

*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 Single Subject Concurrent Program 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
- Complete a minimum of 10 hours of initial training and orientation which may include an overview of program curriculum and effective supervision approaches such as cognitive coaching, adult learning theory, current content-specific pedagogy and instructional practices. Initial training must include:
 - Completing co-teaching and pairs training with candidate
 - Implementing co-teaching strategies
- 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 state standards
- Conducting informal observations and giving candidate clear 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

Credential Candidate Responsibilities

The Concurrent Single Subject/Education Specialist Program provides candidates with an opportunity to earn a Mild/Moderate Education Specialist Credential (K-12) AND a Single Subject Credential in one academic year. Candidates complete their Fall semester practicum in a mild to moderate special education setting and their Spring semester practicum in a general education Single Subject classroom.

Concurrent candidates generally adhere to the school calendar of the school they are placed in. Fall semester, the candidates' first day of student teaching aligns with their Cooperating Teacher's opening work days and in the spring, they begin one week later. The candidates' last day of student teaching in the fall aligns with the school's last day in session before the district's winter break. In the spring, the candidates' last day of student teaching is typically at the end of CSU, Chico's finals week. Concurrent candidates are required to be at their school site all day Mondays, Tuesdays, Wednesdays and Fridays, and take classes on Thursdays. In mid-December and in the first two weeks of May, they are required to be on their school site five days a week full time for their "solo teaching," focusing on developing primary responsibility for planning and teaching.

Notable **Fall** Events:

- Two-day partial responsibility of the classroom (turn-around days) - typically occurs in November, before the Thanksgiving Break.
- Solo Teaching: Primary responsibility for teaching - typically the first and second week following the Thanksgiving Break

Notable **Spring** Events:

- Videotaping and preparation of California Teaching Performance Assessment (CalTPA) Cycles 1 and 2
- Taking the Reading Instruction Competency Assessment (RICA)
- Two-day partial responsibility of the classroom (turn-around days), typically occurs in mid to late April.
- Solo teaching- Primary responsibility for teaching typically occurs during the first and second week in May.

Substitute Policy: The credential candidate, by application and upon prior approval by the University Supervisor, site administrator, and CT, could be available for limited substitute teaching (no more than five days per semester) within the particular classroom of placement and only on the actual days of the student teaching field experience, not coursework days. Credential candidates may not substitute for teachers other than their own CT. The credential candidate would be responsible for the necessary paperwork and fees for the emergency credential process.

Observations: Candidates are formally observed by a university supervisor at least SIX times during the semester, one of which will be a midterm evaluation. At the end of the practicum, an additional 3-way conference will be scheduled to complete the final evaluation forms. Additional observations may occur as determined by the CT or University Supervisor.

University Supervisor Responsibilities

University Supervisors promote close and continuing contact for instruction and guidance of credential candidates and act as a liaison between the CT and the candidate. Responsibilities include:

- Observe lessons and hold brief post-observation conferences with the candidate. University Supervisors provide written feedback to candidates for each of their six observations.
- Support candidate's in the in the planning and selection of instructional strategies and materials, management, and other tasks.
- Serve as a resource person for the candidate and CT
- Develop specific plans for improvement if there are problems such as candidate competency or commitment to teaching.
- Prepare a letter of reference at successful completion of Teaching Practicum II (if requested).

Additional information

For your convenience, the Concurrent Program Handbook is on our website: <http://www.csuchico.edu/soe>

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