



Inspiration *in Action*TM

Student Teaching: Cooperating Teacher Compliance

Overview

Thank you for agreeing to be a cooperating teacher to a CUW student teacher!

- Concordia University is a performance based teacher preparation program driven by the ten standards approved by the Wisconsin Department of Public Instruction and an additional standard which reflects the Christian mission of the institution.
- The purpose of Concordia University's Teacher Licensure Programs is to prepare teachers to help their students develop in mind, body and spirit for service to Christ and the world.



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Directions

1. Read through the
 - CUW Standards for Teacher Development
 - Cooperating Teacher Responsibilities
2. Click on link at the end of the slide presentation to fill out mandatory cooperating teacher paperwork.



Standard 1

CUW Standards for Teacher Development

Learner Development:

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.



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Standard 2

CUW Standards for Teacher Development

Learning Differences:

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.



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Standard 3

CUW Standards for Teacher Development

Learning Environments:

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.



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Standard 4

CUW Standards for Teacher Development

Content Knowledge:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.



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Standard 5

CUW Standards for Teacher Development

Application of Content:

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



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Standard 6

CUW Standards for Teacher Development

Assessment Strategies:

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.



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Standard 7

CUW Standards for Teacher Development

Planning for Instruction:

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



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Standard 8

CUW Standards for Teacher Development

Instructional Strategies:

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



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Standard 9

CUW Standards for Teacher Development

Professional Learning and Ethical Practice:

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.



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Standard 10

CUW Standards for Teacher Development

Leadership and Collaboration:

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



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Standard 11

CUW Standards for Teacher Development

Character/Faith Development:

All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.



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Cooperating Teacher Requirements

PI 34 of the Wisconsin Administrative Code specifies the minimum qualifications of Cooperating Teachers:

- (a) Hold a current Wisconsin license or its equivalent for the teaching assignment.
- (b) Have at least three years of teaching experience with at least one year of teaching experience in the school system (or school) of current employment
- (c) Have completed a course or seminar in the supervision of student teachers or interns or have qualified as a cooperating teacher.

Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching situation.

Cooperating Teacher Responsibilities

The cooperating teacher must have excellent pedagogical skills as well as the desire to contribute to the teaching profession by mentoring those who will soon enter the teaching profession. Research shows that teachers in the field emulate the style and characteristics of their cooperating teachers. Therefore, cooperating teachers must model the best practices in education.



Cooperating Teacher Responsibilities

- Be a well-rounded individual who demonstrates a caring and encouraging attitude.
- Provide cooperative and constructive assistance in determining the role and responsibilities of the student teacher in the specific situation.
- Help the student teacher make wise decisions regarding plans and goals.
- Guide the student teacher in the preparation of learning situations, units of study, preparation and administration of tests, techniques of evaluation, and classroom management skills.



Cooperating Teacher Responsibilities

- Observe the student teacher in the performance of direct instruction and occasionally leaving the classroom—but not the building—so that the student teacher has full responsibility for the class.
- Allow the student teacher to teach one full unit during the placement, and two units during a semester-long placement. We recommend at least ten full days of teaching in the placement, and twenty full days if it is a semester-long placement.



Cooperating Teacher Responsibilities

- Aid not only in the presentation of subject content but also in the coordination and integration of materials to develop the skills, knowledge and abilities, and dispositions, which are needed by the classroom teacher.
- Demonstrate effective teaching techniques and methods and providing opportunities for the student teacher to learn through actual experience.
- Orient the student teacher into the entire program, introduce him/her to other teachers, and make him/her feel welcome in the school.



Cooperating Teacher Responsibilities

- Advise the student teacher about participation in extracurricular and professional activities.
- Schedule regular conference time with the student teacher and use conference time profitably.
- Collaborate with the university supervisor to support the student teacher.
- Participate in an orientation and midterm meeting via zoom.



Cooperating Teacher Responsibilities

- Evaluate the student teacher and help him/her in an on-going evaluation of his/her own growth and development. This should include:
 - ✓ daily conversations
 - ✓ an evaluation using the Lesson Observation Form near the beginning of the placement
 - ✓ a mid-term evaluation at the midpoint of the placement using the Student Teaching Appraisal Form
 - ✓ an evaluation using the Lesson Observation Form near the end of the placement
 - ✓ a final evaluation at the end of the placement using the Student Teaching Appraisal Form



Cooperating Teacher Responsibilities

- Identify personality characteristics that might be a hindrance to the student teacher, and discuss them with the student teacher.
- Share professional information.
- Document and bring to the attention of the university supervisor any problems the student teacher may be having.



Helpful Information & Links

- All forms can be found on the [CUW Student Teaching Website](#).
- [The Sequential 13 Responsibility Progression Guide](#), is 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.
- [School of Education Handbook](#)



We Are Always Here to Help

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Please click on the link below to fill out a brief survey:

[Teaching Survey](#)





Thank you Cooperating Teachers!