CTs/Mentors ask candidates to be responsible for planning one activity, one class period, or one subject area; additional responsibilities are added as time passes and progress dictates. Learn to use any necessary teaching manuals/textbooks or technology. Candidates may use the lesson plan format/template of the school, but lessons or units being formally observed or being used as artifacts in the Residency/Internship Portfolio should utilize the UC Lesson Plan Template.

Sample Timeline and Details for Residency I

- 18 hours a week, 3 full days TBD based on student course schedules (250 hours, 14 weeks)
- EDUC 494X will meet Mondays 5:00-5:45 pm
- Any absence from class or Res.1 hours must be accompanied by a doctor's excuse or University based excuse. You must clock 250 hours regardless of reason for missing.
- Any change from the established Residency I attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently over the summer and during Residency 1 and 2.
- Plan to start on **the first day teachers report** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3 Observe classroom, school, other classrooms, campus procedures and policies.

School Orientation Checklist

WVTPA Task 1

Weeks 3-7 Begin Co Teaching

UC & Coop teacher Observation 1 (RTA)

Plan a unit with your cooperating teacher.

Weeks 8-10 Continue Co-Teaching

Teach the unit planned with Cooperating Teacher.

Video yourself teaching the unit and write a 2-3 page reflection using TPA categories for guidance.

UC & Coop teacher Observation 2 (RTA)

Residency 2 orientation-late October (during meeting time)

Weeks 11-14 Continue Co-teaching and begin individual lesson teaching for 1, 2 subjects

UC & Coop teacher Observation 3 (RTA)

Triad 1 (RTA)

Sample Timeline and Details for Residency II

- 5 full days attendance on site, follow school schedule (500 hours, 14 weeks)
- EDUC 496 Seminar will meet Tuesdays 4:00-5:15 pm
- Any absence from EDUC 496 or Res.2 hours must be accompanied by a doctor's excuse or University based excuse. You must clock 500 hours regardless of reason for missing.
- Any change from the established Residency 2 attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently during Residency 1 and 2.
- Plan to start on **the first day teachers report after their Winter Break.** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3 Resume teaching subjects being taught in Res. 1.

Begin TPA work and plan unit implementation timeline.

Weeks 3-7 Add additional subjects (one at a time) taught independently by Resident.

2 UC & 1 Coop teacher Observations (3 RTAs)

Triad 2

Weeks 8-10 Full time independent teaching by Resident

2 UC & 1 Coop teacher Observations (3 RTAs)

Weeks 11-14 Continue independent teaching, transition back to coteaching, and then ease out of teaching responsibilities by the final week.

2 UC & 1 Coop teacher Observation (3 RTAs)

Triad 3

Sample Timeline and Details for Internship

- 5 full days attendance on site, follow school schedule (500 hours, 14 weeks)
- EDUC 496 Seminar will meet Tuesdays 4:00-5:15 pm

- Any absence from EDUC 496 or Internship hours must be accompanied by a doctor's excuse or University based excuse. You must clock 500 hours regardless of reason for missing.
- Any change from the established internship attendance schedule must be approved in writing (email) ahead of time (a minimum of 48 hours) by University faculty and your cooperating teacher.
- Check your UC email frequently during Internship.
- Plan to start on **the first day teachers report after their Winter Break.** (Teacher Professional Development Days).
- Contact Residence Life about early move in options if needed and copy the Program Director.

Weeks 1-3 Observe classroom, school, other classrooms, campus procedures and policies.

School Orientation Checklist

WVTPA Task 1

Weeks 3-7 Begin Co Teaching

UC & Coop teacher Observation 1 (ITA)

Plan a unit with your cooperating teacher.

Triad 1 (ITA)

Weeks 8-10 Continue Co-Teaching, transition to full time teaching

Teach the unit planned with Cooperating Teacher.

Video yourself teaching the unit and write a reflection using TPA categories for guidance.

UC & Coop teacher Observation 2 (ITA)

Weeks 11-14 Full time responsibility and/or Co-teaching depending on progress

UC & Coop teacher Observation 3 (ITA)

Triad 2 (ITA)

Final Week

The final week of the placement allows the candidate to gradually disengage from teaching responsibilities and resume the role of observer. This is a good time for candidates to ensure paperwork and forms are complete, update their portfolio, and possibly observe other teachers/mentors.