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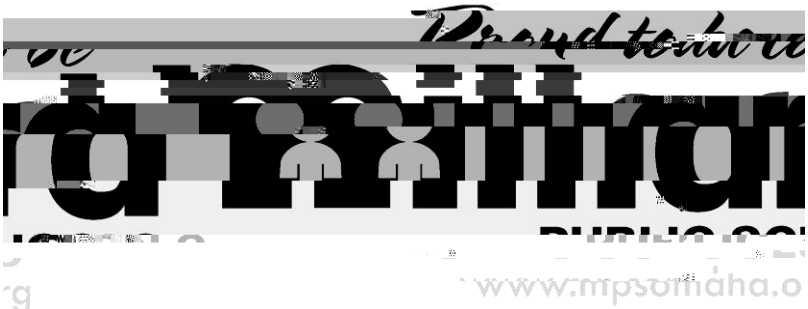

Millard Public Schools Co-Teaching Student Teaching Guidelines for Teacher Candidates

CO-TEACHING STUDENT TEACHING MODEL

attending courses required by the teacher training institution during the Millard Public Schools term of student teaching.

In case of illness and/or absence, Teacher Candidates should notify the Cooperating Teacher(s) and the Building Administrator as far in advance as possible. Absences for any reason other than personal illness must be cleared in advance with the Cooperating Teacher and the University/College Supervisor.

Activities

Teacher Candidates are expected to participate in certain out-of-class activities as directed by the Cooperating Teacher and/or University/College Supervisor. These activities are designed to better acquaint the Teacher Candidate with the school environment, increase understanding of the total teaching experience, and facilitate working with

provide ongoing feedback throughout the student teaching experience.

Co-Teaching Partnership

With support of the University/College Supervisor the Co-Teaching partnership enables Cooperating Teachers to provide consistent mentoring, giving Teacher Candidates the time and support necessary to gain skills and confidence.

Planning

The Teacher Candidate and Cooperating Teacher will share decisions on:

- What content to teach
- What Co-Teaching strategies to use
- Who will lead different lesson parts
- How to assess student learning
- What materials and resources to use

Instruction

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of Co-Teaching strategies
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of student learning
- Share the responsibility of daily grading
- Provide formative and summative assessment of students
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MPS Co-Teaching Student Teaching
Co-Teaching Team Responsibilities

Teacher Candidate	Cooperating Teacher	Building Administrator	University/College Supervisor	District Personnel
Participate in required MPS building and District training.	Participate in MPS Co-Teaching Student Teaching Model training.			
Plan with Cooperating Teacher at least 1 time per week. Include Co-Teaching strategies in lesson plans.				
Participate in the MPS PLC process.				
Accept and reflect on feedback provided by Cooperating Teacher in order to improve instruction and learning.				
Implement each of the 7 Co-Teaching strategies a minimum of 2 times during the semester.				
Participate in all teaching duties (planning, supervision, grading, record keeping building and District staff development)				
Fulfill university/college requirements for successful completion of the student teaching experience.				
Fulfill MPS requirements for Co-Teaching Student Teaching.				

MPS Teacher Candidate and Cooperating Teacher Suggested Timeline

Prior to Beginning the Student Teaching Experience

- Attend MPS Co-Teaching Student Teaching Model Training for the Teacher Candidate, Cooperating Teacher, and University/College Supervisor. This training will foster the Co-Teaching team relationship and develop common understanding of the Millard Public Schools Co-Teaching Student Teaching Model. The training components include:
  - Co-Teaching Background
  - Roles of Participants
  - Defining Co-Teaching Strategies
  - Creating the Co-Teaching Environment
  - Relationship Building
  - Collaboration and Communication
  - Co-Planning with Co-Teaching
  - Team Development

During the Student Teaching Experience

- Plan a minimum of one time per week
- Provide regular, specific feedback
- Lesson plans need to identify Co-Teaching strategy(ies) being used
- Use all seven Co-Teaching strategies a minimum of two times each
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- Complete and review mid-term reflection

At the completion of the Student Teaching Experience

- Complete and review final reflection

Are We Co-Teachers?
Reflection Tool

As we prepare for Co-Teaching, do we:

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… Have space for both teachers?

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MPSCO-TEACHING STUDENT TEACHING MODEL
EVALUATION GUIDELINES AND FORMS

Evaluation of the Teacher Candidate's work is carried on throughout the term for two main purposes. The first purpose is to provide meaningful feedback to the Teacher Candidate to improve teaching and learning. Through self evaluation and conferences in which the Cooperating Teacher and the University/College Supervisor offer evaluation of the work, the Teacher Candidate is helped to become a stronger teacher by identifying strengths and areas for growth.

