BREVARD COLLEGE
Teacher Education Handbook

COOPERATING AND SUPERVISING TEACHERS SECTION
Dear Cooperating and Supervising Teachers:

Student teaching is the most important clinical experience in pre-service professional preparation. This part of the handbook has been designed with that fact in mind. It is a concise, ready reference to student teaching, which is intended to serve school-based cooperating and college-based supervisory teachers. Without the assistance and commitment of our Cooperating and Supervising Teachers, our Program could not provide the pre-service and student teaching experiences needed. We cannot thank you enough or show our appreciation to the appropriate extent, so please accept our heartfelt gratitude for your time and efforts on behalf of our students.

Best of wishes and good luck,

Dr. Betsy Burrows  
Assistant Professor of English and  
Director of Teacher Education  
Brevard College
Student Teachers from Brevard College enter student teaching with a range of classroom experiences because our teacher licensure program integrates educational theory with progressive experiential involvement in school environments. Before student teaching, candidates have observed classroom interactions and teaching strategies in varied school settings with diverse learners. In addition, the elementary education method courses, as well as the secondary methods practicum, give our students training in the school setting prior to entering the student teaching semester. Student teaching is the last of many opportunities for Brevard College Student Teachers to develop the knowledge and skills that they will need to become competent teachers. During this semester, candidates gain practical experiences under the mentorship of both a classroom teacher (the “Cooperating Teacher”) and a Supervising Teacher from Brevard College as they gradually assume the full-time, day-to-day responsibilities of a classroom teacher.

This section of the Brevard College Teacher Education Handbook (the “Handbook”) answers questions about this culminating professional experience so that it can be successful and rewarding for all involved. The Handbook also describes the experience and outlines the roles and responsibilities of the Student Teacher, the Cooperating Teacher, and the Supervising Teacher. It also contains Department of Public Instruction policies regarding teaching, observation, and evaluation procedures. The Handbook is a guide, not an absolute, rigid code. At times it may be necessary to alter these guidelines based on the placement's characteristics or the Student Teacher's strengths or weaknesses. The faculty of Brevard College looks forward to working together with our partner schools to make student teaching a stimulating, rewarding experience for Cooperating, Supervising, and Student Teachers.

The faculty of the Teacher Licensure Program is committed to excellence in advancing educational theory and practice through the initial and continuing development of reflective, dedicated and proficient teachers. Graduates are equipped to meet individual needs, to nurture the strengths and talents of those individuals, and to initiate and provide leadership in classrooms, in educational institutions, and in public policy arenas. The mission of the Program is derived from the faculty’s shared conviction that the fundamental task of schooling in America is the advancement of the welfare of children. The faculty wants our Teacher Licensure Program to be known for preparing effective teachers who understand and model a commitment to excellence, equity, community, and diversity.
A Cooperating Teacher is employed by the partnering school system. A minimum of three years successful teaching experience is required of all Cooperating Teachers. This includes the ability to establish and maintain effective relationships with students and to provide sound instructional programs. It also includes the ability to explain the school program and to communicate teaching skills to the Student Teacher.

A Supervising Teacher is a teacher employed in the Brevard College Teacher Education Program and is usually a professor teaching in the content major of the Student Teacher.

Requirements for Becoming a Cooperating Teacher

1. Approved as a Cooperating Teacher by the administrative officials of the school system and the Director of Teacher Education, Brevard College.
2. Professionally licensed in the field of licensure sought by the student.
3. Experienced, with a minimum of three years in a teaching role.
4. Committed to the education of pre-service teachers.
5. Rated through formal evaluations, at a minimum, at the “accomplished” level under the North Carolina Teacher Evaluation System.

Cooperating Teacher’s Role and Responsibilities

Cooperating Teachers assume daily responsibility for the practical professional experiences of the Student Teachers. At the same time, Cooperating Teachers serve as models for the Student Teachers, who often emulate their philosophies, attitudes, and techniques.

