Cooperating Teacher Handbook
Pre-Practicum/Early Field Experiences
Dear Cooperating Teacher:

Mercer University appreciates the willingness of classroom teachers to work with our prospective teachers. We are well aware that their classroom experience in the “real” world of teaching makes an invaluable contribution to their preparation for teaching. We desire that their time with you be mutually beneficial.

The primary purpose of this field experience is observation. We hope this field experience will provide opportunities for our students to observe certain aspects of child development, to observe how differences in child development are accommodated, to observe professional teachers in the daily routine of the school, to observe different teaching styles and strategies, and to enhance their interpersonal and professional skills in the school setting. A Student Observation Report is required during this experience. Our student should discuss with you what is required for this report.

To enhance further the usefulness of the student assigned to you and to make the observation experience more meaningful, we would like to offer the following suggestions* from which you may wish to draw ideas. These suggestions are not meant to be limiting; they are only suggestions. Please feel free to facilitate your student’s professional development as you deem best.

1. Work on bulletin boards.
2. Go over homework or test papers.
3. Tutor individual students.
4. Work with small groups.
5. Read stories.
6. Direct games and activities.
*The student should receive directions from you in conducting these activities.

As the Classroom Teacher, you certainly have the best opportunities for observation and evaluation. A Disposition assessment and Final evaluation form will need to be completed at the end of their experience. All forms will be emailed to your school’s email address.

The University Supervisor assigned to your field experience student will contact you in the next several days either by e-mail or by phone. Please ask any questions and express any concerns that you have about the program or about the student who has been assigned to you. It is our goal to work with you as closely as we can to make the field experience as meaningful as possible. If you need the University Supervisor to come to the school for any reason, please do not hesitate to call him/her or to contact him/her by e-mail with that request.

Again, let me express the appreciation of the entire Tift faculty to you, to your principal, and to all who are involved in the important task of preparing teachers. Thank you for your support.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
Doss_Kt@mercer.edu
678-547-6331
Cooperating Teacher Responsibilities

Listed below are the primary responsibilities when working with a Pre-Practicum student.

- Work with the Teacher Candidate to plan the semester experience. (i.e., what days and times will the candidate be in the classroom?)
- Work with the Teacher Candidate and have him or her assist you with your daily responsibilities.
- Meet with the Teacher Candidate to share and discuss strengths and weaknesses throughout their experience.
- Build a trusting and supportive relationship with the teacher candidate and consistently provide helpful and encouraging feedback to candidates.
- Talk openly and honestly with the candidate when discussing and completing evaluation and assessment forms.
- Complete the following Assessments for our teacher candidate through Chalk and Wire*:
  - Cooperating Teacher Profile
  - Complete a Final Evaluation assessment at the end of the experience
  - Complete a Dispositions Assessment form at the end of the experience
  - Approve the Teacher Candidate’s Time Log each week.

*Guest Accounts are created using your school email address. Please alert your Teacher Candidate if you do not receive any of the mentioned assessments above.

- At the first sign of trouble, contact the University Supervisor.

The Cooperating Teacher or another school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.

Helpful Information for Cooperating Teachers

All Mercer University’s Teacher Candidates have been required to adhere to the following:

- At the first sign of an issue or potential problem, please contact the University Supervisor.
- The Teacher Candidate is expected to observe the schedule/hours planned with the CT at the beginning of the experience.
- The candidate will adhere to the same holiday schedule as the system to which the candidate is assigned.
- The candidate must sign in at the front office and wear Mercer nametag at all times.
- The candidate is required to contact the CT before all absences. The candidate is expected to make up all missed days at the end of the experience.
- The candidate may NOT serve as a substitute teacher and may NOT administer standardized tests. The candidate may work with a substitute for the CT when the CT must be absent.
- The candidate is expected to dress professionally at all times. Candidates may wear school t-shirts on specified days if teachers wear school t-shirts on certain days.
Final Evaluation
Classroom Teacher /Program Administrator
EDUC 399: Fieldwork II/EMAT 601: Initial Field Experience

Please complete in Chalk and Wire. This is for informational use ONLY

Student Name__________________________________________Semester__________________Year________

Last        First       MI

SchoolAssigned __________________________________________Grade/Subject________________________

