2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

Evidence and Analysis of the Cooperating Teacher and Field Supervisor Support Evidence for Continuous Improvement:

For the EPP, the cooperating teacher is one of the most influential people involved in the preparation of professional teachers. Teacher candidates or clinical teachers view their cooperating teacher as the model for all teachers. They quickly transfer their allegiance from university instructors and their philosophies to the cooperating teacher and his/her philosophy. Because the influence of the cooperating teacher is so great, the work of the public school teacher who assumes the responsibility for the teacher candidate is critical to the teaching profession.

An effective supervisory experience is based upon mutual respect and understanding between clinical teacher and cooperating teacher. With professional guidance from the public school teacher, a new professional can develop his/her potential for making lasting contributions to the education of children and youth.

The relationship between the supervising teacher and the teacher candidate is one of the most important factors in the Educator Preparation Program. The clinical teacher will gain extensively from the background and experience of the cooperating teacher. We greatly appreciate and value the service of our cooperating teachers.

Cooperating Teacher’s Handbook.

Since clinical teaching is the final, and perhaps the most important, component of the Educator Preparation Program, our EPP provides a comprehensive handbook and professional development training as the cooperating teacher’s guide to student/clinical teaching. The sections of the handbook that provide guidance and support for our cooperating teachers include the following topics:

1. Introduction
2. Setting the Stage
3. Orientation of the Clinical Teacher
4. Professional Ethics
5. Initiating the Teaching Experience
6. Personal Relationship
7. Accentuating the Positive
8. Student Data (Orientation to Types of Students)
9. Classroom Procedures
10. Classroom Management
11. When to Intercede
12. Encouraging Creative Teaching
13. Lesson Plans
14. Techniques for Assessing Students
15. Teaching Material and Resources
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

16. Increasing the Clinical Teacher’s Responsibility
17. Conferences
18. Providing the Clinical Teacher with a Continuous Evaluation
19. Extra Class Assignments
20. Working with the Field Supervisor
21. Culminating the Teaching Experience
22. Conferencing Strategies
23. Giving Feedback in a Constructive Way
24. Weekly Progress Reports
25. Assessment Tools: The Clinical Teacher’s Formative and Summative Assessments

Cooperating Teacher Training.

The role of a cooperating teacher is critical to the success of our future teachers. The EPP’s online training is designed to clarify the roles and responsibilities of the cooperating teacher and explains what to expect from their clinical teacher. Using the training along with the Cooperating Teacher’s Handbook provides EPP support and guidance to having a successful experience as a cooperating teacher.

The state of Texas defines a cooperating teacher as a classroom teacher who volunteers to work with a university student/clinical teacher. Research demonstrates that the most important influence on a teacher candidate is the cooperating teacher. This training is mandated by the Texas Education Agency and must be completed by all cooperating teachers. The EPP as well as the state believe that well-trained cooperating teachers help our programs to maintain a successful educator preparation program.

Qualifications.

The qualifications of a cooperating teacher in Texas include the cooperating teacher must hold a current Texas Teaching Certificate and have a minimum of three years of successful classroom experience in the content area of the candidate’s certification program. The cooperating teacher must also have been approved by the building principal for exhibiting a high level of commitment to the professional development of teacher candidates, an eagerness to continue their own professional growth as teachers, to employ effective communication skills, and have outstanding collaboration skills.

Roles of a Cooperating Teacher.

The cooperating teacher serves as a model for teacher preparation and assists the candidate in becoming an effective first year teacher. The cooperating teacher models best practices, provides clear and honest feedback, regularly makes suggestions for improvement, motivates, and encourages the candidate. Committed to the role of mentoring and having a positive effect on candidate learning, cooperating teachers influence their candidates’ abilities to synthesize and apply teaching strategies and
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

emphasize the conceptual application of ideas. Cooperating teachers establish a relationship of trust and open communication with the candidate.

Standard of Professional Development for the Cooperating Teacher.