Brevard College recognizes that Cooperating Teachers, while concerned with the preparation of future teachers, must first consider their obligations to the elementary or secondary students for whom they are responsible. Nonetheless, Cooperating Teachers must be willing, especially in the early part of the experience, to give extra time and energy to providing adequate guidance for the novices. Cooperating Teachers have been selected for this responsibility because the Principal agrees that they will help the novice succeed in a classroom.

Relying upon professional guidance, we urge Cooperating Teachers to trust their professional instincts and judgment, not only about delegating responsibility, but also about any reservations they may have about the Student Teacher's ability to be successful. Rarely, but inevitably, a few students come to this point with solid records but lack the skills or traits to meet high professional standards. In these cases, Cooperating Teachers help immensely by documenting problems in performance, and by working with the Supervising Teachers, Principal, and the
Director of Teacher Education, Brevard College, to provide the support our students need or to remove the students from the teaching situation.

**Supervising Teacher’s Role and Responsibilities**

Supervising Teachers act as liaisons between the Brevard College Teacher Education Program and the school setting. Their responsibilities include organizing and initiating the first meeting between the Cooperating Teacher and the Student Teacher and explaining the basic requirements and processes of the Student Teaching experience. The Supervising Teacher visits and observes the Student Teacher at least three times during the practicum and is essentially “on call” throughout the field experience to aid both the Cooperating Teacher and the Student Teacher.

**Preparation for the Arrival of the Student Teacher**

Before the Student Teacher arrives, the Cooperating Teacher can take steps to establish a positive environment in which the Student Teacher can learn and grow professionally.

It is very helpful if the Cooperating Teacher prepares a work area for the Student Teacher and designates a place for personal items such as clothes, books, and teaching materials. Copies of curriculum guides, textbooks, teachers’ guides, handbooks, faculty and student directories, or other materials that the Cooperating Teacher thinks will help the Student Teacher can provide a good start for the Cooperating Teacher and his or her students.

The students in the Cooperating Teacher’s class should be prepared for the Student Teacher. They should know that the Student Teacher will be there for an extended length of time and that he or she should be given as much respect as any other teacher in the school. In the elementary grades, students might make name tags to place on their desks for the first week or so. In the secondary and middle level, seating charts for each class can help a Student Teacher immensely.

Cooperating Teachers should inform the school faculty, administration, and staff ahead of time of the arrival of the Student Teacher and ask them to help make the Student Teacher feel welcome. The Cooperating Teacher might set up conferences for the first week between the Student Teacher and various school personnel (e.g. Principal, Vice-Principal, Lead Teacher, Guidance Counselor, Media Specialist, etc.). Such meetings enable the Student Teacher to learn about school personnel, services, general policies, and community.

**TEACHING THE STUDENT TEACHER**

**Communication**

Establishing rapport with the Student Teacher will allow the initial teaching experience to take place in an atmosphere of sympathetic understanding. It is important that the Cooperating Teacher models the types of lessons/activities the Cooperating Teacher expects the Student Teacher to prepare, and that the Cooperating Teacher shares his or her long-range plans in order
to help the Student Teacher develop effective individual lesson plans. Praise and encouragement (when appropriate) can go a long way, for this is an anxious time for the Student Teacher. Specific, constructive criticism can clearly identify ways of improving. Although too much responsibility too soon might inhibit the Student Teacher's successful growth, too little responsibility detracts from growth as well.

**Orienting Student Teacher with School and Classes(es)**

The Cooperating Teacher may want to arrange for the Student Teacher to tour the school building, including the staff lounge; cafeteria; art, music, and physical education rooms; library; special education facilities; and any other facilities unique to the school. It is also helpful to direct the Student Teacher to the resources in the Cooperating Teacher’s classroom or in the school (e.g., library and technology) which may be useful in lesson preparation, including textbooks, workbooks, and curriculum guides. Cooperating Teachers should inform the Student Teacher of any individuals in the classroom with special needs and share ways the Cooperating Teacher has found to meet those needs successfully.

**Helping Student Teacher Use Observation Time Effectively**

Sharing the Cooperating Teacher’s lesson plans will both guide the Student Teacher's observations and reveal the preparation needed for successful teaching. The Cooperating Teacher might suggest specific areas for the Student Teacher to focus upon while observing, and then share their own reactions about the lesson they just taught, noting any changes they might make if they were to do the lesson again.

