



OFFICE OF
HUMAN RESOURCES

North East Independent School District

Cooperating Teacher Guidelines for Orienting a Student Teacher into a Classroom

1. Prior to the student teacher's arrival, prepare your students to receive a professional co-worker. Properly introduce the student teacher as a co-worker, not as an aide.
2. Provide a separate work/study area in the classroom for the student teacher.
3. Orient the student teacher to the:
 - students
 - on-going programs at your campus
 - building facilities and resources
 - other professionals at the school
 - school policies and procedures
 - nature of the community
 - special features or needs regarding education in that community
 - process of conflict resolution
 - classroom management techniques
 - classroom procedures and expectations
 - emergency and medical needs of students in the classroom
 - emergency procedures related to your school
4. Provide a gradual induction to the teaching process by demonstrating effective teaching strategies and classroom management procedures in areas such as:
 - Instructional planning
 - Presentation of subject matter and skills
 - Communication skills
 - Managing student behavior (How do you handle a situation if a student misbehaves and both of you are in the classroom; whose responsibility is it to discipline?)
 - Diagnosing and assessing student achievement
 - Cultural diversity
 - Language differences
 - Learning styles among students
 - Methods of record keeping (i.e. attendance, tardiness, grades, conduct, cumulative folders, etc.)
 - Data collection
5. Help the student teacher succeed by:
 - Monitoring effective use of time
 - Creating a climate to where the student teacher is encouraged to self-evaluate as well as ask questions
 - Praising and encouraging them

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- Providing step-by-step guidance and support
 - Keeping interactive lines of communication open
 - Sharing professional experiences and materials (i.e. textbooks, teacher's manuals, curriculum guides, school handbooks, etc.)
 - Capitalizing on the special interests, talents, and background of a student teacher in order to enrich the curriculum
 - Encouraging alternative teaching approaches and techniques
 - Establishing a regularly scheduled conference time to discuss concerns
 - Assisting in the initial stages of lesson planning
6. Aspects to consider when evaluating the student teacher:
- Include constructive feedback through frequent evaluations through written and verbal communication
 - Be specific and offer suggestions for methods, habits, grammar usage, organization, etc.
 - Document on-going "conversation" of comments and questions
 - Do not convey to the student teacher that you expect perfection or that you do not trust them with your students. Helping them see beyond "How am I doing?" to "How are the students doing?"
 - Help the student teacher implement recommendations received during the daily evaluation sessions
 - Confer with the university supervisor on a continual basis. Performance deficiencies should be identified and discussed with the university supervisor as soon as possible
 - Allow the student to confer with the university supervisor following a visit
 - Correct a student teacher's mistakes after the lesson when the class cannot hear any comments being made
 - Accept each student teacher as an individual and do not compare him/her with previous student teachers you have had
7. Transitioning the student teacher to assume the professional role:
- Guide the student teacher in making the transition from being a student to being a teacher and a professional
 - Gradually give the student teacher freedom so that she/he can have a feeling of independence and a chance to learn from their own mistakes
 - Give student teacher advice pointers on how to set up a classroom at the beginning of the school year
 - When appropriate, include the student teacher in parent conferences or telephone conversations. Guide the student teacher to use diplomacy and appropriate communication skills
 - Ask the student teacher for her/his opinion in matters and give the student teacher credit when they generate suggestions and ideas that can be used in the classroom