Our cooperating teachers, as valued members of our teacher preparation team:

- Demonstrate excellence in teaching.
- Create a learner-centered environment.
- Apply research-based pedagogy.
- Participate in on-going collaboration with colleagues, parents, and the community.
- Exhibit commitment to diversity.
- Use instructional technology.
- Participate in a variety of field experiences.
- Demonstrate an understanding of learners and the learning process.

Preparing for the Candidate.

The Cooperating Teacher’s Handbook provides detailed information needed for each candidate to successfully complete the field experience. Cooperating teachers are instructed to review the handbook and to direct any questions to the field supervisors or the Director of Teacher Preparation and Advising at WTAMU.

Our online training specifies the candidate’s responsibilities during the clinical teaching experience. These responsibilities are discussed at length during the Methods and Clinical Teaching Orientation held at the beginning of each semester as a mandatory requirement for all clinical teachers. Cooperating teachers (and university field supervisors) attend a face-to-face pre-meeting before the orientation to discuss the handbook, the required online training, and general information about the clinical teaching experience.

Evaluating or Assessing the Candidate.

Cooperating teachers and university field supervisors work together to identify any areas of concern that may require remediation for candidates. Together, the cooperating teacher and field supervisor provide the remediation and also continually provide support and guidance to the candidates. If remediation does not result in improvement, the cooperating teacher or principal may ask for removal of the teacher candidate.

WTAMU Field Supervisor - Liaison Between Cooperating Teacher and WTAMU.

The university field supervisor is responsible for the following:
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

- Maintaining frequent contact with the candidate and cooperating teacher.
- Completing three 45-minute formal observations.
- Conferencing with the candidate and the cooperating teacher.
- Providing written feedback to the candidate, cooperating teacher, and the school principal.
- Providing specific feedback to the candidate for professional improvement or growth.
- Leading the candidate in reflection of his or her performance.
- Contacting the director of field experiences or teacher preparation about issues that may need an action plan or change of placement.

**Standard of Professional Development for the Candidate.**

The EPP’s standard of professional development for our candidates includes the same standard as for our cooperating teachers.

Our candidates:

- Demonstrate excellence in teaching.
- Create a learner-centered environment.
- Apply research-based pedagogy.
- Participate in ongoing collaboration with colleagues, parents, and the community.
- Exhibit commitment to diversity.
- Use instructional technology
- Participate in a variety of field experiences.
- Demonstrate an understanding of learners and the learning process.

**University Field Supervisors Handbook.**

The EPP believes that the *clinical teaching experience* is the shared responsibility of the university and the public school. Our university field supervisors act as a liaison between the participating schools and the WTAMU’s EPP. This includes communication with principals, cooperating teachers, clinical teachers, and the Director of Teacher Preparation and Advising.

The *Field Supervisors’ Handbook* outlines the roles and responsibilities of the field supervisor. The handbook explains the role of the field supervisor as a liaison, explains evaluations, their frequency and duration, and professionalism. Other topics outlined in the handbook include the following:

- Initial Meeting Guidelines
- Required Visits
- Major Problems That May Occur
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

- Tardiness and Absenteeism
- Involvement and Pacing Models
- Assessment Tools: The PDAS Appraisal Instrument, Formative, and Summative Assessments

Field Supervisor Training: Frequency, Duration, and Quality of Supervision.

The EPP provides an online training for our field supervisors to discuss the characteristics of an effective field supervisor, to identify the roles, responsibilities, and the purpose of field supervisors, and most importantly, to enable field supervisors to contribute to the success of clinical teachers and their P-12 students. Our training meets the state requirements of the Texas Administrative Code (TAC) and addresses the accountability standard regarding frequency, duration, and quality of supervision.

The EPP defines a field supervisor as a currently certified educator who has been hired by the educator preparation program with preferably advanced credentials, and who has been hired to:

- Observe candidates;
- Monitor candidate performance; and
- Provide constructive feedback to improve their effectiveness as educators.

[TAC, Title 19, Part 7, Chapter 228, §228.2].