It is helpful if the Cooperating Teacher demonstrates varied teaching methods and materials. Please provide time and encouragement for the Student Teacher to observe other staff members as well.

**Involving the Student Teacher in the Classroom**

Please suggest ways for the Student Teacher to become actively involved in the Cooperating Teacher’s classroom right away (tutoring, small group work, developing bulletin boards.)

The Student Teacher looks forward to sharing the Cooperating Teacher’s duties and responsibilities, and with the Cooperating Teacher’s prior instruction and modeling, should be able to assume them at an incremental pace. The Cooperating Teacher can aid the Student Teacher's professional growth by encouraging participation in parent-teacher conferences, teacher in-service meetings, extra-curricular activities, and professional organizations whenever it is appropriate and feasible.

**Working with the Supervising Teacher**

The Cooperating Teacher and the Supervising Teacher are the two expert advisors for the Student Teacher. They should meet you as the semester begins and then maintain contact during
visits/observations throughout the year. The Cooperating Teacher and the Supervising Teacher can stay in contact by telephoning or emailing directly.

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**OBSERVATION AND EVALUATION PROCEDURES**

**General Philosophy**

Evaluation should be a continuous, sustained process that helps Student Teachers recognize their strengths and weaknesses. Communications between the Student Teacher and Cooperating Teacher or Supervising Teacher will often include brainstorming ideas and analyzing practice in order to examine why teaching succeeds or falters. By citing actual classroom performance, evaluations can explore ways to refine or adapt practices so that the Student Teacher becomes more effective with all students and with a variety of strategies and curriculums.

**Planning**

To assist the Student Teacher in developing comfort and confidence in teaching, the Cooperating Teacher should plan collaboratively and review the Student Teacher's daily plans. Set aside a regular time at least weekly for this. Expect consistent, effective lessons plans. No Student Teacher should teach without such planning.

**Observations**

Both the Supervising Teacher and the Cooperating Teacher critique the Student Teacher's lessons at appropriate times, sharing their observations in a constructive and timely manner. Try to identify what the student is getting better at and what he or she should prioritize and “fix” next. Be clear and leave written comments about growth and progress, as well as concerns.

**Evaluation**

Conversing frequently and openly with the Student Teacher assures that the Cooperating Teacher, Supervising Teacher and the Student Teacher are working as an effective team and nurtures the Student Teacher's quest to become an effective teacher. Reviewing the Student Teacher's performance at the end of each week is one way the Cooperating Teacher can offer constructive feedback in a timely manner, pointing out strengths and suggesting specific ideas for overcoming needs. This might also be a good time to discuss the academic and social needs of individual students. Encourage the Student Teacher to be reflective about his or her performance.

A successful student teaching experience should prepare a Student Teacher to perform at a level that is consistent with professional standards for a beginning teacher. Both the Cooperating Teacher and the Supervising Teacher will be responsible for assisting Student Teachers to achieve that level of proficiency which will qualify the Student Teacher for entrance into the teaching profession.
Ongoing Evaluations of the Student Teacher

Cooperating Teachers are expected to critique the Student Teacher throughout the experience (formative evaluations every three weeks). A summative evaluation is required at completion of placement.

The Supervising Teacher observes the Student Teachers at least three times during the semester. Following each visit, the Supervising Teacher completes a written evaluation of the lesson presentation, gives a copy to the Student Teacher, and discusses these assessments with the Student Teacher. The Cooperating Teacher should be present during these discussions if possible.

HELPING A STRUGGLING STUDENT TEACHER:
ADVICE FOR COOPERATING TEACHERS

If a Student Teacher is doing unsatisfactory work at any point during the student teaching, he or she faces the prospect of not passing student teaching. The following are suggestions for ways to deal more effectively with a Student Teacher who is not progressing:

1. Identify the problems and discuss them with the Student Teacher and Supervising Teacher in a three way conference.

2. Identify areas for growth and create an action plan to remedy the problem.

3. Revise the take over schedule, if necessary, to accommodate the situation. It may be helpful to reduce the teaching load so that the Student Teacher can focus on his or her problem areas.

