Summer 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 necessary for this course.

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. Therefore, we are including an assessment of dispositions demonstrated by our student. Based on your experience with the Teacher Candidate placed in your classroom, please rate the candidate on the professional dispositions that are listed in the instrument. A description of the indicators to guide your assessment is included in the document. Further, at the conclusion of the fieldwork experience, we ask that you complete a brief evaluation form. Your Teacher Candidate will provide forms that need to be completed.

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 us express the appreciation of the entire Teacher Education faculty to you, to your principal, and to all who are involved in the important task of preparing teachers. If for any reason you need to speak to us, please feel free to contact our office. If necessary, we can arrange to meet with you to discuss any concern you have.

Thank you for your support,
Kristin Doss, Associate Director of Field Placement
**Cooperating Teacher Responsibilities**

Listed below are the main responsibilities when working with an Observation student.

- Exchange contact information with teacher candidate, specifying your communication preferences
- Confirm the schedule for the teacher candidate to be in the classroom. (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.
- Complete the Classroom Teacher Final Evaluation form and review with our teacher candidate at the end of the experience.
- Complete the Dispositions Assessment form at the end of the experience and review with the Teacher Candidate.
- Sign the Teacher Candidate’s Time Log each week and at the end of the experience.
- Meet with the Teacher Candidate to share and discuss strengths and weaknesses throughout their experience.
- At the first sign of trouble, contact the University Supervisor.

**Helpful Information for Cooperating Teachers**

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

- The candidate will adhere to the same holiday schedule as the system to which the candidate is assigned.
- The candidate must sign in and wear Mercer name tag at all times.
- The candidate is required to contact the CT before all absences. The candidate is expected to make up all missed days. The student must clear this with the associate director.
- 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...Spirit days are ok as long as they have CT approval.

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

- 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.
Dispositions Assessment of Teacher Candidates
Summer Field Experience

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 in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

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<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
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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>
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<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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<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>
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<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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<tr>
<th>Disposition</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Respect</td>
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<td>Responsibility</td>
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<td>Flexibility</td>
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<td>Collaboration</td>
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<td>Reflection</td>
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<td>Commitment to Learning</td>
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<td>Belief in Teacher Efficacy</td>
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<td>Social Intelligence</td>
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Comments:
Classroom Teacher Final Evaluation
EDUC 398/EDUC 399/EMAT 601

Student Name_________________________ Semester/Year__________________ MUID____________

Last First MI

Assigned School/Program ___________________________ Grade/Subject____________________

County___________________________________ 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 behaviorally the characteristics 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 a developing recognition of and appreciation for the complexities of public education as they relate to the role of a teacher

Section II – To Do

_____ 1. Used appropriate voice level and established eye contact with students in classroom
_____ 2. 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 teaching/the teaching profession?___________________________

___________________________________________________________________________

___________________________________________________________________________

Date of Evaluation ______________________ Signature of Cooperating Teacher ______________________