Effective field supervisors have theoretical knowledge of teaching and learning for both adults and children; understand adult learning; recognize the range of learning and performance problems and successes; provide specific strategies to overcome learning and performance problems, and encourage success. As effective field supervisors, our field supervisors understand the theoretical and practical aspects of mentoring, observation, and feedback. Effective field supervisors also maintain frequent contact with the teacher candidate; provide timely feedback and specific feedback statements for professional growth; and lead the teacher candidate in reflection of his/her performance.

Additionally, effective field supervisors understand the functions and methods of P-12 schools and the time constraints on teachers and administrators. Effective field supervisors understand school schedules and priorities and are familiar with curricula for P-12 schools that includes lesson planning and development, student assessment, and various teaching strategies for diverse learners. Effective field supervisors are responsible in executing his or her professional responsibilities that include the mentor in observation feedback; provide copies of the observation report to the candidate, the campus administrator, and the EPP in a timely manner; and exhibit flexibility when necessary.

(Continued).
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

Field Supervisors’ Responsibilities.

Texas law requires that supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Requirements of supervision also include the following:

- The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate, must occur within the first six weeks of the assignment.
- The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate’s campus administrator.
- Informal observations, coaching, and support shall be provided as appropriate and are documented on the Contact-Coaching Log.

[TAC, Title 19, Part 7, Chapter 228, §228.35].

Observation Requirements.

Each observation must be at least 45 minutes in duration on site in a face-to-face setting. The first observation must be completed within the first six weeks of all assignments. The second and third observations are completed within the remainder of clinical teaching. The frequency, duration, and quality of field supervision (95% compliance) is one indicator used to determine our accreditation with the Texas Education Agency.

[TAC, Title 19, Part 7, Chapter 228, §228.35; Chapter 229, §229.4].

Observation Reports.

On the required observation reports, field supervisors must include the following:

1. Names, date, lesson topic, etc.
2. Start/stop/total time of formal classroom observation (not including interactive conferences).
3. Signatures of candidate and field supervisor.
4. Principal’s copy (obtain principal’s initials for verification).
5. Mentors—meet the mentor and include them in the conference if possible; touch base with the mentor each observation visit).
6. Coding—“Exceeds Expectations” should be used sparingly.
2.2.4. Cooperating Teacher and Field Supervisor Support Evidence.

Assessment Tools.

Field supervisors will receive training on the PDAS Appraisal System Framework and the documents for candidate assessment that will be used during clinical teaching. During the mandatory pre-meeting that precedes the Methods and Clinical Teaching Orientation each semester, field supervisors will be trained on the specific assessment tools that will be used to assess candidate performance.

Supervisor Checklist.

The supervisor checklist provides a timeline and tasks that are important for the field supervisor to complete. The checklist is a valuable tool to provide support to the field supervisors and to encourage an efficacy of quality supervision.

The Texas Administrative Code requires supervision and compliance impacts our program’s state accreditation; however, of primary importance to the EPP, is that quality supervision contributes to the success of our candidates and the success of the P-12 students in their classrooms!

Multiple Evidence Sources:

- 2.2.4a Cooperating Teacher Handbooks.
- 2.2.4b. Cooperating Teacher Professional Development/Training.
- 2.2.4c. Field Supervisor Handbook.
- 2.2.4d. Field Supervisor Professional Development/Training.
- 2.2.5. Candidate Assessments of Cooperating Teachers, Field Supervisors, Self-Assessments, and the EPP.
- [See Texas Administrative Code, TAC, Title 19, Part 7, Chapter 228, §228.2].
- [See Texas Administrative Code, TAC, Title 19, Part 7, Chapter 228, §228.35].
- [See Texas Administrative Code, TAC, Title 19, Part 7, Chapter 228, §228.35; Chapter 229, §229.4].
- [See 1.1.1. Program Educational Outcomes (PEOs), Ethical and Professional Dispositions, and Standards Alignment of the EPP].
- [See 1.1.2. Program Educational Outcomes (PEOs) Rubric].
- [See 1.1.3. Candidate Evaluation Instrument (CEI)].