4. Arrange for the Student Teacher to observe the Cooperating Teacher teaching a lesson to a small group, then have the Student Teacher teach the same lesson to another small group (micro-teaching).

5. Be sure that the Student Teacher understands the performance expectations of the student teaching experience.

6. Increase observations of the Student Teacher and provide continuous written and verbal feedback that includes specific examples for change.

7. Provide many opportunities for the Student Teacher to reflect on the instruction and assess his or her own performance. Use audio and video taping.

8. Identify Student Teacher strengths and encourage him or her to work in areas of strength to enhance the possibility of success.
9. Keep accurate records of specific instances of difficulties and discuss with Student Teacher.

10. Arrange for the Principal or another teacher to observe the Student Teacher and provide feedback.

If it appears that a Student Teacher is headed toward an unsatisfactory grade, it is crucial that the Cooperating Teacher do the following:

1. Keep the Supervising Teacher involved in the ongoing documentation and monitoring of the Student Teacher's performance.

2. Keep a log of dates, times, places, situations, and notes from:
   a. lesson plan feedback from observations,
   b. conferences (formal and informal),
   c. telephone calls,
   d. specific instructions,
   e. written feedback signed by the Student Teacher,
   f. any other documents that the Cooperating Teacher deems appropriate, and
   g. feedback from other professional staff.

3. Paperwork:
   a. Give copies of Formative Evaluation forms to the Student Teacher and Supervising Teacher, and confer with the Student Teacher.
   b. Give copies of a Summative Evaluation form to the Student Teacher and Supervising Teacher.
   c. These evaluations enable us to monitor and assess student professional development through their pre-service training, identify program strengths and weaknesses, and obtain recommendations for pre-program and staff refinement.

We very much appreciate your willingness to complete the paperwork!
1. Provide space for the Student Teacher, preferably not directly in front of the class.

2. Acquaint the Student Teacher with administrative regulations: emphasize those they are responsible for following; e.g. school beginning-ending times, duties, forms.

3. Assign immediate responsibilities such as morning routine, paper work.

4. Work out a schedule together which shows progression for assuming the teaching load.

5. Clearly state the kind of assistance the Cooperating Teacher expects from the Student Teacher.

6. Give criticism in a positive manner.

7. Permit the Student Teacher the opportunity to make honest mistakes and learn from them. Confer with the Supervising Teacher regarding the Student Teacher's progress.

8. Allow the Student Teacher to attempt methods and procedures which may differ from the Cooperating Teacher’s.

9. Leave the classroom occasionally for brief periods of time to permit the Student Teacher to learn whether independence and authority in the classroom are being achieved.

10. Do not "get the class ready" when the Student Teacher is going to teach a lesson. Permit them to initiate the necessary awareness, direction and role as the instructional leader.

11. Try not to interrupt the Student Teacher once their responsibility has started. Perhaps their directions, procedures, techniques are not the same as the Cooperating Teachers, but it would be best to permit them to work through the experience, then discuss their reasoning and the Cooperating Teacher’s views. Sometimes they can work through situations.

12. A Cooperating Teacher must step in when a class is out of control to the point there is no learning climate and/or someone may be harmed.

13. Plan at least one or two regular conference times per week. (Many other times will be spent in discussion.) Use this planned time for lesson plan review, evaluation of previous lessons, and problem areas which need attention.

14. Establish a co-teacher atmosphere with the Student Teacher. Assist them in exercising initiative so they do not have to ask the Cooperating Teacher permission to do everything, especially in front of the pupils.
15. The Supervising Teacher should be introduced to the class as another teacher from the Brevard College. Warning the pupils to be "good" for the Student Teacher may hamper his or her effectiveness.

16. Report unusual problems or serious deficiencies to the Supervising Teacher as soon as possible.

17. Write a full, consistent, and candid recommendation and evaluation of the Cooperating Teacher student teacher.

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**FINAL THANKS AND APPRECIATION**

Supervising Teachers and Cooperating Teachers serve as the bridge and guide for our Brevard College pre-service teachers. The Cooperating Teacher is helping them to see how theories and expectations of best practices translate into the world of public school teaching and learning. The Cooperating Teacher’s expertise and guidance are critical in this endeavor of learning how to teach and teaching how to learn. We can only hope that this experience will be rich and fruitful for the Cooperating Teacher’s own reflection and commitment to teaching excellence.

