

# Cooperating Teacher Training

College of  
Education

# Welcome

- Thank you for partnering with UTA in the process of educating our teacher candidates!
- Your role as a cooperating teacher is critical to the success of our future teachers!
- This training is designed to clarify your roles and responsibilities as a cooperating teacher and explain what you should expect from your clinical teacher.
- Please use this information and the UTA Handbook as guides to having a successful year as a cooperating teacher with your UTA teacher candidates.

# The College is guided by:

- State and National Standards:
  - Texas Education Agency (TEA)
  - The Council for the Accreditation of Educator Preparation (CAEP)
  - Southern Association of Colleges and Schools (SACS)
  - The Strategic Plan of the College of Education and the University of Texas at Arlington

# UTA College of Education Standards of Professional Development

## The Candidate:

- Demonstrates excellence in teaching
- Creates a learner-centered environment
- Applies research-based pedagogy
- Participates in ongoing collaboration with colleagues, parents, and the community
- Exhibits commitment to diversity
- Uses instructional technology
- Participates in a variety of field experiences
- Demonstrates an understanding of learners and the learning-process

# Completion of Training

- This training is mandated by the Texas Education Agency; documentation of completion is essential.
- At the end of this PowerPoint you will be given a link to follow in order to confirm your training as a UTA cooperating teacher has been completed.
- Thank you for your efforts in helping us maintain a successful educator preparation program.

# Definitions

- **A Cooperating Teacher** is a classroom teacher who volunteers to mentor a university early field experience student or a clinical teacher.
- **A Clinical Teacher** is a student engaged in full-time field experience in the classroom; often referred to as the Candidate.
- **A University Supervisor** is a faculty member of UTA designated to mentor and evaluate the clinical teacher.

# Qualifications of a Cooperating Teacher:

## Must have:

- a current Texas Educator Certification
- a minimum of three years of successful classroom experience in the content area of the candidate's certification program
- effective instructional skills, as demonstrated by the teacher's positive impact on student learning.

## Must also have:

- approval of the campus principal
- a high level of commitment to the candidate's professional development
- an eagerness to continue professional growth
- effective communication skills
- outstanding collaboration skills

# Roles of a Cooperating Teacher:

- serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher
- models best practices, provides clear and honest feedback, makes suggestions for improvement, and motivates and encourages the candidate
- is committed to the role of mentoring, and has a positive effect on candidate learning
- influences a candidate's ability to synthesize and apply teaching strategies, and emphasizes conceptual application of ideas
- establishes a relationship of trust and communication with the candidate



# Field Experience Handbooks

- Each certification program and level have individual handbooks that outline the format of the field experiences.
- Links to the handbooks are provided at the end of this training document.
- The handbooks provide detailed information needed for each candidate to successfully complete the field experience.
- Cooperating teachers should review the handbook with the candidate.
- Any questions may be directed to the university supervisor or the program coordinator.

# Preparing for the Candidate

- Your undergraduate clinical teacher will be with you one day a week in the fall semester and every day of the week in the spring semester.
- Undergraduates and graduate students begin with the ISD calendar and end with the UTA semester for most programs.
- Contact your clinical teacher via email or telephone prior to his or her first visit.
- Get to know your clinical teacher.
- Share your own experiences, skills, interests, and expectations.

# Preparing the Candidate

Orient your student teacher to:

- **You** - introductions, teaching philosophy, “survival kit”, assignments/schedule, expectations
- **The classroom** - getting to know your students and your classroom routines
- **The school** - maps, routines, rules, emergency procedures, culture
- **Their space** – provide space for the candidate to work and store items

# Candidate Responsibilities

- Dress and act in a professional manner.
- Commit to a full partnership with the cooperating teacher.
- Learn and follow the rules and regulations of the school.
- Actively participate in the classroom.
- The candidate will be in the classroom one day a week in the fall semester observing and teaching a few lessons.
- The candidate will follow the cooperating teacher's schedule throughout the student teaching placement in their clinical semester including:
  - Attending school the same hours required for the cooperating teacher.
  - Attending professional meetings including faculty meetings, parent conferences, PTA meetings and workshops.
  - Taking part in extra-curricular activities as appropriate.

# Candidate Responsibilities

- Learn the daily responsibilities of a teacher.
- Gradually take on the responsibilities for the class and teach full-time for at least two full weeks in each placement.
- Create and submit lesson plans 48-72 hours in advance of the lesson being taught; this allows for feedback from the cooperating teacher and the supervisor.
- Weekly reflections are completed by the candidate and in some programs must be completed in conference with the cooperating teacher in an online format.

