



Cooperating Teacher Reference Guide

Texas State University
Office of Educator Preparation
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Dear Colleague,

On behalf of the Student Teaching Program at Texas State University, we want to thank you for your commitment to our profession through mentoring one of our Student Teachers this semester. It is an honor to have our students welcomed into your classrooms and your professional practice. We are grateful for your willingness to share your time, expertise, and students to help our pre-service teachers gain invaluable experience.

The Office of Educator Preparation, in collaboration with university faculty and cooperating teachers like you, works to ensure that our graduates:

- are knowledgeable about both content and pedagogy
- understand the powerful outcomes of collaborative work among teachers
- strive daily to improve their practice through purposeful reflection

As you prepare for the semester, please don't hesitate to contact our office if you have any questions or concerns. Thank you again for your generous professionalism.

Go, Bobcats!

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Student Teaching Reference Guide for Cooperating Teachers

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the university making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience.

Student teaching is the capstone field experience for our students working toward teacher certification. The effort of supporting a Student Teacher can enhance the Cooperating Teacher's professional practice (evidenced either through T-TESS or another district instrument).

To assist you with your roles and responsibilities, the Office of Educator Preparation (OEP) has developed online training that provides information about your roles as a mentor and how your role interfaces with that of the Student Teacher and Student Teaching Faculty. The training is a companion to this guide and contains resources you will need during the semester. You can access both the online training and an electronic copy of this handbook through links on the OEP webpage. After completing the online training modules, notify Student Teaching Faculty to obtain a certificate for CPE credit.

The Purpose of Student Teaching

Student teaching is the culminating experience of the teacher preparation program at Texas State. It is a six-semester hour experience in a classroom of a public, and in some cases private or charter, school. Single-placement Student Teachers are placed with one Cooperating Teacher in one classroom for the entire 14 weeks. Split-Placement Student Teachers are placed with one Cooperating Teacher for the first half of the semester, and with another Cooperating Teacher for the last half of the semester. As you begin mentoring your Student Teacher, please keep in mind that they are a “**student of teaching**.” Your Student Teacher is not experienced, nor competent in all areas of teaching. This should be a semester of learning, improvement, and growth. You will be determining areas of strength and challenge for your mentee, and then assisting them to develop their full potential.

Student Teaching Assignment

Your district's assignment of a Student Teacher to you has been done with care and attention to many factors. Adjustments in assignments are not typically made after Student Teaching begins except in unusual circumstances. If you have any concerns regarding your Student Teacher's placement, please contact the Student Teaching Faculty Supervisor assigned to your Student Teacher. No Student Teacher will be reassigned without the prior approval from the Director of Texas State University Office of Educator Preparation.

Student Teachers understand that they are guests in the school and that you, the Cooperating Teacher, have the final decision about what should and should not be done in your classroom. Please work with your Student Teacher to allow them to try innovative teaching strategies when possible.

Expectations of the Student Teacher

Student Teachers attend Texas State seminars and meet with Student Teaching Faculty prior to campus placements to receive information about their role during the student teaching experience. For more specific information about the expectations of the Student Teacher, the standard experiences that the Student Teachers will engage in while placed in your classroom, and the policies that guide Student Teaching, please refer to **The Essential Handbook for Student Teaching** on the Office of Educator Preparation website. It is suggested that all Cooperating Teachers review this document prior to hosting the Student Teacher.

Texas Education Code of Ethics- All preservice and in-service teachers are required to uphold all aspects of this code. To maintain accountability with the Texas Education Agency, Student Teachers must document that they have read and understood the Code of Ethics in their ePortfolio binders.

Student Teacher Attendance

- The Texas Education Agency requires a minimum number of days the Student Teacher must be in the classroom. Therefore, days missed which prevent the student from meeting the minimum days in placement requirement must be made up after the last official day of student teaching, regardless of reason. If at any time the Student Teacher's absences are excessive and prevent the student from reaching the minimum requirement, the placement will be terminated, and the student will have to reapply for the opportunity to student teach in a future semester. Absences may negatively affect credit for the semester and could result in failure to meet graduation requirements. Note: There is **no partial credit for student teaching**.
- The Student Teacher is to be **present at the school for the entire day** (exceptions are made to attend required Texas State events, meetings, and seminars) and to **follow the required start and end times for their school**.
- The Student Teacher **must notify** both the Cooperating Teacher and the Student Teaching Faculty of absences as soon as possible. Failure to notify may impact the student's Professional Responsibilities evaluation ratings and may also necessitate the development of a Growth Plan.
- If absent, the Student Teacher must send plans/materials to the Cooperating Teacher for areas of responsibility for the day.
- An "Absentee Form for Student Teachers" must be submitted to STF Supervisor prior to an absence for personal reasons and the first day back from an emergency absence.
- A Required Attendance Log is provided that Student Teachers must update, complete, and have signed/verified by the Cooperating Teacher at the end of the semester. The Student Teacher will then submit the Attendance Log to the Faculty Supervisor. The Faculty Supervisor will upload the Attendance Log into ePortfolio as evidence that the student has met the minimum number of days in placement requirement.

Related Resources- All resources are available on the Resource tab of [Office of Educator Preparation Website](#).

