



College of EDUCATION  
*and* HUMAN SCIENCES

University of NORTH ALABAMA

# **Cooperating Teacher Zoom Talks Session One**

# Intern Expectations

Cooperating Teachers should set expectations during the orientation visits.

Tip: It's important that students and their families view our interns with the respect and authority they deserve. Try to use language like, "I'd like to introduce our other 4th grade teacher," when speaking with students and families, and in the classroom make it a point to ask the intern what they think in front of the kids. Students and families alike need to see us view the intern-cooperating teacher relationship as an [equal pair](#) instead of intern/veteran teacher.

## Student Intern Expectations

- You must arrive (inside the classroom by \_\_\_\_\_). Remember, it will take a few minutes to park and sign in through the office.
- If the teacher is up walking around the room assisting students, it is expected that you will do the same.
- When your cooperating teacher is teaching, it is not a time for you to be writing lesson plans or working on edTPA. You should be assisting them with the lesson or taking notes.
- Absolutely no social media browsing or posting during school hours.
- Do not post class pictures on social media. Many parents do not give their permission for their child's pictures to be posted on the Internet.
- Please always dress professionally. At our school, we wear jeans and football attire only on Fridays.
- You must turn in lesson plans for the week each \_\_\_\_\_.
- Always have your materials laid out and ready for the next day before you leave school.
- If everything is ready for the next day, you can leave any time after \_\_\_\_\_.

We have high expectations at \_\_\_\_\_ school but we know you will be great! We are happy to have you.

Intern's Signature: \_\_\_\_\_

Cooperating Teacher's Signature: \_\_\_\_\_

# Dedicated Meeting Time....

- Tip: Establish a regular meeting time with the intern. This is a time for the two of you to plan, provide feedback, or even vent. Discuss lessons that have been taught since the previous week's meeting (obviously you may talk throughout the school day, but this provides a formal chance to review what went well and where they can grow). Be sure to discuss any upcoming lessons that require additional feedback or revision, and then look ahead to the next week (two weeks in advance) to begin planning. **Without an established meeting time each week that both the intern and cooperating teacher have agreed upon, it becomes easy to let some things slide.** Keep it professional and commit to a designated time that shows your intern you are taking their time and talents seriously!

# Mentoring (Observing Tips)

## Observing the Student Teacher

- Review the student intern's lesson plan prior to the lesson, possibly during a collaborative planning session. Provide a continuous flow of information on the intern's performance.
- Determine the need for a "sign" in case your student intern needs you to join the lesson! However, try not to step in unless necessary.
- Determine a focus for the observation (e.g. questioning strategies, management, transitions). Watch both your student intern and the students.
- As you take notes, identify strengths and suggestions for improvement. Try to limit your suggestions and provide at least one with the possibility of immediate success.
- Encourage the student intern often and support them in setting achievable goals.

# Mentoring (Providing Feedback)

## Providing Feedback

- Start and end on a positive note.
- Let the intern lead the discussion and provide thoughts on their performance **FIRST**
- Use some of the following stems to guide the discussion. These stems can be used for either strengths or areas for improvement.
  - What do you think would happen if ...
  - What happened when you ...
  - How did you know to ...
  - When the students started the activity ...
  - What did you like best about this lesson?
  - What do you want to learn more about?
- Avoid using:
  - I liked ...
  - What you should have done ...
  - Next time you should ...
  - You lost me when ...
  - If I were you ...

# Mentoring (Supporting Struggling Interns)

- UNA's student interns have been fully trained in their classes, dispositions, passed content Praxis tests, and have performed around 130 hours of field work.
- Sometimes, even with all that support, they are unable to meet classroom expectations. We ask that as their mentor, you have those **constructive conversations early** on when problems first arise.
- A struggling intern is not necessarily reflective of the cooperating teacher. The university is always focused on the performance of the intern. **It is not the cooperating teacher's role to protect the intern from constructive feedback.**
- Be sure the University Supervisor is up-to-date on any issues in your classroom.
- Concerns related to dispositions will need to be documented on the Candidate Disposition Referral form.

We strive to work with all interns to correct problems, but should an issue not improve, you can request for them to be removed from placement.

- **Avoid judgmental evaluations**
- **Accountability plus support**
- **Set clear goals for interns**
- **Encourage “coachability”**

# Thank you!

If you have ideas for other topics, please send them my way!

