

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

**Expectations for Cooperating Teachers and Student Teachers**

**An effective cooperating teacher:**

- Understands that learning is a developmental process for pre-service teacher candidates;
- builds trust;
- Invites the student teacher (ST) to collegial activities: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
- Models and discusses how to build community and how that is reflected in classroom management;
- Explicitly describes classroom management, long-term & collegial planning, day-to-day decision making, and strategies for differentiation
- Encourages ST to take risks and to try out and test new teaching practices;
- Observes ST teaching and provides feedback;
- Encourages ST learn to ask questions, take notes, and reflect
- Provides informative, detailed and meaningful comments on the ST (university) evaluations, and feedback for growth

**Cooperating teachers are asked to:**

- Introduce ST to the elementary class as a practicing professional/co-teacher;
- Communicate expectations and concerns with the student teacher;
- Allow the ST to work with children to complete university course assignments;
- Coordinate with ST to teach lessons that are in alignment with your own class/school objectives;
- Contact Diane Garfield or SFSU university partner during the first semester with concerns or problems;
- Provide ST with contact information in order to facilitate speedy communication;
- Write and submit student teacher evaluation forms

**Note: Cooperating teachers must have three years of teaching experience, principal recommendation, show readiness to effectively mentor a student teacher, and complete the PowerPoint orientation, thus documenting an understanding of the program and its requirements.**

## Characteristics of Effective Student Teachers

### 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;
- Being respectful and communicative with faculty, staff, site administrators and parents;
- Builds trust with students and cooperating teacher;
- Speaking respectfully about students and parents and avoids gossip;
- Displaying patience with self and understanding that becoming a teacher is a developmental process;
- Attending collegial activities as appropriate including: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
- Observing CT teaching, takes notes, and asks questions
- Collaborating with CT on lesson planning
- Learning about CTs systems: classroom management, lesson planning, organization, assessment, parent communication
- Teaching frequently and seeking feedback from CT;
- Learning about the students;
- Asking clarifying questions, listening to feedback, and reflecting on practice
- Taking risks and trying out new teaching practices,
- Calendaring time to meet with CT regularly
- 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 cooperating 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 cooperating 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 written lesson plans for all supervised lessons using SFSU lesson plan format and submit to the university supervisor prior to lesson;
- **Submit field evaluations to Diane Garfield, Placement Coordinator (diangarf@sfsu.edu);**
- **Note:** Students follow SFSU's calendar. They are not **required** to student teach when SFSU is on break or holiday