Dear Cooperating Teacher,

Thank you for accepting an Early Childhood (pre-kindergarten – 3rd grade) or Middle Childhood (grades 4 – 9) student teacher for a semester. Included in this packet are documents describing expectations for the student teacher and the assumption of duties within your classroom. Our student teachers should experience a co-teaching model, and are not expected to teach alone in the classroom, or without your guidance.

Please complete four evaluations and one midterm evaluation over the course of the semester, even if they are brief. These forms are meant to provide honest and constructive support for the student teacher. They will not be used in portfolios or employment reference files. Please share copies with your Xavier supervisor when he or she visits.

We do ask that you set aside a scheduled time for discussion and planning with your student teacher. The greatest problems that arise during student teaching usually do so because of a lack of communication of expectations on the part of either party involved. The student teacher has a form for student teaching goals and objectives. Directions for completion are included with the form, and suggest that goals are better set after the commencement of teaching.

We ask that there be midterm and final conference meetings with the student teacher, cooperating teacher and Xavier supervisor. All involved should prepare for the conference by reviewing prior observation forms and offering specific comments regarding progress and suggestions for improvement. There is a form that should be used for preparation entitled Midterm Appraisal for Student Teaching. Both the cooperating teacher and student teacher fill out copies prior to the conference and then give the forms to the Xavier supervisor at the conference. Middle childhood concentration areas may require that some students change primary cooperating teachers after 7 weeks. When this situation occurs, the first assigned cooperating teacher will complete the midterm evaluation.

Of great importance to the student at the close of student teaching and the beginning of the employment search, is your letter of reference. We ask that you do a letter of reference typed on your school letterhead stationery. A copy of the letter of reference should be given to the supervisor for the student’s permanent file and a second copy should be given to the student teacher. There is no final evaluation appraisal form. Your final letter of reference serves as an appraisal and any comments not included in the letter may be brought up during the final conference.

The longstanding policy of direct compensation to cooperating teachers by way of graduate tuition vouchers (currently still granted for work with students in lower level courses) will now be handled by the respective school districts. Based on a recent ruling of the Ohio Ethics Commission, universities may no longer pay cooperating teachers directly. The manner in which you are compensated depends upon your school or district’s policy, but you will be compensated for this important contribution. Please know how deeply we appreciate your willingness to mentor our candidates for the teaching profession.

Thank you,
Xavier University Early and Middle Childhood Education Faculty

5/9/2016
Student Teaching Schedule Guide, Co-teaching Model
Single Placement Early Childhood
Single Placement Middle Childhood

- The following is a suggested guide for planning and teaching with the student teacher in the classroom. The readiness of the student teacher may dictate the need to revise this schedule. Please communicate with the Xavier Supervisor any information that will ensure that the student teacher will meet the goals of the program. A conference with the Xavier supervisor can often clear up any logistical questions related to the placement.

- The assumption of full day duties requires the student teacher to take the responsibility for planning, but instruction may be carried out by both the cooperating teacher and the student teacher in a co-teaching model. There are many potential co-teaching models (documents enclosed) that might be chosen, such as: one person teaches and one observes for specific student needs; one teaches and the other moves about the room assessing, and/or offering assistance; one might teach a large group while the other works with a small group; or teacher and student teacher team and cover material together. We understand that a given class of children may respond better to one model than another at any given time during the year, and that not every lesson requires co-teaching.

- Our hope is that you will co-plan with the student teacher, gradually giving over more decision making for choices of instructional strategies such as co-teaching for specific lessons. The schedule below indicates suggested assumption of responsibilities, but is by no means absolute. The experienced cooperating teacher may find that some alteration of the schedule suits the specific needs of his/her classroom and those of the student teacher.

Week 1-7
Cooperating teacher leads lesson planning with the student teacher, gradually adding subjects. Cooperating teacher guides, shows and explains how planning and assessments are done at the school. Cooperating teacher and student teacher will decide how to implement co-teaching models that benefit their students.

Week 8-14
Student teacher leads lesson planning and the cooperating teacher assists in the planning and assessments. Guidance will be provided from the cooperating teacher. Together they will decide how to implement co-teaching models that benefit their students.

Week 15 Student teacher will report to placement and then be able to observe in other classrooms in the building.
The following is a suggested guide for planning and teaching with the Student Teacher in the classroom. The readiness of the Student Teacher may dictate the need to revise this schedule. Please communicate with the Xavier Supervisor any information that will ensure that the Student Teacher will meet the goals of the program.

- The cooperating teacher and student teacher are expected to co-plan as soon possible, given the 7-8 week time frame for most middle childhood placements. The assumption of full day duties requires the student teacher to take the responsibility for planning all lessons, but instruction may be carried out by both the cooperating teacher and the student teacher in a co-teaching model.

- There are many potential co-teaching models (documents enclosed) that might be chosen, such as: one person teaches and one observes for specific student needs; one teaches and the other moves about the room assessing, and/or offering assistance; one might teach a large group while the other works with a small group; or teacher and student teacher team and cover material together. We understand that a given class of children may respond better to one model than another at any given time during the year, and that not every lesson requires co-teaching.

- Planning and scheduling should be determined and agreed upon by the Cooperating Teachers and the Xavier Student Teaching Supervisor. In the Middle Childhood placement a conference with the Xavier Supervisor can often clear up any logistical questions related to the placement.

Week 1       Observation, individual or small group work, introduction to planning
Week 2       Add Responsibilities: Teach One Subject / One Class
Week 3       Add Responsibilities: Teach One Subject/Two Classes
Week 4       Teach ½ of the School Day
Week 5       Teach ¾ of the School Day
Week 6       Teach Full Day
Week 7       Teach Full Day & Gradually Phase Out

Repeat above, weeks 1-7, for each Content Area
Week 15      Observe Other Teachers in the Building

5/09/16
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<tr>
<th>Co-teaching Strategy</th>
<th>Notes</th>
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<tr>
<td><strong>One Teach, One Observe</strong>&lt;br&gt;One teacher has primary instructional responsibility while the other gathers specific information on students or the instructing teacher.</td>
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<tr>
<td><strong>One teach, One Assist</strong>&lt;br&gt;An extension of One Teach, One Observe. One has primary responsibility while the other assists students with their work or monitors behaviors.</td>
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<td><strong>Station Teaching</strong>&lt;br&gt;The co-teaching pair divides the instructional content into parts, and each instructs one of the groups and then the groups rotate.</td>
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<td><strong>Parallel Teaching</strong>&lt;br&gt;Each teacher instructs half the students, addressing the same instructional material and presenting the material using the same strategies.</td>
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<td><strong>Supplemental</strong>&lt;br&gt;One teacher works with students at their expected grade level, while the other teacher works with those students who need the information or materials extended or remediated.</td>
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<td><strong>Alternative</strong>&lt;br&gt;Two different approaches to teaching the same information. The learning outcome is the same for all students, however the path to getting there is different.</td>
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<td><strong>Team Teaching</strong>&lt;br&gt;Well planned, team taught lessons exhibit and invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson, and from the students’ perspective there is no clearly defined leader.</td>
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Vertuca, Fall 2015, from Rebecca Stobaugh Western Kentucky, and Teacher Quality Enhancement Center St. Cloud, Minnesota