

*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 Single 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

Teaching Practicum I

- Participates in three class periods, four days a week (Monday - Thursday) for ten weeks, moving to five days (Monday - Friday) for the final five weeks (Note: the third class period could be an after school student club)
- Creates a series of lessons increasing in length and complexity
- Develops and implements lesson sequences that build toward a learning outcome
- Teaches major discipline and ELD in a solo teaching experience for three days
- Plans and delivers lessons for both discipline specific class and ELD class
- Instructs students from linguistically and culturally diverse backgrounds

Teaching Practicum II

- Participates in the classroom for the entire day, four days a week (Monday - Thursday) for 8 weeks, moving to five days for the remaining 7 weeks of the semester
- Assumes full responsibility for two periods for the entire semester
- Assumes partial or shared responsibility for a third period or after-school student club for the entire semester
- Develops lessons, video record lesson(s), and collects student work for CalTPA

Additional information

For your convenience, additional information regarding the Bilingual Single Subject Handbook is on our website: www.csuchico.edu/soe.

For questions regarding placements contact:

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