



Information for Cooperating Teacher

Tentative Schedule for Pre-service Teacher (Full-semester):

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-6: Pre-service teacher should be given more classes/subjects to teach, adding 1-2 classes/subjects weekly (a gradual integrating into the instructional program).
- Weeks 7-16: Pre-service teacher should assume all of the classes/duties of the cooperating teacher's schedule.

Tentative Schedule for Pre-service Teacher (12 weeks):

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-4: Pre-service teacher should be given more classes/subjects to teach, adding 1-2 classes/subjects weekly (a gradual integrating into the instructional program).
- Weeks 5-12: Pre-service teacher should assume all of the classes/duties of the cooperating teacher's schedule.

Tentative Schedule for Pre-service Teacher (4 weeks):

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-4: Student teacher should assume all of the classes/duties of the cooperating teacher's schedule.

Expectations of the University Supervisor:

- Weekly communication (either by email or phone) with the pre-service teacher and cooperating teacher regarding progress and/or areas of concern.
- Conduct an initial visit (either at the orientation, or by phone, or through virtual means) with the pre-service teacher and the cooperating teacher.
- Review Scoring Protocols for the MEES with the Cooperating Teacher.
- *Complete the electronic Formative Evaluations (4 for 16 weeks; 3 for 12 weeks; 1 for 4 weeks).
- *Complete the electronic Summative Evaluation.
- *Complete the electronic Educator Disposition Assessment.
- Collaborate with the cooperating teacher regarding the student's final grade.

***All evaluations are to be entered electronically into Watermark.**

Expectations of Cooperating Teacher:

- Daily communication with the pre-service teacher about the teaching/learning process in the classroom.
- Weekly communication (either by email or by phone) with the University Supervisor regarding the pre-service teacher's progress and/or areas of concern.
- *Complete the electronic Formative Evaluations (3 for 16 weeks; 2 for 12 weeks; 1 for 4 weeks).
- *Complete the electronic Summative Evaluation (not required for 4-week placements).
- Complete the Evaluation of Educator Preparation Program (to be completed by the final week).

***All Formative and Summative evaluations are to be entered electronically into Watermark.**

Please note that all pre-service teachers are required to attend either EDUC 471: Student Teaching Seminar or EDTR 413/513: Trauma Informed Classroom I (web class) as well as two Professional Development Days hosted at the Missouri Baptist University Main Campus. Pre-service teachers are expected to inform the Cooperating Teacher of meeting dates and times in advance if the pre-service teacher must leave student teaching early in order to attend EDUC 471 and/or for the two Professional Development Days.

Pre-service teachers may also be "excused" from student teaching in order to attend the following events:
 MBU Job Fair (held in February)
 Senior Day (held at the end of April)

Pre-service teachers are expected to arrive according to the district/school's scheduled arrival time for teachers and are expected to stay until the scheduled departure time for teachers. Pre-service teachers are expected to follow the calendar of the district, rather than the university calendar. Pre-service teachers are not required to make up snow days, legal holidays, or other days when the district/school is closed. Pre-service teachers ARE required to make up sick days and are expected to inform the cooperating teacher and their university supervisor as soon as possible in the event of illness or another emergency. Please be sure to let your student teacher know your district's policies for reporting absences and the best way to reach you in such an event. Excessive tardiness or absences by the pre-service teacher should be documented and reported to the university supervisor, and may be grounds for dismissal from the placement, by either the district or the university.

Pre-service teachers are informed to dress professionally and to be engaged with students at all times. They should refrain from using cell phones or completing homework during classroom hours. Any concerns with the pre-service teacher's professional conduct should be documented and reported to the University Supervisor.