The second purpose of the evaluation of the Teacher Candidate is to provide prospective employers an indication of the individual's growth throughout the semester and potential as a teacher. A grade is thus assigned to the Teacher Candidate and a recommendation is written to be placed in the individual's file at the teacher training institution's Teacher Placement Division. The University/College Supervisor has the final responsibility for giving the grade and making the recommendation. This should be done, however, with input from the Cooperating Teacher. The University/College Supervisor and Cooperating Teacher discuss the work of the Teacher Candidate throughout the term in order to determine final performance evaluation. The Cooperating Teacher will complete evaluation forms provided by the university/college.

Cooperating Teachers will complete the mid-term and final Teacher Candidate/Cooperating Teacher Reflection Form provided in this handbook. This is in addition to evaluation forms required by the university/college. While the university/college evaluation forms are used ms admsdg dbms (l)10 (ace t7.01 -14 ([(C)3T (l)10 (d)-4n(in)-4 (g)11 (g)11, (Th5e)- (n)-4 ( )-2s (io)7ru)-4 (at)-(om)- (in)-1(n)-4 ( )-2, (Th ms345 (H)(sed)-5 (man)-311 ( )-Reso-5tTe3trsia6 ()]Te,(T)3 (o -244 (pone453 ( ))5)-ms3Tos (mid(er)-2 (a)

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Millard Public Schools
Teacher Candidate/Cooperating Teacher Reflection Form

Teacher Candidate:
Cooperating Teacher:
Subject/Grade:
Experience start date:

Check one: Mid Term ☐ Final ☐
Date:
School:
Experience end date:

Professional] • u	
Teacher Candidate Reflection	Cooperating Teacher Strength: Area for Growth:

Upon the completion of this reflection at Mid-term and Final, please provide a copy to the Building Principal and to Jeanine Beaudin/DSAC.

MILLARD PUBLIC SCHOOLS
REGULATIONS GOVERNING STUDENT TEACHING
Related to MPS Policy 4210

The following regulations have been developed by the Millard Public Schools. Each student teacher should becom familiar with these regulations:

1) General Considerations
   a. The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way retard the satisfactory progress of pupils.

   a. Supervision of the program is the function of the Human Resources Recruiter. Administration of this program in the individual building is the responsibility of the principal.

2) Responsibilities of the Student Teacher
   a. To observe the rules and regulations of the Millard Public Schools wherever they apply. Most of these are specified in Board Policy 4000 of the Millard Public Schools. (BOARD POLICIES ARE

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5. To help the student teacher become acquainted with and adhere to the rule and regulations applicable to students and teachers in the school.

6. To clarify the student teacher's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.

7. To take steps to insure that the student teacher understands the overall plans for the class and the Millard prescribed curriculum.

8. To advise the student teacher well in advance of the time when responsibility for the class will be assumed so that adequate preparation for the unit(s) is made.

c. To attend inservice programs specifically planned for teachers and administrators directly concerned with student teaching.

d. To remain in the classroom in order to insure adequate supervision of the student teacher. If the cooperating teacher must be out of the classroom for an extended period of time, the principal must be notified.

e. To be responsible for designating the grade for student teaching.

f. To be available to consult with cooperating teachers when necessary.

g. To make arrangements with the building principal prior to classroom visitations.

5) Responsibilities of the School Principal

a. Orienting the staff and the school community to the student teachers and the student teaching program.

b. To observe student teachers at work and confer with them individually or in groups concerning the philosophy of the school and acquaint them with special services provided for children.

c. To approve or reject any cooperating teacher or student teacher assigned to the school.

d. To terminate a student teacher when it is evident that the welfare of the student is being adversely affected. Notice of termination will be submitted to the Human Resources Recruiter who will inform the college supervisor of the action taken.

e. To review the Student Teacher's Evaluation Report which will be kept on file in the Board of Education office.

f. To make possible a program of direct experience for student teachers through which they may be guided toward a better understanding of what constitutes good teaching.

b. To assign all student teachers so that they will have the best possible chance of becoming successful teachers. This means that careful consideration must be given to the adequacy o the student teachers' subject matter and professional preparation to their personalities, and t the personality of the cooperating teacher. Placing students in student teaching situations wher they are poorly prepared is forbidden.

c. To make arrangements with the principal for all observations.

d. To confer with the Human Resources Recruiter concerning the placement and induction of the student teacher.

e.

c. Method of Assignment

1. All requests for assignments to student teaching will be made by the teacher education institution to the Human Resources Recruiter.

2. The Human Resources Recruiter will consult with the principal in whose building the student is to be placed. No student teacher will be assigned to a building without approval from the principal.

3. The student teacher will report to the principal of the school to which he/she is assigned and be introduced to the cooperating teacher.

4. On the secondary level, student teachers may be assigned to departments, with one teacher in the department being designated as the cooperating teacher. This type of assignment will permit the student teacher to have a broader experience in his/her teaching field.

Millard Public Schools

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