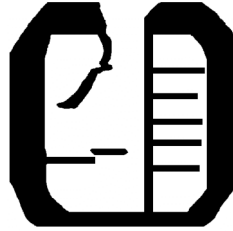


**FERRUM COLLEGE TEACHER EDUCATION PROGRAM**

**COOPERATING TEACHER HANDBOOK**



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**Additional Materials:**

- Contact Information
- Log Sheet
- Contracting Forms
- Specific Field Requirements for the education class in which your intern is currently enrolled.
- Evaluation Form

Thank you for agreeing to be a Cooperating Teacher for a Ferrum College student intern. Your expertise and guidance will ensure that our teacher candidates are prepared to enter the profession and be successful classroom teachers.

We know this is a busy time of year but your familiarity with our expectations both of you and your intern is essential. Below is a list of responsibilities and expectations:

- ❖ Read through the guide carefully. (We update and revise it every semester.)
- ❖ Contact your intern supervisor if you have any concerns about problems with your intern during the semester. Good communication is important to early resolution of difficulties.
- ❖ Fill out and sign the field placement contract at your initial meeting with your intern. Please provide your home phone number so the supervisor can contact you.
- ❖ Monitor and initial the log sheet.
- ❖ Promptly return your candid evaluation. Your intern will not get full credit in his/her course without return of the log sheet and the evaluation form by the deadline. We also cannot release your stipend if these sheets are not in. The intern is charged to make a copy to hand to his/her professor. Please return the original to the Clinical Faculty Supervisor.

A note about evaluations: It is important that you be honest. It does not help us to help the student intern to make satisfactory progress if we do not have accurate feedback from the field. Everyone is not uniformly wonderful—nor do we expect him/her to be. We need to support interns to work on areas of challenge and to constantly examine their commitment to being the best they can be. Often the patterns you see in the field are reflective of what we see in the classroom. If you are hesitant to put something down on paper, but feel we should be alerted to a situation, please contact us. We want to know. We do not need to encourage uncommitted teacher candidates. We need to prepare people who will be energetic, responsible professionals. You are an important part of making that happen.

## GENERAL RESPONSIBILITIES OF COOPERATING TEACHERS

1. Meet with your intern and determine how best to schedule the intern's time in your classroom. Mutually fill out and sign the field placement contract. Give the intern any special instructions. These might include copies of syllabi, seating charts, class rules, etc. It would also be helpful if the intern could have a space that is his/her own (i.e., a small table, a corner of a desk, a chair that is specifically for the intern's use). If parking is a problem at your school, please suggest an appropriate parking location to your intern.
2. Introduce your intern to your class(es) as a pre-service teacher. Please clarify that s/he is NOT a student teacher but an education intern. The manner in which you introduce your intern to your class makes a big difference in the success of the field placement. We recommend you use Mr. or Miss (Smith, Jones, etc.) so s/he can experience a professional identity. Help the intern become acquainted with class routine, building layout, and school policy. Inform the student of preferred times to confer or ask questions. Remembering how you felt upon entering a classroom initially will suggest to you an appropriate welcome and introduction to the class.
3. Read this guide carefully and be familiar with its contents.
4. Review the intern's course requirements to be completed in the field and determine a timeline for their completion. Let the intern know how the requirements can be met in your setting.
5. Initial the intern's log sheet verifying his/her presence on a weekly basis. Post or keep the log sheet in an accessible place for the Clinical Faculty Supervisor to check during site visits.
6. Assign responsibilities to the intern consistent with his/her ability, maturity and course work completed in the teacher education program thus far. Please do not be limited by our suggestions. You are the best judge of what is appropriate for your classroom.
7. Be a role model for your intern. Expose him/her to professional development opportunities as they occur. Spend time explaining your decision-making process.
8. Communicate any problems with the field experience to the student intern, Clinical Faculty Supervisor for your school, or your building principal. Good communication is important to maintaining a quality program.
9. Communicate with the Clinical Faculty Supervisor about any concerns regarding noncompliance with any of the expectations of interns outlined in this handbook. This may be done in person when the Clinical Faculty Supervisor is in the building, by phone, or by note. **WE NEED YOUR INPUT!**
10. Candidly complete the evaluation form given to you by your intern and return this form to the Clinical Faculty Supervisor by or before the deadline.

## EXPECTATIONS OF INTERNS

We expect Ferrum College Education Interns to do the following:

- υ Be courteous and respectful with everyone.
- υ Be helpful.
- υ Have a positive attitude.
- υ Interact well with children.
- υ Be dressed appropriately.
- υ Use appropriate language.
- υ Be prompt.
- υ Be responsible.
- υ Honor the time contract.
- υ Wear their intern identification badge while in the school building.
- υ Complete their field assignments.
- υ Use their field placement to further their professional knowledge.
- υ Accept and respond favorably to constructive criticism.
- υ Take initiative and be self-directed when appropriate.

If any of these expectations are not being met, please bring this to the attention of the Clinical Faculty Supervisor of your school as soon as possible so that we can effectively address the situation.

**REMEMBER: You see our interns interacting with public school students for a minimum of 20-40 hours during the semester. We rely heavily on your assessment of their work in their field placement to help determine the suitability of your intern continuing in the Teacher Education Program. Your feedback is critical!**

## SUGGESTED TASKS FOR YOUR INTERN

**You are in the position to assess the match between what you would like your intern to do and what s/he is able to do.** Below are suggestions. Each intern will arrive in the field with a unique blend of previous experience, maturity, ability, course work, energy level and assumptions about what it means to teach. **As the cooperating teacher, it is up to you to facilitate a productive field experience designed to promote personal and professional growth for your intern.** These are in addition to the specific course requirements listed earlier. Please maximize your interns' abilities; challenge them whenever/however you think it appropriate.