Thank you for sharing younger Cooperating Teacher gifts and being willing to grow as we work together as a team to support and nurture these future teachers.
Memorandum of Understanding

NOW COME BREVARD COLLEGE ("College") and __________________ BOARD OF EDUCATION ("Board") and enter into this Memorandum of Understanding ("MOU") regarding the College’s Teacher Education Program ("Program") and its partnership with ________________ ("___").

A. Purpose and Scope

The College is a small, liberal arts college in Western North Carolina committed to experiential education. The Teacher Education Program prepares future teachers to lead the next generation of learning communities by nurturing the knowledge, skills, and values necessary for project and inquiry-based teaching and learning. During participation in the Teacher Education Program, students develop content and pedagogical knowledge by studying educational theory which is facilitated by practical application of this theory through purposeful service and clinical fieldwork through partnerships in school settings throughout Western North Carolina.

The College seeks to revisit its partnership with the Board to enable the parties to enhance collaboration toward this mission. The purpose of this MOU is to identify the role and responsibilities of the College and the Board in this partnership.

B. MOU Term

The term of this MOU begins July 1, 2016 and expires June 30, 2017. It will automatically renew on July 1 of each year unless either party terminates this MOU, for any reason, by providing a sixty (60) day, written notice to the other party; provided, however, that all student teachers who are in the Program and currently in a clinical placement in (insert initials of school system) will be allowed to finish their clinical placement assuming the student teacher remains in good standing.

C. College Responsibilities:

1. Establish standards for minimum and maximum contact hours as part of regulated, integrated field components, including field experiences, practicums, internships, and student teaching that meet with the North Carolina General Statute guidelines.
College is ultimately responsible for the education program, academic affairs, and assessment of the student teacher.

2. Sponsor and participate in partnership-related professional development activities, planning meetings, and advisory committees with representatives from (insert initials of school system) to promote collaboration that will further partnership goals and objectives.

3. Work with (insert initials of school system) to designate high quality teachers, school leaders, and other school support personnel to serve as hosts for field experiences and cooperating teachers for practicums, internships, and student teaching in compliance with North Carolina General Statutes §§ 115C-296.11 and -309.

4. Partner with (insert initials of school system) to plan initial and advanced field experiences, practicums, internships, and student teaching.

5. Provide professional development opportunities that support (insert initials of school system) instructional and curricular needs.

6. Designate contact persons to serve as liaisons between College and (insert initials of school system).

7. Ensure that all student teachers have a current criminal background check on file during clinical placement and ensure that no student teachers are listed as a sex offender on the NC Sex Offender and Public Protection Registration Program, the Sexually Violent Predator Registration Program and/or the National Sex Offender Registry. Moreover, as a condition of participation in the Program and participation in a clinical site in (insert initials of school system), College shall require its students to update it should the student’s criminal background or sexual registry status change at any point while the student is participating in the Program and in a clinical site in (insert initials of school system). College agrees to report this information to (insert initials of school system) and, based upon the updated information, the Board reserves the right to immediately remove the student teacher from any and all clinical sites in (insert initials of school system). Each student will also be required to participate in on-line sexual misconduct training and provide proof of such training.

8. Prior to beginning their clinical experience in (insert initials of school system), each student teacher must provide proof of health insurance and immunization records.

9. Prior to beginning their clinical experience in (insert initials of school system), educate student teachers regarding federal and state confidentiality laws with respect to student and personnel information.

D. Board/(insert initials of school system) Responsibilities:

1. Ensure participation by teachers, administrators, and other school support personnel in partnership-related professional development activities, planning meetings, and advisory committees to promote collaboration that will further partnership goals and objectives.

2. Work with College personnel to designate high quality teachers, school leaders, and other support personnel to serve as hosts for field experiences and Cooperating Teachers for practicums, internship, and Student Teaching in compliance with North Carolina General Statutes §§ 115C-296.11 and -309.

