



Tift College of Education

**Cooperating Teacher Handbook
Student Teaching & Internship**

Revised July 2023



Dear Cooperating/Mentor Teacher:

On behalf of the entire Teacher Education faculty, we wish to extend our sincere appreciation for your willingness to work with a Mercer University Teacher Candidate in his/her student teaching or internship experience. We are aware of the time and effort required on your part to assist our student during this most significant aspect of teacher preparation.

In this Handbook you will find information and suggestions for Cooperating Teachers that we hope will be helpful during your work with our Teacher Candidate. We hope that you will take the time to read the Handbook so that you may ask for any clarifications that might be needed. In addition, the University Supervisor (US) may have particular expectations that will be discussed with you and the Teacher Candidate. The Handbook includes:

1. Information regarding the Teacher Education Program:
 - Roles and Responsibilities of the Cooperating Teacher
 - Evaluation Information- GA Intern Keys
2. Forms to be completed throughout the semester electronically:
 - Cooperating Teacher Voucher
 - Formative Evaluation Observation (3 total)
 - Mid Term Evaluation
 - Professional Behavior and Dispositions Assessment
 - Summative Evaluation

The forms mentioned above are electronic and will be sent to you via your work email from Anthology. At the end of the term, our University Supervisor may ask you for any relevant information necessary to help assign a grade that will accurately reflect the candidate's present level of competence and future potential as a teacher.

As the semester progresses, please feel free to share with the University Supervisor any concerns you have about our student, or any questions you have about our program.

Again, thank you for sharing your expertise and your classroom with our student this semester. The important task of teacher preparation could not be accomplished without you.

Sincerely,

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Mercer University

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Cooperating Teacher Responsibilities

Listed below are the main responsibilities when working with a Student Teacher or Intern:

- Work with the Teacher Candidate to plan the semester experience
- Oversee the planning and implementation of all learning segments and lessons
- The CT must approve all lessons plans for candidates before the teaching of the lesson.
- Meet with 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 after informal and formal observations.
- Talk openly and honestly with the candidate when discussing and completing evaluation forms.
- Provide a designated area for the teacher candidate to keep lesson plans and teaching materials.
- Complete the following Assessments for our teacher candidate through Chalk and Wire*:
 - Cooperating Teacher Profile
 - Conduct three (3) Formal Observation Evaluations spaced throughout the experience..
 - Mid-Term Evaluation
 - Complete a Summative Evaluation at the end of the experience
 - Complete a Professional Behavior and 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

In addition to supporting all teacher candidate requirements listed above, we ask that all Cooperating Teachers:

- Allow Candidates to be dismissed without penalty for GACE testing (test registration must be provided), and scheduled Student Teaching/Internship seminars.
- The candidate may NOT to serve as a substitute teacher or administer any standardized tests. However, the teacher candidate may work with a substitute for the CT when the CT must be absent.

The Cooperating Teacher or other 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 teaching Candidates have been required to:

- Contact the University Supervisor at the first sign of an issue or potential problem.
- Observe the same daily schedule/hours as the classroom teacher/mentor.
- Attend professional meetings, faculty meetings, parent meetings, workshops, conferences and sporting activities as required for the teacher (some schools may vary per administration).
- Adhere to the same holiday schedule as the system to which he/she is assigned.
- Sign in at the front office and wear the Mercer University nametag at all times.
- Contact his/her CT prior to all absences. The candidate is required to make up all missed days at the end of the experience.
- Dress professionally at all times. Candidates may wear school t-shirts on specified days, if teachers wear school t-shirts on certain days.

Georgia Intern Keys Formative Observations:

The formative assessment is designed to be used by the candidate as a self-assessment, the Cooperating Teacher, and the University Supervisor.

The purpose of the Ga Intern Keys observation instrument is to provide feedback to teacher candidates throughout the initial teacher preparation programs and to familiarize candidates with the standards that will be used to evaluate their effectiveness as in-service teachers in Georgia's P-12 schools.

The ratings on the formative observation evaluation are not included in the calculation of the candidate's final course grade; the ratings are indicators of the candidate's progress. This key assessment will be required for practicum and student teacher courses.

