

Information for 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
- 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

Credential Candidate Responsibilities

The Concurrent Multiple Subject/Education Specialist Program provides candidates with an opportunity to earn a Mild/Moderate Education Specialist Credential (K-12) AND a Multiple Subject Credential (grades K-6) in one academic year. Candidates complete their fall semester practicum in a general education multiple subject classroom and spring semester in a mild to moderate classroom setting.

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 one week after CSU, Chico's finals week and before the Memorial Day holiday. Concurrent candidates are required to be at their school site all day Mondays, Tuesdays, Wednesdays and Fridays. In December and in the first two weeks of May, they are required to be on their school site five days a week full time and focusing on developing primary responsibility for planning and teaching. Concurrent candidates attend University courses during the first 13 weeks of the fall semester and during the first 14 weeks of the spring semester.

Notable **Fall** Events:

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

Notable **Spring** Events:

- Two day partial responsibility of the classroom (turn-around days), typically occurs in mid to late April.
- Primary responsibility for teaching (solo-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 at least four 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 form (Culminating Conference form for Teaching Practicum I candidates and Exit Interview and Induction Preview form for Teaching Practicum II). Additional observations may occur as determined by the CT or University Supervisor.

P2 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 four 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>

For questions regarding placements contact:

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