**Quick Sheet for Cooperating Teachers**

This guide is provided as an easy reference for the responsibilities of the cooperating teacher during a student teaching placement. More detailed responsibilities are described in the Student Teaching Handbook.

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|  | **Beginning of Placement** |
|  | Complete CUW training video and questionnaire, fill out and return compliance statement, and read the Student Teaching Handbook. |
|  | Exchange contact information with the student teacher and university supervisor to ensure timely and convenient communication. |
|  | Provide an overall orientation to your student teacher with respect to classroom and school policies. |
|  | Documents to download from the CUW student teaching website ([www.cuw.edu/studentteaching](http://www.cuw.edu/studentteaching)): Lesson Observation Form, Cooperating Teacher’s Appraisal Form, Compliance Statement, and, if applicable, the Christian Evaluation (Optional: Student Teaching Handbook). |
|  | **Throughout the placement** |
|  | Oversee lesson plans, including previewing at least the day before the lesson, suggesting ideas for improving lessons, commenting on lesson execution, and offering suggestions for improvement. Please do not allow the student teacher to teach unless his/her lesson plans have been approved by you. |
|  | **Evaluate the student teacher’s performance and provide written or verbal formative feedback to the student teaching candidate. Please review this feedback with the student teacher regularly.** |
|  | Cooperating teachers need to complete and submit the required amount of formal lesson observations and appraisals for each placement. Minimum formal lesson documentation requirements are as follows:  **Quarter Placement: 2 Lesson Observations and Final Appraisal**  **Semester Placement: 3 Lesson Observations, Midterm, and Final Appraisal**  We recommend that you schedule and complete formal lesson observations for maximum impact. For instance, lesson observations should be completed several weeks apart, with formative feedback provided in between. The formal lesson observation feedback should be discussed with the student teacher and originals of the forms should be given to the student teacher for the completion of their student teaching packet. |
|  | **Meet at least once in a 3-way conference with the student teacher and the university supervisor**. This meeting can occur virtually. This meeting should occur midway through the placement; and should focus on the student teaching candidates’ strengths and areas for continued growth. Please assist the student teaching candidate in setting goals for the second half of the placement.  \*\*\*We also recommend that the cooperating teacher, the university supervisor, and the student teacher meet virtually at the beginning of the placement for organizational and informational purposes. |
|  | Provide opportunities for the student teacher to be alone with the class. You must be available within the building during this time. Student teachers should not act as substitute teachers. |
|  | Supervise the student teacher in preparing, executing, and evaluating a complete unit. Student teachers must teach a minimum of one complete unit during a quarter placement and a minimum of two complete units during a semester placement. |
|  | Allow the student teacher to teach full-time during the placement. We recommend that a student teacher in a quarter placement have a minimum of ten days of full-day responsibility for the class(es) and that students in a semester placement teach a minimum of twenty full days. Please see the *Sequential Responsibility Progression Guide* appropriate for either quarter or semester placements. These guides are given to provide an overview of how the Cooperating Teacher and Student Teacher can plan for the Student Teacher to progress in developing teaching responsibilities. |
|  | Include the student teacher in extracurricular activities, conferences, and in-services. Make the student teacher feel like a colleague. |
|  | **Mid-Point of the Placement** |
|  | Quarter Placement: Participate in a virtual midterm meeting with the student teacher and the university supervisor to discuss strengths, areas of growth, and goals.  Semester Placement: Complete the Student Teacher Appraisal Form for all eleven standards, share it with the student teacher, and provide him/her with a copy for their documentation packet. Refer to the instructions in the document “Completing the Student Teaching Appraisal Form.” Participate in a virtual midterm meeting with the student teacher and the university supervisor to discuss strengths, areas of growth, and goals. |
|  | **End of the Placement** |
|  | Complete the Student Teacher Appraisal Form for all eleven standards during the last weekof the placement. Share it with the student teacher and provide him/her with a copy for their documentation packet. Refer to the video and the instructions in the document entitled: “Completing the Student Teaching Appraisal Form.” |
|  | For Lutheran/Christian Public educators during the placement in a Lutheran/Christian School: Fill out the Christian Evaluation Form and give it to the student teacher. |