- A. **202 students** are usually sophomores or first semester juniors. Many have had no prior field experience. 202 interns are deciding whether or not teaching is for them. They are not officially in the Teacher Education Program. They generally have not had developmental psychology, teaching strategies or upper level course work in their major. They are investigating learner needs, how schools function, and teaching as a potential career. This is a 3-credit course.

Suitable tasks: setting up and operating audio-visual equipment, copying, setting up labs, preparing bulletin boards, gathering and preparing materials, observing different kinds of instruction, tutoring assigned students, scoring objective tests, assisting with student projects, recording grades, taking attendance, reading aloud

- B. **302 students** are taking a rigorous 6-credit Foundations course that includes educational psychology, history and philosophy. Mastery learning is required as is the completion of several projects in the field. This is the first course after students have applied to and been officially accepted into the program. These students have had, or are currently taking, developmental psychology. Emphasis is on the keen observation of students.

Suitable tasks: all of the above plus supervising, planning and implementing small group activities, monitoring exams, supporting extracurricular activities, assisting with supervision of assemblies and field trips, supervising remedial work, planning and implementing a lesson. Interns need to be assigned an individual student or small group of students for whom to plan, implement, and evaluate tutoring activities.

- C. **310 students** are taking a 3-credit course focusing on developmental and diagnostic reading. They are exploring a predictable developmental sequence of the reading process. **311 students** are taking a 3-credit course focusing on the language arts. They are exploring—through reading, writing, speaking and listening, poetry, storytelling, movement, and other modalities—the potential of a literature-rich approach to instruction. **312 students** are taking a 3-credit course in content area reading. They explore the integration of reading development as it occurs in all content areas.

Suitable tasks: all of the above plus inclusion in planning sessions, evaluating written work, attending faculty meetings, attending professional meetings, assisting in the evaluation of student projects, planning and implementing a mini-unit, conferring with cooperating teacher on philosophy of reading and writing instruction, planning a reading center for the classroom, assisting in the diagnosis of reading status, developing a complete profile on a single reader.

- D. **354, 355, 357, 358, 360 Strategies students** are generally in their last semester prior to student teaching. Their intensive 6-credit course includes designing, implementing and evaluating meaningful, developmentally appropriate learning activities. Emphasis is placed on meeting learner needs, teaming,

problem solving, working with instructional outcomes and authentic assessment, interdisciplinary approaches, and non-textbook-based instruction. As in the other courses, students are challenged to refine and evolve their personal educational philosophy and to present an end of the semester portfolio presentation evidencing personal and professional growth.

Suitable tasks: all of the above plus more intensive small group work, planning and implementing small group and whole group activities, inclusion in planning, inclusion in professional development activities, observation of a parent conference, analysis of instruction, participation in clinical cycles, designing authentic assessment tools, participation in evaluation of student progress.

## **Student Teaching & Synthesis**

### **E. 402 Students:**

**Student Teaching** is an intensive twelve-week, full-time field experience encompassing a minimum of six weeks of solo teaching, a weekly seminar, use of clinical cycles, and more. Student Teaching for All-Level Physical Education and Art students consists of two six-week modules, each at a different level of instruction. Student teaching is followed immediately by the campus-based part of the course, Synthesis. **Synthesis** takes place over 3½ weeks during which students write their final philosophy paper, carry out a mini research project, a school design project, and design and implement a senior presentation. Topics such as special learners, ethics, school law, multicultural and global education, and discrimination are discussed.

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## **INSTRUCTIONS FOR EVALUATING INTERNS**

Please go over the evaluation form provided in this folder with your intern sometime during the semester and indicate areas that you think s/he could work on.

At the end of the semester, please candidly fill out the evaluation form for your intern and mail it, along with the log sheet, to your Clinical Faculty Supervisor. The Clinical Faculty Supervisor for your school will give you the deadline for sending in the forms for the current semester.

Please feel free to discuss the progress of an intern with the Clinical Faculty Supervisor for your school or with any of the professors in the Teacher Education Program.

**FERRUM COLLEGE**  
**TEACHER EDUCATION INTERNSHIPS**  
PROTOCOL FOR FORMS TO BE COMPLETED

***CONTRACTS***

- on the day the intern meets with you, the two of you will determine a schedule of his/her presence in your classroom
- go over the contents of the contract with the intern, stressing to him/her that the signing of this contract makes official your agreement and carries with it a responsibility
- provide your home phone number on the contract so that the Clinical Faculty Supervisor will have a mode for contacting you if necessary
- instruct your intern as to the way you wish to be notified should s/he not be able to attend your class
- the intern should make a copy of the contract for his/her Ferrum professor. Please send the original contract to the Clinical Faculty Supervisor.
- all contracts are due to the Clinical Faculty Supervisor by the end of the second placement week. If you do not have a contract with your intern by this time, **please notify your Clinical Faculty Supervisor.**

Contract due date this semester: \_\_\_\_\_

***LOG SHEETS***

- keep in a location accessible to you and the student
- determine the time intervals for which you will authenticate (usually by signature or initials) intern's attendance
- at the end of the semester, the student should make **a copy** to turn in to his/her professor
- the original log sheets are handed by you to the Clinical Faculty Supervisor
- log sheets need to be accompanied by your evaluation sheet

A copy of the log sheet is due to the professor of the class by the last class day.

Log sheets and evaluation forms are due to the Clinical Faculty Supervisor by: \_\_\_\_\_

***EVALUATION FORM***

- The evaluation form can be found in this folder.
- The teacher should complete the evaluation immediately after the student has finished his/her internship work.
- The teacher should send the completed evaluation form directly to the Clinical Faculty Supervisor and a copy to the student.
- A mid-term evaluation is to be completed at the mid-point of the internship and given to the student.