

*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 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'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 Credential Candidate is responsible to fulfill the following requirements in the classroom placement:

Teaching Practicum I

- Teacher Candidate is in the classroom four hours a day, five days a week, for 13 weeks: two-thirds of the time with cooperating teacher, and one-third observing other teachers.
- Candidate follows a graduated teaching schedule that includes co-teaching, an initial teaching experience, 2-6 consecutive days of teaching, and a two-week teach, during which the candidate presents a unit they have planned.
- Candidate completes a Daily Lesson Plan for all four observations by the University Supervisor.
- Candidate maintains contact with cooperating teacher at least two days a week during the last two weeks of the semester in preparation for the Practicum II experience. If candidate has not shown acceptable progress, additional teaching opportunities can be completed during this time.

** Note that APE candidates will have one-third of their hours in their general PE placement, one-third of their hours in their adapted PE placement, and one-third of their hours observing in another classroom.

Teaching Practicum II

- Candidate is responsible for two separate and distinct preparations for the entire semester. Responsibilities include planning, teaching, assessment, and classroom management.
- Candidate completes the California Teaching Performance Assessment (CalTPA).
- Candidate completes a third assignment during which the student spends at least 15 hours during the semester in service to the school (e.g. tutoring, club advisor).

** Note that APE candidates will have 1 period in their general PE placement and 10 hours per week in their adapted PE placement as well as their third assignment.

Additional information

For your convenience, the Single Subject Handbook is on our website: <http://www.csuchico.edu/soe>. This website provides a detailed description of the program and the requirements of teacher candidates.

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School of Education Tehama 125

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School of Education Tehama 265