We believe that field experiences—especially student teaching—are one of the most influential and formative components of a student's education. As a cooperating teacher, you’ll have a tremendous influence on the field experience student placed in your classroom.

COOPERATING TEACHER REQUIREMENTS
To become a cooperating teacher, you must:

• Hold a valid teaching certificate or licensure for your teaching position (grade and subject).
• Have a minimum of three years of successful teaching experience, with one year in your present position.
• Be willing to share classroom responsibilities with the teacher candidate.
• Assume the roles expected of a mentor, advocate, coach, and critic.

COOPERATING TEACHER RESPONSIBILITIES
As a cooperating teacher, you’ll be expected to assume responsibility for the following tasks:

PLANNING

• Review *The Teacher Candidate, Cooperating Teacher, and University Supervisor Forms and Materials List* with the teacher candidate during the initial meeting.
• Conduct a school orientation for the teacher candidate using the *School Orientation Checklist for the Cooperating Teacher and Teacher Candidate* as a guide.
• Explain the role of the teacher candidate.
• Discuss expectations of pupils.
• Ensure that the teacher candidate/intern uses the *Ashland University Standard Lesson Plan*.
• Provide the teacher candidate with information on student evaluation and grading policy.
• For cooperating teachers working with interns in their internships, immediately begin involving the intern in the use of classroom curriculum guides, unit, and daily lesson planning, consider co-planning and co-teaching whenever possible.
• During the first week, plan times to discuss the observations with the teacher candidate.
• Expect teacher candidate/intern to submit a lesson plan (Ashland University standard lesson plan) to the cooperating teacher for review and approval prior to teaching each lesson.
• Review the lesson plans (for the lesson to be taught that day or for the week) carefully with the teacher candidate. Please note that failure to submit lesson plans for each lesson, or weekly, to the cooperating teacher and supervisor could be reason to withdraw a teacher candidate/intern from his or her field experience/internship.
• Encourage students to consult the teacher candidate/intern concerning their class work. The students’ acceptance of the teacher candidate/intern depends upon his or her ability to establish authority and legitimacy in the classroom.

• Observe the teacher candidate/intern informally and provide daily feedback on both classroom management and lesson delivery.

• Conduct formal, written observations of the teacher candidate’s teaching using the lesson observation forms provided in in the cooperating teacher packet.

• Participate in the teacher candidate’s final conference using the Internship Final Evaluation Form.

• Complete the Cooperating Teacher Verification Data Form, as soon as possible, and return it to the Ashland University supervisor.

• Collaborate with the supervisor to ensure that the teacher candidate meets field requirements.

• Invite the teacher candidate to participate in parent-teacher conferences, staff meetings, etc… as appropriate and allowable with the school district.

• Collaborate with the field supervisor on the teacher candidate’s final evaluation.

• Final grade is determined by the supervisor; make sure that you collaborate and communicate well with the university supervisor for the benefit of the teacher candidate/intern.

TEACHING

• During the first week, plan times to discuss the observations with the teacher candidate.

• Expect teacher candidate/intern to submit a lesson plan (Ashland University standard lesson plan) to the cooperating teacher for review and approval prior to teaching each lesson.

• Review the lesson plans (for the lesson to be taught that day or for the week) carefully with the teacher candidate. Please note that failure to submit lesson plans for each lesson, or weekly, to the cooperating teacher and supervisor could be reason to withdraw a teacher candidate/intern from his or her field experience/internship.

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• Observe the teacher candidate/intern informally and provide daily feedback on both classroom management and lesson delivery.

• Conduct formal, written observations of the teacher candidate’s teaching using the lesson observation forms provided in in the cooperating teacher packet.

• Participate in the teacher candidate’s final conference using the Internship Final Evaluation Form.

PROFESSIONAL REFLECTION, COLLABORATION, AND COMMUNICATION

• Complete the Cooperating Teacher Verification Data Form, as soon as possible, and return it to the Ashland University supervisor.

• Collaborate with the supervisor to ensure that the teacher candidate meets field requirements.
• Invite the teacher candidate to participate in parent-teacher conferences, staff meetings, etc… as appropriate and allowable with the school district.
• Collaborate with the field supervisor on the teacher candidate's final evaluation.
• Final grade is determined by the supervisor; make sure that you collaborate and communicate well with the university supervisor for the benefit of the teacher candidate/intern.

COOPERATING TEACHER REPORTS

Your constructive feedback is valuable to the development of your intern, so we require specific evaluations.

For the 7-Week and 14-Week Student Teaching/Internship:

• Complete three Teacher Observation Reports for the 7-week program and six for the 14-week program.
• Complete and discuss the Final Evaluation form with your intern at the end of the field experience.

All forms should be returned to the university supervisor, at the end of the internship, so they can determine the intern’s performance in the internship.