



## Application to Host a Southern Miss Student Teacher

- I am interested in receiving more information about being a Cooperating Teacher for The University of Southern Mississippi and hosting a student teacher.
  
- I am interested in serving as a Cooperating Teacher for The University of Southern Mississippi and hosting a student teacher.

Name: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Grade Level/Subjects Taught:  
\_\_\_\_\_

Certification Areas:  
\_\_\_\_\_

Years of Teaching Experience: \_\_\_\_\_

### USM Cooperating Teachers will:

1. Attend the Cooperating Teacher Training Workshop.
2. View the Teacher Intern Assessment Instrument (TIAI) training video and successfully complete the quiz at the end of each of the five domains.  
(<http://training.education.olemiss.edu>)
3. View the Professional Dispositions training video and successfully complete the quiz at the end of the training video. (<http://training.education.olemiss.edu>)
4. Actively engage in conversations (averaging three hours/week) with their USM student teacher to discuss the roles and responsibilities of an effective teacher. Conversations to include lesson planning, unit development, classroom management, reflective teaching, and any other topics determined appropriate by the Cooperating Teacher.
5. Observe, evaluate, and discuss with their student teachers the formative and summative assessments housed in Tk20. These assessments include: *In-Class Evaluation* (formative--administered at least twice each experience/4 times per semester), *TIAI* (summative--administered at least once), and *EPP Professional Dispositions* (formative and summative--administered once at the end of each experience).

6. Provide a supportive environment for their student teacher as evidenced by the positive student teacher's evaluation of the Cooperating Teacher on the *Teacher Candidate Evaluation of Cooperating Teacher*, housed in Tk20.
7. Provide a supportive environment for their student teacher as evidenced by the positive University Supervisor's evaluation of the Cooperating Teacher on the *University Supervisor Evaluation of Placement*, housed in Tk20.
8. Work with their student teacher to plan, conduct, and analyze data for the student teacher's *Assessment of Students' Academic Growth* assignment.
9. Work with their student teacher to identify three highly effective teachers to observe and interview.
10. Plan and discuss the video reflective lesson with their student teacher.
11. Complete the checklist found on pages 9-14 in the Cooperating Teacher Manual entitled "Roles and Responsibilities of Cooperating Teachers."

- I have reviewed the requirements for becoming a Cooperating Teacher and hosting a USM student teacher and agree to comply with all 11 statements above.

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**SIGNATURE**

**PLEASE RETURN TO DENISE CROZIER  
DENISE.CROZIER@USM.EDU**



## **EDUCATIONAL FIELD EXPERIENCES**

118 College Drive # 5028  
Hattiesburg, MS 39406-0001  
Phone: 601.266.4571 Fax: 601.266.4427

### **Mentor Teacher Training Workshop**

Welcome

Professional Education Unit Vision and Conceptual Framework

Handbook Review

Training Objectives

- Responsibilities of the Cooperating Teacher
- Expectations of the University Supervisor
- Expectations of the Student Teacher
- Timeline and Weekly Checklist

Assessment Documents

- Teacher Candidate Assessment Instrument and In-Class Evaluation
- Planning and Preparation
- Communication and Interaction
- Management of the Learning Environment
- Assessment of Student Learning
- Forms on Tk20
  - In-Class Evaluation
  - Teacher Intern Assessment Instrument
  - EPP Professional Dispositions
  - Lesson Plans

Cooperating Teachers' FAQ

Verification of Training Form

Dismissal



## ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

### A. Introduction

Student teachers consistently rank the student teaching experience among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the cooperating teacher. Selection as a cooperating teacher is tacit endorsement of your competence as a teacher, commitment to students, skill in human relations, and commitment to prepare future educators.

### B. Expectations

#### *The Student Teacher expects:*

- The opportunity to learn by observing your teaching;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- A gradual induction into full teaching responsibilities;
- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level;

#### *The University Supervisor and Director expect:*

- A positive attitude in working for the benefit of the student teacher;
- A commitment to follow university and departmental guidelines in structuring the student teacher's experience;
- Regular reporting of the student teacher's progress;
- **Early alert** about any concern;
- Mutual confidence and open communication regarding the student teacher's progress;
- Support in ensuring the student teacher's timely completion of responsibilities.
- A qualified teacher will supervise the student teacher in the event of the cooperating teacher's absence (see Substituting/Absence of Cooperating Teacher section);
- Scheduling, in advance, a minimum of 2 formal observations for evaluation purposes. The Teacher Intern Assessment Instrument (TIAI) will be used for these formative evaluations. Each evaluation should include a pre-conference and a post-conference with the teacher candidate. Please enter the results in Tk20.
- Communication with the university supervisor concerning the teacher candidate's progress. Typical areas of concern may include, but are not limited to:
  - a. Deficiencies in subject matter,
  - b. Unprofessional dress or speech,
  - c. Lack of preparation concerning teacher assignments,
  - d. Tardiness or absenteeism,
  - e. Inflexibility in terms of acceptance of constructive criticism, and
  - f. Unprofessional relationships with students or colleagues.

If concerns persist, complete the Teacher Candidate Concern Form and fax to Educational Field Experiences, 601-266-4427.

- Completion of Tk20 portfolio assessments by the last day of the student teaching experience.

### **C. Responsibilities**

#### 1. Planning for the Arrival of the Student Teacher

The student teacher is accorded the same status as associate teachers. The cooperating teacher should assemble materials and equipment which might include:

- Instructional materials including textbooks, manuals, and curriculum guides;
- Desk or table for individual use;
- Name of student teacher on classroom door and chalkboard along with that of the teacher;
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information;
- Confidentiality guidelines according to school and district policies;
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems;
- Parking permit or lunch permission instructions (if required).

