The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration, and service.

Effective ~ Reflective ~ Engaged

Information for Bilingual Multiple Subject Cooperating Teachers

Cooperating Teacher Qualifications
Selection of cooperating teachers is a collaborative process between schools and the University.
Cooperating teachers must meet the following requirements:
1. Have at least three years of successful K-12 teaching experience
2. Hold a valid California teaching credential that authorizes them for the subject and services they are providing
3. Be recognized by the site principal as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as, a cooperating teacher
4. Understand the aims, structure, and procedures of the professional education program
5. Be willing to share expertise, materials, and classroom instruction by co-teaching with candidate
6. Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication

Cooperating Teacher Responsibilities
Cooperating teachers are dedicated professionals who work closely with university supervisors to help candidates become successful teachers. They provide supervision, guidance, instruction, and coaching to candidates by:
• Introducing candidate to administration, staff, and colleagues; orienting candidate to school activities and culture
• Providing a suitable workspace for candidate in the classroom
• Knowing and implementing co-teaching strategies
• Completing co-teaching and pairs training with candidate
• Committing to weekly co-planning time with candidate
• Sharing with candidate the use of student assessment data to inform instructional practices
• Modeling effective teaching and management strategies
• Helping candidate make connections between course assignments, classroom practice, and student learning (Candidate is responsible for letting the CT know, in a timely manner, about course assignments that involve the classroom placement.)
• Providing candidates multiple and varied opportunities to teach
• Guiding candidates to develop lesson plans using California’s new standards
• Conducting observations and giving candidate clear written and verbal feedback with suggestions for developing his/her teaching
• Discussing with candidate how to make curricula accessible to all students and meet the needs of diverse learners
• Providing a classroom that supports a diverse, democratic, and socially responsible environment
Teacher Candidate Responsibilities
The Teacher Candidate is responsible to fulfill the following requirements in the classroom placement:

**Teaching Practicum I**
- Participates in the classroom for the entire school day Monday - Wednesday for ten weeks, then Monday - Thursday for the final five weeks of the semester
- Creates a series of lessons increasing in length and complexity
- Plans and delivers lessons in both English and the pupil’s primary language
- Reads orally to the class from three different genres
- Develops and implements lesson sequences that build toward a learning outcome
- Teaches all content areas in a solo teaching experience for three days
- Employs the pupil’s primary language for instruction, clarification, and/or communication with parents.

**Teaching Practicum II**
- Participates in the classroom for the entire day, four days a week (Monday - Thursday) for 8 weeks, moving to five days a week for the remaining 7 weeks of the semester
- Assumes full responsibility of the classroom by planning, teaching, assessing, and reflecting on a two-week, full-day solo teaching experience
- Develops lessons, videotapes lesson(s), and collects student work for PACT

**Additional information**
For your convenience, additional information regarding the Bilingual Multiple Subject Credential Program is on our website: [www.csuchico.edu/soe](http://www.csuchico.edu/soe).

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