Guidelines for Cooperating Teachers

1. Student Teaching a Full-Time Assignment.

- Punctuality and preparedness are essential for the ST.
- The ST should be present and participating in all regular school-day duties of the CT. The CT and ST should discuss and agree on essential after-school events where ST participation is encouraged.
- ST are discouraged from working or engaging in extra curricular activities during their student teaching semester. It is considered a full time assignment. If the CT notices recurring absences, please contact the University Supervisor immediately.
- Only in rare circumstances can a ST be absent from his/her assignment (see p. 31 in Student Teaching Handbook). If a ST is going to be absent, he/she is required to contact the CT in advance of the absence.
- The ST is not legally permitted to be alone with students and cannot serve as substitute teacher during student teaching.

2. Planning and Delivery of Lessons.

- Provide the Student Teacher with teaching materials/scores as soon as possible so he/she may begin preparing.
- Schedule planning time with the ST and share lesson plan format.
- Review lesson/rehearsal plan with ST prior to the lesson/rehearsal. Help them trouble shoot and anticipate problems.
- Allow the ST to teach without interruption. As he/she teaches, write notes and discuss suggestions after the lesson, or at another appropriate time throughout the day.
- Set up the teaching schedule to gradually allow the student teacher more and more teaching responsibility as he/she progresses through the placement. Some models of how this can be accomplished are listed here:

  **Class Model:** The student teacher begins with observation/journaling/asking questions; later takes over one class each week or so, leading to a few days of teaching the full schedule.

  **Curricular Model:** The student teacher begins with observation/journaling/asking questions, then does one similar activity with each group (e.g. warm-ups, one concept/activity in elementary general music), then adds another, and still another, leading up to teaching a full day and then a full schedule.
Day Model: The student teacher begins with observation/journaling/asking questions, then adds one day of teaching each week or so, leading to a few days of teaching the full schedule.

3. Feedback to Student Teacher
   - Provide feedback on an ongoing basis. Set aside time each day to discuss the ST’s progress and plans for the next day.
   - The Music Education faculty encourages the ST to videotape his/her teaching as much as possible as a medium for improving practice. (Please advise ST about policies regarding the use of video taping in your school).
   - Contact the University Supervisor as soon as possible if problems arise [see contact sheet for information].

4. Student Teacher Evaluation
   The CT will complete a baseline, mid-point, and final evaluation during each placement. (See form for details.) When completed, share and discuss the evaluation with the ST. The final evaluation form is sent to the Music Education Office in the enclosed envelope. If the CT has any concerns about the ST's progress, please communicate concerns to the University Supervisor.

   University Supervisors will visit and evaluate the ST four times per semester, two of which will be within each seven-week block. ST are required to have a copy of the lesson plan available for the Supervisor and a folder/notebook or plan book containing all lesson plans and evaluations up to the point of observation. This is communicated to ST when they begin student teaching.