# The UTA Supervisor

Is Responsible for:

- staying in frequent contact with the candidate.
- completing formal observations of 45 minutes.
- conferencing with the candidate and the cooperating teacher.
- providing written feedback to the candidate, the cooperating teacher, and the school principal.
- providing specific feedback to the candidate for professional improvement or growth.
- leading the candidate in reflection of his or her performance.
- contacting the program coordinator and the field office about issues which may require an action plan or change of placement.

# Relationships

A positive relationship between the clinical teacher and the cooperating teacher is imperative to successful learning.

➤ Open mind, positive, honest, understanding

- Enhances learning (Dinsmore & Wenger, 2006)
- Produces an effective working relationship (Amorsen, Wilson, Ayres, & Davis, 2017)
- Creates a community of learners “Learning is social and does not take place in isolation” (Ticknor & Cavendish, 2015, p. 4)

**S.E.E.**

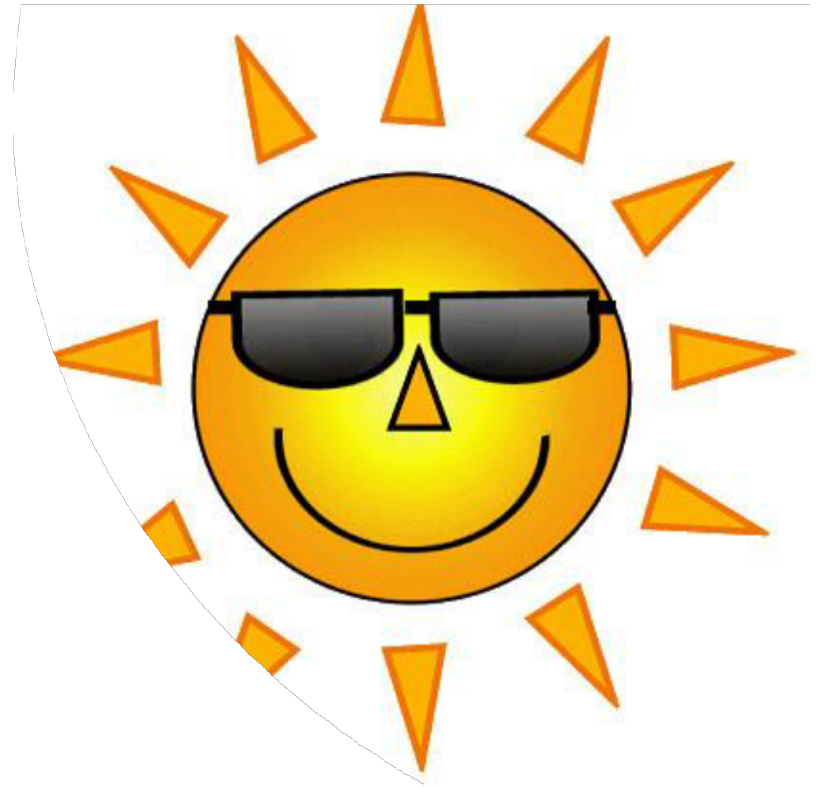
## Your Mentee

**S**tay positive.

**E**mpower the mentee to give you regular feedback.

**E**mpathize with the mentee;

recognizing that effective teaching is a learned skill.





# Excellent Teaching is a Learned Behavior

## Mentors Who Cultivate Excellence:

Model continuous learning (Rowley, 1999).

Provide authentic teaching experiences and allow for reflection.

Show how to institute a consistent and effective classroom management plan.

Give clear and concise feedback (Maor & McConney, 2015).

Recognize their impact (Hudson, 2007).

Allow for new ideas (Korth & Baum, 2011).

# Mentoring Practices

## Make the work teachers do explicit

- Name and deconstruct what high quality practice looks like
- Model high quality enactment
- Make thinking and decision making visible

## Provide Multiple Opportunities for Practice

- Facilitate opportunities to teach in safe and varied environments
- Increase complexity of opportunities over time
- Support meeting standards through practice

## Provide Targeted and Continuous Feedback

- Engage in frequent cycles of actionable, specific and timely feedback
- Ground feedback in program standards
- Identify concrete action steps and ensure follow up

# Provide Targeted and Continued Feedback

Feedback is given to clinical teachers *before, during* and *after* teaching:

- *Before* teaching, you co-plan with clinical teachers.
- *After* teaching, you reflect on the lesson, or go over [observation](#) data
- *During* teaching- set of activities, including huddling
- Completion of your *weekly reports* with your UTA student. This is completed through a link on the UTA website.