Teacher candidates will be required to complete the following assessments in addition to submitted assignments:

Student Teaching/ Internship

- A minimum of three (3) on-site Formative Evaluation Observations of teaching performance by the University Supervisor. The University Supervisor will discuss each observation. The University Supervisor must judge these observations at the Developing or Proficient levels. If more than three formative observations are required, or if an observation is unsatisfactory, the University Supervisor may schedule a conference, after consultation with the Cooperating Teacher and then discuss with the Director of Field Placement
- A minimum of three (3) formal Formative Evaluation Observations by the Cooperating Teacher. The Cooperating Teacher must judge these observations at the Developing or Proficient levels. The Cooperating Teacher should discuss the formative evaluations with the Teacher Candidate to offer suggestions on areas needing improvement and/or to affirm performance.
- 1 Mid-Term Conference

Helpful Hints for Evaluations

- Collaborate with the student to schedule the observation evaluations.
 - Observation schedule should be staggered throughout the course. Please review the phases of Practicum/Mentored Practicum for guidance
- Teacher Candidates should email the Supervisor the lesson plan no later than the day before the observation and should have the lesson plan viewable when you arrive to observe.
- Provide constructive feedback.
- Observe the entire lesson.
- Complete the online GA Intern Keys Assessment within 7 days of the observed lesson.
 - Students need to see this throughout the semester to grow from one lesson to the next
- ALWAYS make comments on the Formative Evaluations. There should always be a correlation between the Formative, Mid-Term, Summative, and Disposition evaluations.
- Conference immediately following each observation.
- The Mid-Term Evaluation should be completed at the mid-point of the semester with the cooperating teacher.

For More Information and Resources:

<https://education.mercer.edu/academic-programs/field-placement/cooperating-teachers/>

Phases of Student Teaching/Internship



Phase I Week 1-5	Phase II Week 6-10	Phase III Week 11-15
<p style="text-align: center;">On-Site Tasks</p> <ul style="list-style-type: none"> • Observations • Assisting • Pre-Planning (observe) • Co-Planning (assist) • Solo Planning with assistance 	<p style="text-align: center;">On-Site Tasks</p> <ul style="list-style-type: none"> • Solo Planning • Co-Teaching • Solo Teaching/Recording Lessons • Assessment 	<p style="text-align: center;">On-Site Tasks</p> <ul style="list-style-type: none"> • Solo Teaching • Co-Teaching • Assisting • Observations
<p style="text-align: center;">Assignments</p> <ul style="list-style-type: none"> • Building Relationships • School Demographic Data Assessment • Planning: Understanding the Learning Context • Planning: Lesson Plans for Learning Segment • Electronic Notebook Check I • Log Fieldwork hours 	<p style="text-align: center;">Assignments</p> <ul style="list-style-type: none"> • Planning: Instructional Materials • Georgia Inter Keys Self-Assessment • Planning: Assessment • Planning: Commentary • Instruction: Video Critique • Assessment: Work Samples • Log Fieldwork hours 	<p style="text-align: center;">Assignments</p> <ul style="list-style-type: none"> • Assessment: Evidence of Feedback • Assessment: Criteria • Assessment: Commentary • Transforming Philosophy in Education • Electronic Notebook Check II • Log Fieldwork hours
<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Formative Evaluation I <i>Completed by Cooperating Teacher and University Supervisor</i> 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Formative Evaluation II <i>Completed by Cooperating Teacher and University Supervisor</i> • Mid- Term <i>Completed by Cooperating Teacher and University Supervisor</i> 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Formative Evaluation III <i>Completed by Cooperating Teacher and University Supervisor by week 13</i>
<p style="text-align: center;">Seminars I and II</p> <ul style="list-style-type: none"> • Planning Calendar • Schedule 1st and 2nd US observation 	<p style="text-align: center;">Seminar III</p> <ul style="list-style-type: none"> • Solo Teaching anytime between weeks 5-12 • Schedule 3rd US Observation • Electronic CT Vouchers due <i>CTs can find this under the CT Resource Guide</i> 	<p style="text-align: center;">Seminar IV: TBD by US</p> <ul style="list-style-type: none"> • End-of-Course Evaluations • Review all assignments and evaluations in Chalk and Wire and Canvas