

**San Francisco State University
Department of Elementary Education**

COOPERATING TEACHER AND STUDENT TEACHER EXPECTATIONS

Essential Traits of a Cooperating Teacher

An Effective Cooperating Teacher:

- understands that learning is a developmental process for pre-service teacher candidates;
- builds trust;
- invites the ST to collegial activities - grade level meetings, to parent-teacher conferences, meetings about students if appropriate;
- includes the ST in school community events;
- models and discusses how to build community and how that is reflected in classroom management;
- articulates how decisions are made; such as thinking aloud with ST about teaching and management decisions;
- provides collaboration time for lesson planning and learning about classroom management;
- observes ST actually teach, and provides frequent oral and written feedback;
- provides ST with appropriate background information about the students;
- to help ST learn to be a reflective teacher by asking good questions - listening at times, talking at times;
- coordinates with ST how you will check-in on solo days and the solo week during their third semester;
- listens well, and prompts ST to inquire into their teaching practice;
- supports ST to take risks and to try out and test new teaching practices;
- models professional practices, such as demonstrating how to hold high expectations, and reflecting on how to address mistakes;
- provides informative, detailed and meaningful comments on the ST (university) evaluations, and
- communicates with the university supervisor to support the student teacher's progress.

Cooperating Teachers are asked to....

- Introduce student teacher to the elementary class as a practicing professional/co-teacher;
- Communicate expectations and concerns with the student teacher;
- Allow the student teacher to work with children to complete course assignments;
- Coordinate with student teacher to teach lessons that are in alignment with your own class/school objectives;
- Plan with, observe student teacher on an on-going basis, and provide written/verbal feedback;

- Contact Diane Garfield (contact Dr. Arce for BEST Program) during the first semester with concerns or problems;
- Provide student teacher with contact information in order to facilitate speedy communication;
- Meet with student teacher to complete semester evaluations.
- **Asked to submit Field Experience Evaluations to Diane Garfield, Placement Coordinator, Burk Hall 195 (diangarf@sfsu.edu).**

Essential Traits of a Student Teacher

An Effective Student Teacher models professional behavior by:

- dressing appropriately as per school culture; arriving on time and communicating any changes in schedule with CT & University Supervisor;
- avoids gossip;
- holds high expectations of self;
- is friendly and sociable with faculty, staff, site administrators and parents, and
- speaks respectfully about students and parents.
- is patient with self and understands that becoming a teacher is a developmental process;
- builds trust;
- attends collegial activities - grade level meetings, parent-teacher conferences, meetings about students if appropriate and faculty meetings if invited, and able;
- attends school community events and
- asks and discusses how to build community and how that is reflected in CT's classroom management;
- observes CT and asks questions about how decisions are made concerning teaching and management;
- collaborates with CT for lesson planning and learning about classroom management;
- teaches frequently and expects oral and written feedback from CT;
- learns about the students;
- asks good questions - listening at times, talking at times, in order to become a reflective teacher;
- listens carefully to feedback, and asks reflective questions about your teaching practices;
- tries out and tests new teaching practices, and takes risks;
- sets a time to meet with CT to receive feedback on the mid-term and final semester evaluations;
- communicates regularly with the university supervisor.

In addition, student teachers are expected to

- Fill out emergency card information to have on file at the school;
- Arrive at the school site at least 15 minutes before school begins;
- Introduce oneself to the principal, school secretary and general school staff;
- Participate in school events as time allows;

- Participate in the elementary classroom as per the instructions of the supervising teacher;
- Act in a professional manner at all times;
- Participate in small group and whole class teaching;
- Be available to help students as needed;
- Schedule ample time to confer with the supervising teacher on a regular basis;
- Clearly communicate course assignments and deadlines that must be completed in the field placement with the Cooperating Teacher;
- Increase duties/responsibilities as directed by Cooperating Teacher;
- Demonstrate developing competence in curriculum selection, planning, teaching and assessing with small groups and whole class;
- Provide detailed written lesson plans for all lessons, submits a lesson plan prior to the university supervisor's observation;
- Use feedback about your progress as you continue in the program (including evidence of development toward competence in the mid-term evaluation, week 7 for those in final student teaching);
- Submit final evaluation at end of the semester (week 14);
- **Note: Students follow SFSU's calendar. They are not required to do student teaching until the first day of the semester at SFSU. They are not required to attend field placement when SFSU is on any breaks or holidays;**
- **Make sure that the Field Experience Evaluations are submitted to Diane Garfield, Placement Coordinator, Burk Hall 195 (diangarf@sfsu.edu).**

I have read these expectations and shared them with my master teacher:

Student teacher: _____ **Date:** _____

My student teacher shared these expectations with me and I am clear as to what is expected of my role as a cooperating teacher. If I have additional questions or concerns, I can contact Diane Garfield.

Cooperating Teacher: _____ **Date:** _____