# Coaching



**Preparation:** Active coaching of a clinical teacher more thoroughly prepares preservice teachers to address the needs of diverse children and families.

(Rust, 2010)

**Efficacy:** Coaching mitigates the preparation to practice gap which negatively impacts instructional quality.

(Brownell, Ross, Colón, & McCallum, 2005)

**Quality:** Coaching creates conditions of excellence by increasing collaboration, individualizing support and improving teacher effectiveness faster than traditional professional development (PD) techniques.

(Adoniou, 2013; Hastings, 2010; Lupoli, 2018)

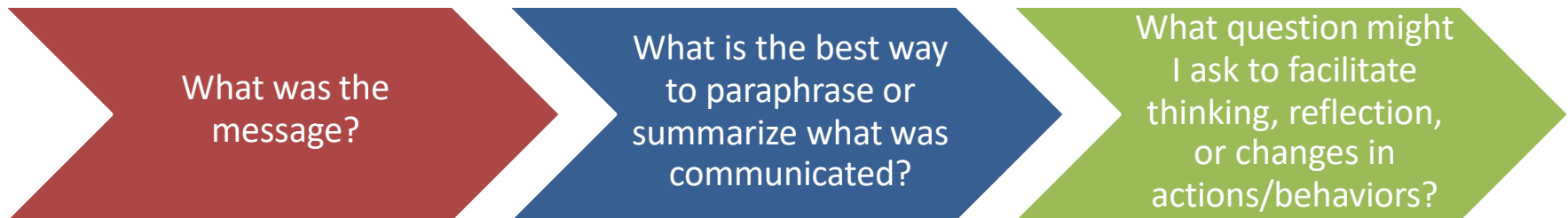
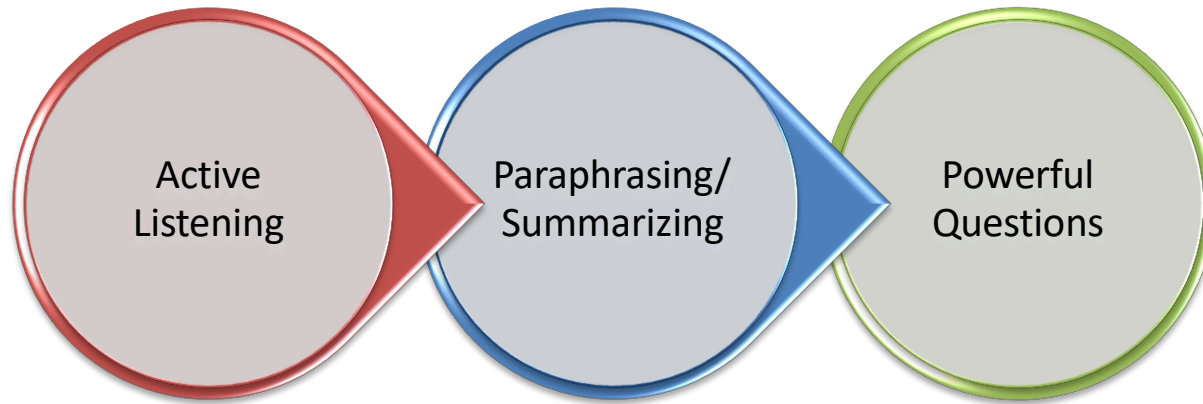
# Coaching must be:

**Direct:** This helps preservice teachers more closely model expected behaviors during instruction (helps to scaffold skills). (Morphis, 2017)

**Narrowly focused:** The best coaching focuses on a specific set of skills versus broad and undefined skills. (Roberts, 2017)

**Collaborative:** Clinical students' skills and efficacy grow when they have the opportunity to work in professional learning communities that include experienced mentor teachers and a university field supervisor. (Chizhik, Chizhik, Close, & Gallegos, 2018)

# Communication Pattern



(From TEA's Field Supervisor Coaching Training)

# Reframing and Shifting

- Reframing is an essential part of the supervisory/coaching process as it helps others to see things differently and, as a result, come to different, more empowering conclusions or feelings about the event or experience.
- The supervisor/coach's ability to reframe a situation for the candidate can provide a new perspective and, with it, new possibilities.
- It offers and invites more and varied ways for candidates to consider the successes and/or problems they are facing and to find new ways to extend learning or meet the challenges.