#### 2. Communicate and assure parents of the positive experience for the pupils and your responsibilities in the classroom.

#### 3. The Cooperating Teacher Welcomes the Student Teacher

The initial days of student teaching are crucial for the student teacher. Each cooperating teacher should ensure that the student teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The student teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of the school staff.

- Encourage the teacher candidate to observe other classes and to attend appropriate faculty meetings, PTO meetings, professional meetings, and I.E.P. meetings.
- Explain record keeping procedures: attendance reports, report cards, grade books, grading practices, and cumulative folders.
- Except in emergencies, make certain the teacher candidate knows far enough ahead of time to prepare for all teaching assignments with lesson plan development.
- Provide the teacher candidate with continuous constructive feedback, suggestions, and encouragement.

#### 4. The Cooperating Teacher Introduces the Student Teacher into the Classroom

A desk or table is always useful for the student teacher. The student teacher should be introduced to the students in a way that encourages them to respond to the student teacher as a classroom teacher.

### **D. Guidance: A Checklist**

Many cooperating teachers who have worked with us in the past have felt that a brief checklist is useful in reminding them of their responsibilities. We hope that this checklist, covering the cooperating teacher's role in the student teaching program, will prove helpful to both inexperienced and experienced cooperating teachers. It

is a guide and not all suggestions may apply to all situations. We recommend that this checklist be reviewed prior to the arrival of the student teacher, as well as periodically throughout the student teaching experience.

### **Preparing for the Coming of the Student Teacher**

#### **I Have:**

- \_\_\_1. Familiarized myself with all the available background information on my student teacher.
- \_\_\_2. Worked with my principal and with other staff and faculty to make my student teacher feel welcome and accepted.
- \_\_\_3. Prepared my class (or classes) for the coming of “another teacher”.
- \_\_\_4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my student teacher.
- \_\_\_5. Prepared a collection of pertinent information and material that my student teacher will be working with early in the program. (Examples might include: county and school policy statements including FERPA, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.).
- \_\_\_6. Made tentative plans for my student teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

### **Observations**

#### **I Have:**

- \_\_\_1. Helped my student teacher identify specific competencies to look for throughout all observations of teaching.
- \_\_\_2. Provided my student teacher with time, during the first three weeks of the program, to examine data from the academic records of the students he or she will be working with and to become familiar with the various services the school provides.
- \_\_\_3. Observed my student teacher very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties.
- \_\_\_4. Observed my student teacher consistently throughout the entire experience to provide continuing, specific feedback and evaluation.

### **Planning for Teaching**

#### **I Have:**

- \_\_\_1. Provided my student teacher with the opportunity to study my own long-range and daily plans.
- \_\_\_2. Helped my student teacher develop plans for his or her early teaching experiences.
- \_\_\_3. Followed the practice of cooperative development of lesson plans for each new phase or class as my student teacher assumes additional responsibility.
- \_\_\_4. Examined my student teacher's lesson plans, have given my student teacher feedback about them, and have recorded weekly in Tk20.
- \_\_\_5. Encouraged my student teacher, throughout the program, to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with the State Standards and Common Core.

## **Conferences**

### **I Have:**

- \_\_\_ 1. Set a time daily to confer with my student teacher.
- \_\_\_ 2. Made conferences both reinforcing and corrective.
- \_\_\_ 3. Encouraged my student teacher to ask questions and to discuss all observed teaching.

## **Teaching**

### **I Have:**

- \_\_\_ 1. Provided a gradual induction into teaching for my student teacher.
- \_\_\_ 2. Planned early teaching experiences for my student teacher that promise maximum chance of success.
- \_\_\_ 3. Considered the demonstrated readiness of my student teacher in determining the amount of responsibility he or she assumes throughout the program.
- \_\_\_ 4. Allowed my student teacher the flexibility to choose his or her own teaching methods, that achieved student learning.
- \_\_\_ 5. Encouraged initiative and creativity on the part of my student teacher.

## **Evaluation**

### **I Have:**

- \_\_\_ 1. Provided for on-going evaluation in relation to the Teacher Intern Assessment Instrument (TIAI), making sure my student teacher knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the program.
- \_\_\_ 2. Given my student teacher both specific suggestions for improvement and specific praise for his or her successes.
- \_\_\_ 3. Given my student teacher much opportunity to reflect on and evaluate his or her own teaching in relation to student learning.

## **Personal and Professional Relations with My Student Teacher**

### **I Have:**

- \_\_\_ 1. Respected the personal integrity of my student teacher.
- \_\_\_ 2. Accepted my student teacher as both a student and a fellow professional.
- \_\_\_ 3. Encouraged my student teacher to express his or her opinions and ideas and to discuss freely any professional issues.
- \_\_\_ 4. Assisted my student teacher in developing suitable professional dispositions and relationships.

## **Classroom Management and Discipline**

### **I Have:**

- \_\_\_ 1. Instructed my student teacher in methods of classroom management.
- \_\_\_ 2. Given the student teacher my full support when it was necessary for him or her to take disciplinary action.
- \_\_\_ 3. Encouraged my student teacher to try his or her own ideas for maintaining discipline.

- \_\_\_ 4. Assisted my student teacher in such a way that he or she will not “lose face” when classroom problems occur.

**Other Considerations**

**I Have:**

- \_\_\_ 1. Encouraged my student teacher to observe and participate in extracurricular and community/parent activities.
- \_\_\_ 2. Helped my student teacher learn to manage the routine tasks of a teacher: keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management.
- \_\_\_ 3. Helped my student teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.
- \_\_\_ 4. Helped my student teacher learn about the school's curriculum and how it is organized for instruction.