County (if applicable) ____________________________Principal/Director________________________________

Classroom Teacher __________________________University Supervisor___________________________

Please complete this evaluation form and return it to the prospective teacher’s University Supervisor at the end of the term. We encourage you to share your observations with the student. Please utilize the scale as follows:

2 Proficient: standard is met at the level expected of pre-service teachers
1 Developing: limited evidence of meeting the standard; viewed as a whole, performance is either inconsistent, partial, inadequate, or incomplete
0 Unacceptable: little or no evidence of meeting the standard
N/O Not observed

Section I – To Know
_____ 1. Demonstrated a developing awareness that learners manifest the characteristics behaviorally described for stages or levels of growth and development
_____ 2. Demonstrated recognition of the many ways that educational systems plan for and adjust to developmental differences
_____ 3. Demonstrated a developing understanding of difference in ethnicity, gender, religion, special needs of students
_____ 4. Demonstrated knowledge of content.
_____ 5. Demonstrated good oral and written skills.

Section II – To Do
_____ 1. Implemented various stages of the Observation Reports according to directives
_____ 2. Used appropriate voice level and established eye contact with students in classroom
_____ 3. Established rapport with students in classroom while maintaining a professional balance

Section III – To Be
_____ 1. Demonstrated characteristics/elements of professional behavior
  ☐ Punctuality ______
  ☐ Dependability ______
  ☐ Professional appearance ______
  ☐ Poise/Confidence ______
  ☐ Enthusiasm for teaching ______
_____ 2. Demonstrated willingness to accept constructive criticism and to act upon suggestions
_____ 3. Demonstrated desire to work cooperatively with mentors
_____ 4. Modeled positive and effective interpersonal skills while interacting with the total school community/body of learners

Part 2

Please comment on the following:
1. In your judgment, what was the student’s attitude toward his/her assignment?
________________________________________________________________________

2. Would you recommend that the student continue in the Teacher Education Program? ☐ Yes ☐ No ☐ Undecided

Please explain (use back of form if needed):________________________________________________________________________
Dispositions Assessment of Teacher Candidates
Cooperating Teacher/Mentor Teacher Assessment

Please complete in Chalk and Wire. This is for informational use only

Teacher Candidate_______________________________________ Date_______________
Classroom Teacher Signature________________________________ Date_______________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment into the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

<table>
<thead>
<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
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Disposition

<table>
<thead>
<tr>
<th>Respect</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>• Is considerate of the feelings, opinions, knowledge, and abilities of others • Is receptive to different ideas and to different people • Recognizes, values, and utilizes assets in the community • Acknowledges intellectual property of others by giving credit and avoiding plagiarism • Treats all students with fairness and equity</td>
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<thead>
<tr>
<th>Responsibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tr>
<td>• Is reliable and trustworthy • Accepts consequences for personal actions or decisions • Prepar...</td>
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<tr>
<th>Flexibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>• Adapts to changing situations in the classroom • Is open to new ideas • Deals appropriately with less than ideal situations when necessary • Maintains a positive attitude when changes occur and adjusts to unexpected events • Demonstrates resilience • Maintains composure under stress</td>
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<thead>
<tr>
<th>Collaboration</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>• Cooperates with peers, CTs/MTs, school professionals, staff, and university personnel • Works with other professionals to improve the overall learning environment for students • Shares knowledge and responsibilities with others • Gives and receives feedback</td>
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<tr>
<th>Reflection</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>• Self-assess knowledge and performance • Demonstrates accurate self-analysis regarding own strengths and weaknesses • Responds to constructive feedback by making appropriate changes in instruction or action</td>
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<tr>
<th>Commitment to Learning</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>• Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies. • Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life • Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more</td>
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<tr>
<th>Belief in Teacher Efficacy</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>• Demonstrates a belief that all students can learn • Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat) • Advocates for all learners</td>
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<tr>
<th>Social Intelligence</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tr>
<td>• Engages in socially appropriate and professional behaviors • Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically • Interprets non-verbal communication • Demonstrates ability to adapt and “fit” in various situations and environments/ Understands one’s role in a group or larger community/ Recognizes self as part of a whole • Actively listens and responds appropriately to others</td>
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