(From TEA's Field Supervisor Coaching Training)

# Paraphrasing and Summarizing

- **Paraphrasing** is repeating in your own words what you interpreted someone else to be saying. Paraphrasing is powerful means to show that you are listening and understand – or are trying to understand – what is being shared.
- **Summarizing** is a concise overview of the most important points from the conversation.

(From TEA's Field Supervisor Coaching Training)



# Types of Paraphrasing and Summarizing

*What are these and when are they used?*

## Acknowledge and Clarify

- Provides opportunities to validate and calibrate our understanding of emotions and content.

## Summarize and Organize

- Includes themes and containers that organize what was shared

## Ladder of Abstraction

- Shifts language to either a higher or lower logical level

(From TEA's Field Supervisor Coaching Training)

# Acknowledge or Clarify

- This type of communication provides opportunities to validate and calibrate our understanding of emotions and content.
- Acknowledge the emotions before content when emotions are present.
- Acknowledge and clarify by paraphrasing or summarizing what's been said, including paraphrasing the emotion when it's present.
- Example: “You’re feeling frustrated, because the students were not focused on the activity.”

(From TEA’s Field Supervisor Coaching Training)

# Summarize and Organize

- Take the information presented and summarize or organizing what was said in themes or containers.
- Example: “You’re noticing two issues here, there’s low attendance and parents are not receiving the information.” .... Or, “You want two things to happen, increase parent participation and to ensure that parents receive the information in a face-to-face forum.” This type of paraphrase is used when lots of information has been presented and there is a need to organize thoughts.

(From TEA’s Field Supervisor Coaching Training)

# Ladder of Abstraction

- Used for broadening or narrowing the scope of the conversation, thus, moving up and down the ladder of abstraction to shift language either to a higher or lower logical level.
- If the thinking is too broad, paraphrase to narrow the thinking. If the thinking is too narrow, broaden the conversation.
- Example: “You’re looking at options to increase parent involvement.” (higher level when the thinking is too focused). If the conversation is too broad, “Given the big idea of increased parent involvement, there is perhaps a need to clarify the types of activities that will yield results.”

(From TEA’s Field Supervisor Coaching Training)

## Sample Questions

Question Type	Question	Question Type	Question
<b>Action</b>	<p>What actions do you need to take?</p> <p>How will you move this to action?</p> <p>What are the possible effects in moving this to action?</p> <p>How would you describe the impact of these actions?</p> <p><u>What's</u> keeping you from moving this to action?</p> <p>Where do you go from here?</p>	<b>Analysis</b>	<p>What do you make of this?</p> <p>How would you break this apart?</p> <p>What do you see here?</p> <p>What is happening with this (data)?</p> <p>What is this telling you?</p>
<b>Anticipation</b>	<p>What do you anticipate will happen?</p> <p>What does your intuition tell you?</p> <p>What should you anticipate that you <u>haven't</u> considered?</p> <p>What concerns you the most?</p> <p><u>What's</u> next?</p>	<b>Assessment</b>	<p>How will/do you assess this?</p> <p>What do you want to measure?</p> <p>How does it appear to you?</p> <p>What are the results telling you?</p> <p>Which aspects should you assess and why?</p>

(From TEA's Field Supervisor Coaching Training)

# Evaluating the Candidate

- Supervising teachers need to be made aware of any concerns. Identifying these issues early allows supervisors and cooperating teachers to work together to provide support and guidance to the candidate.
- Concerns and needed support may be documented through observations, weekly reports, and emails.
- If improvement is not made and the candidate creates a negative learning environment, the cooperating teacher or principal may ask for removal of the student.

# Evaluating the Candidate

- Observations are required by every program, (typically three per placement), by the UTA supervisor.
- Each evaluation should provide an honest assessment of the candidate and his or her work.
- Cooperating teachers complete observations, weekly reports, and surveys.
- The Surveys are completed at the end of each placement; the link will be given to you close to the due date.

# Required Assessments from the Cooperating Teacher

- Weekly Reports – completed with the candidate
- Teacher Observation Record of a lesson – downloaded from our web page
- Speech Competency – from the handbook
- End of Semester Survey – sent as a link to your email



# Resource Link

- This link will take you to the UTA Handbooks, the Teacher Observation Record, and the Weekly Reflections

<https://www.uta.edu/coed/fieldexperience/handbooks.php>

- There is a different handbook for each specific program: Early Childhood - 6<sup>th</sup> Grade, Middle Level, and Secondary and Uteach.

