

## Appendix K

University of Charleston  
Department of Social Sciences—Education Program

### Cooperating Teacher/Resident/Intern Discussion Form

Teacher candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Cooperating teacher: \_\_\_\_\_ UC 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 Education Program encourages 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 initialing 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. (CT=Cooperating teacher; TC=Teacher candidate-Resident or Intern).

#### Dispositions

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

#### Preparedness/Planning

The teacher candidate should...	CT Initials	TC Initials	Date Documented
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 it			
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			
Preview films, tapes, technology and other non-print media before using them			

#### Decision-Making

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



### Classroom Management

<b>The teacher candidate should...</b>	CT Initials	TC Initials	Date Documented
Begin class immediately after the tardy bell			
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 class bell rings			
Provide for physical comfort of students (heat, light, ventilation)			
Establish and maintain good rapport with students, teachers, parents, and administrators			
Clearly display WV Content Standards and Objectives addressed in daily lessons			

### Communication

<b>The teacher candidate should...</b>	CT Initials	TC Initials	Date Documented
Avoid using repetitious words and sounds ("okay", "um", "so", etc.)			
Know students in class by name			
Have/use a pleasing tone, properly modulated voice, proper inflection, adequate volume, clear articulation, and appropriate speed			
Pronunciate 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 explicit, detailed, and logical sequential manner			
Write using correct grammar, spelling, usage, and punctuation			

### Instructional Strategies/Methodology

<b>The teacher candidate should...</b>	CT Initials	TC Initials	Date Documented
Consistently and effectively attend to a variety of learning styles			
Consistently and effectively attend to needs of exceptional students			
Consistently and effectively attend to needs of students from all socio-economic, cultural and ethnic backgrounds			
Watch for and recognize students' raised hands			
Avoid excessive use of personal experiences/stories in the classroom			
Make assignments explicit (not, "Look over pages...")			
Vary approaches to presenting material			
Accept and use student responses during discussion or after a performance			
Pace class work properly			
Summarize and review information to help students retain knowledge and formulate concerns			
Motivate students to accomplish desired objectives			

**Assessment**

<b>The teacher candidate should...</b>	<b>CT Initials</b>	<b>TC Initials</b>	<b>Date Documented</b>
Construct and/or administer and score a variety of assessment instruments			
Return papers promptly to students			
Use returned tests and assessments as instructional tools by discussing common errors and performances			
Accurately record grades and other written records (e.g., IEPs)			
Help students evaluate themselves as a means to foster growth			
Be able to read and understand standardized test scores and student data			
Know the proper channels for referral of a student to a counselor or other professional			