3. Partner with College faculty to plan field experiences, practicums, internships, and student teaching.
4. Designate a contact person to serve as a liaison between (insert initials of school system) and the College.

5. Encourage school site participation in the development and implementation of collaborative, systematic research studies based on school improvement needs or current issues faced by partner schools.

6. (Insert initials of school system) has the responsibility to provide and maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur.

7. While in the facilities of (insert initials of school system), students will have the status of student teacher and are not to replace (insert initials of school system) faculty or staff. (Insert initials of school system) faculty will provide such supervision of the educational activities as is reasonable and appropriate to the circumstances and level of student training.

8. (Insert initials of school system) will provide any necessary orientation as to their rules, regulations, policies, and procedures.

9. (Insert initials of school system) agrees to comply with applicable state and federal workplace safety laws and regulations in respect to the student teacher.

10. (Insert initials of school system) agrees to notify the College liaison immediately should an incident occur involving a student teacher. The College and (insert initials of school system) agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable joint defense laws.

E. College and Board/(insert initials of school system) Mutual Agreements:

1. Each party agrees to communicate its organization’s needs and expectations with regard to the partnership and to work collaboratively to address concerns should they arise.

2. While participating in a (insert initials of school system) clinical setting, the student teacher shall abide by the Board’s policies and procedures including, but not limited to, policies involving the confidentiality of student and personnel information.

3. All parties will have access to any research that is generated from the collaborative.

4. (Insert initials of school system)/Board may, at any time, immediately terminate a student teacher’s clinical experience at a (insert initials of school system) site by providing written notice to the College. The reasons that (insert initials of school system) Board would terminate a student teacher’s clinical experience include, but are not limited to: i) emergency situation; ii) disruption; and iii) best educational interest for (insert initials of school system)’ students.

5. The Program’s student teachers are not employed by the Board during their clinical placement nor are they being compensated or provided with any employment benefits by the Board for any activities contained hereunder. Moreover, successful participation in the Program does not guarantee a student teacher a job within (insert initials of school system).

6. Modifications to this MOU may only be made by mutual consent of the parties, and by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed.
7. This MOU shall be governed by the laws of the State of North Carolina with proper jurisdiction being (insert name of county of jurisdiction).

8. The parties certify that the signatories have the authorization of their respective entities to sign this MOU on their entity’s behalf. This MOU is severable and if any provisions of this MOU are deemed invalid or illegal by a court of competent jurisdiction, the other provisions of this MOU shall remain valid.

9. This is a fully integrated agreement and this MOU represents the entire agreement between the Parties. The Parties hereby agree that all terms of the understandings between the Parties are contained in the MOU.

F. Confidentiality:

The College and the Board/(insert initials of school system) agree to abide by all applicable Federal and State laws/regulations addressing confidentiality. While many students will NOT be involved in research activities and will not need to obtain permission and consent, those who intend to conduct research activities will comply with applicable guidelines and requirements. The parties shall be responsible for obtaining from each subject, prior to the subject's participation in any research study:

1. A signed Informed Consent in a form approved in writing by the institution’s Institutional Review Board (IRB) based on the anticipated protocol and in conformity with applicable research guidelines; and
2. If such language is not already included in the Informed Consent, an authorization permitting routine disclosures necessitated by the research and permissible under applicable State and Federal law, including but not limited to, appropriate parental or eligible student releases when necessary to comply with the Federal Education Rights Privacy Act (“FERPA”).

G. Liability:

The College hereby agrees to indemnify and hold harmless the Board and its members, officers, employees and agents from and against all claims, causes of action, damages, losses, costs, attorneys’ fees and liability arising out of or resulting from its employees’ performance and the duties and responsibilities contained hereunder. This provision shall survive the termination of the MOU.
IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the last date written below.

__________________________________________________________
Director of Teacher Education of Brevard College                       Date

__________________________________________________________
President of Brevard College                                            Date

__________________________________________________________
(Insert initials of school system) Superintendent (on behalf of the Board) Date