# Contact Information

Dr. Denise Collins  
Assistant Dean, Office of Educational Field  
Experiences  
Dr. Denise Collins  
(817) 272-7448  
[dacollins@uta.edu](mailto:dacollins@uta.edu)

Interim Chair, Department of Curriculum and Instruction  
Dr. Joo Hi Lee  
[jooilee@uta.edu](mailto:jooilee@uta.edu)

Program Coordinator, BIL /EC-6 Program  
Dr. Dora Salazar  
[dora.salazar@uta.edu](mailto:dora.salazar@uta.edu)

Program Coordinator, BIL and ESL/EC-6 Programs  
Dr. Joyce Myers  
[rjem@uta.edu](mailto:rjem@uta.edu)

Coordinator, KINES/Phys Ed  
Dr. Alison White  
[alison.white@uta.edu](mailto:alison.white@uta.edu)

Program Coordinator, Music Education  
Dr. Diane Lange  
[lange@uta.edu](mailto:lange@uta.edu)

UTeach Program  
Dr. Greg Hale Teach Program  
[greg@hale.uta.edu](mailto:greg@hale.uta.edu)

Secondary/ML Social Studies  
Dr. Mary Curtis  
[mary.curtis@uta.edu](mailto:mary.curtis@uta.edu)

Secondary/ML ELAR  
Holly Hungerford-Kresser  
[hkresser@uta.edu](mailto:hkresser@uta.edu)

Secondary/ ML Math/Science  
Candace Joswick  
[candace.joswick@uta.edu](mailto:candace.joswick@uta.edu)

All-level Art  
Amanda Alexander  
[amandaa@uta.edu](mailto:amandaa@uta.edu)

# Final Step

# Thank You!

You will need your clinical teacher's name (correct spelling).  
Please click on the following link to complete this  
training: <http://rebrand.ly/coopteach>



# References

- Adoniou, M. (2013). Preparing teachers – The importance of connecting contexts in teacher education. *Australian Journal of Teacher Education*, 38(8), 47-60.
- Amorsen, A., Wilson, D., Ayres, C., & Davis, H. (2017). *Creating a positive practicum experience*. Retrieved from <https://www.teachermagazine.com.au/articles/creating-a-positive-practicum-experience>
- Brownell, M. T., Ross, D. D., Colón, E. P., & McCallum, C. L. (2005). Critical features of special education teacher preparation: A comparison with general teacher education. *Journal of Special Education*, 38, 242-252.
- Chizhik, E. W., Chizhik, A. W., Close, C., & Gallego, M. (2018). Developing student teachers' teaching self-efficacy through shared mentoring in learning environments (SMILE). *International Journal of Mentoring and Coaching in Education*, 7(1), 35-53.
- Hastings, P. (2010). Expectation of a pre-service teacher: Implications of encountering the unexpected. *Asia-Pacific Journal of Teacher Education*, 38(3), 207-219.
- Hudson, P., & Hudson, S. (2018). Mentoring preservice teachers: identifying tensions and possible resolutions. *Teacher Development*, 22(1), 16-30.
- Korth, B. B., & Baum, A. C. (2011). Teachers supporting future teachers: A critical part of early childhood teacher preparation. *YC Young Children*, 66(3), 20.
- Lupoli, C. (July, 2018). *Creating a culture of collaboration and coaching to improve the effectiveness of every teacher*. Retrieved from <http://inservice.ascd.org/creating-a-culture-of-collaboration-and-coaching-to-improve-the-effectiveness-of-every-teacher/>
- Maor, D., & McConney, A. (2015). Wisdom of the elders: Mentors' perspectives on mentoring learning environments for beginning science and mathematics teachers. *Learning Environments Research*, 18(3), 335-347.
- Morphis, E. A. (2018). The power of one-to-one coaching: Preparing pre-service teachers for the early childhood literacy classroom. *Contemporary Issues in Early Childhood*, 19(1), 85-87.
- Robert, J. (Nov. 21, 2017). *Coaching teacher candidates: 4 things we learned* [Blog post]. Retrieved from <https://deansforimpact.org/coaching-teacher-candidates-4-things-learned/>
- Rowley, J. B. (1999). The good mentor. *Educational leadership*, 56(8), 20-22.
- Rust, F. (Spring 2010) Shaping new models of teacher education, *Teacher Education Quarterly*, 37(2) 5-18.
- Ticknor, A. S., & Cavendish, L. M. (2015). Bonded relationships: supporting pre-service teachers to develop confidence and competency as elementary literacy educators. *Teacher Development*, 19(4), 520-534.
- U.S. Department of Education. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007–08 beginning teacher longitudinal study*. (NCES 2015-337). Washington, DC: National Center for Education Statistics.