- Essential Handbook for Student Teaching
- Texas Education Code of Ethics

Roles and Responsibilities of the Cooperating Teacher

You will be partnering with TXST Student Teaching Faculty Supervisors to provide your Student Teacher with mentoring, support, and guidance. The table below provides information on your roles and responsibilities.

Training What do I need to learn?
<ul style="list-style-type: none"> • Cooperating Teacher Online Training Module- This module is for all new Cooperating Teachers, as well as for those returning to the role after 3 years or more. Once training is completed, notify Student Teaching Faculty (STF). Student Teaching Faculty will issue a certificate for CPE credit. • Essential Handbook for Student Teaching- Review this document as it outlines program guidelines, policies, standard experiences, and participant requirement, roles, and responsibilities. It is suggested that all Cooperating Teachers download and review this handbook prior to hosting a Student Teacher. • Cooperating Teacher Reference Guide- This document (<i>which you are reading right now</i>) outlines the roles and responsibilities specific to the Cooperating Teacher acting as host during a Student Teacher's final student teaching placement. It is suggested that all Cooperating Teachers download and review this guide prior to hosting a Student Teacher. • Orientation Meeting/Training with Student Teaching Faculty- This meeting is required as outlined in state code (228.35 (9f)), and should be completed prior to or within the first 2 weeks of the semester. Prior to the first day of Student Teaching, the TXST Student Teaching Faculty member assigned to your Student Teacher will arrange a meeting with you to review expectations, standard experiences, guidelines and policies regarding the Student Teaching experience.
Mentoring What do I need to do?
<ul style="list-style-type: none"> • Welcoming your Student Teacher- The new and unknown aspects of the student teaching experience often produce anxious feelings but can be alleviated, in part, by helping your Student Teacher become an accepted member of the professional staff. The important thing to focus on is helping the Student Teacher to feel comfortable in the classroom, the school, and their relationship with you. While each Cooperating Teacher may approach this differently, the following are a few ideas for how to start this experience off right. <ul style="list-style-type: none"> ○ Establish a positive and trusting relationship through early conversations. Mutual respect between you and your Student Teacher is critical for a successful student teaching experience. ○ Introduce the Student Teacher to students at the beginning of the first day, setting the stage for how your students will view them. Allow the Student Teacher time to share additional information about themselves, providing an early opportunity for them to begin developing a trusting relationship with the students. ○ Introduce the Student Teacher to the school staff: other teachers, office staff, etc. These introductions will help them feel part of the campus team beyond your classroom. ○ Provide a workspace in your classroom that your Student Teacher can consider their own. Your students need to see the Student Teacher as another teacher in the classroom. • Orienting the Student Teacher- There will be a lot of information about your classroom, school, and district to share with your Student Teacher. Space the orientation out over several days to allow your Student Teacher to absorb the information. Use the ideas below to guide this process. <ul style="list-style-type: none"> ○ Engage in a discussion about your communication preferences and expectations for your Student Teacher. In addition, share information about your classroom process and student information. Student Teachers are required to complete a "Cooperating Teacher Interview and Class Background Study" at the beginning of the semester.

You might consider using the questions in the interview study to structure this orientation information. Questions cover areas such as your communication preferences and expectations upon which to build your working relationship, classroom demographics, staff, resources, classroom routines, and classroom management systems.

- Make available copies of textbooks and other print materials and provide access to online resources, if possible.
- Discuss your daily schedule and how your classroom time and space is arranged. Cover any classroom procedures, such as restroom passes, class helpers, etc.
- Discuss your campus discipline management plan and your specific behavior management system for your classroom.
- Discuss staff hours, morning arrival/check-in process, lunch options, workroom use, safety plan, and other staff expectations. Provide access to the teacher handbook, student handbook, and other appropriate school policy resources.
- Include your Student Teacher in team meetings, faculty meetings, and professional development events. If appropriate, include your Student Teacher in parent conferences and ARDs.
- Develop a regular schedule for planning, addressing questions and issues that may arise, and discussing the day's events.
- Discuss expectations for phone calls and emails. (i.e., when it is too late to call, whether you will accept texts or not, etc.).
- Provide routine communication you receive regarding school events (book fairs, pep rallies, etc.).
- **Encouraging the Student Teacher-** Many Student Teachers strive to be perfect and may feel that asking for help is a sign of weakness. Reassure your Student Teacher of your support as they begin to assume instructional responsibilities.
 - Encourage creativity and different teaching strategies. Welcome discussion (but not necessarily implementation) of changes in the classroom organization or instructional planning and delivery that would fit their style.
 - Sometimes it is good experience to let the Student Teacher try something, even if you think it may not work. Provide an environment conducive to trying something new, supported by your encouragement and guidance.
- **Facilitating Professional Learning and Growth-** You were selected to be a Cooperating Teacher because of your dedication to teaching and your willingness and ability to guide the growth of a future teacher. You can enhance your mentorship role by structuring opportunities for dialogue, planning, feedback, and problem solving. The following guidelines will help structure your mentoring efforts.
 - During the first week or two of Student Teaching, your Student Teacher is required to observe you. Provide a focus for these times so that they will be able to observe your language, voice, and actions with purpose. For example, during the first couple of days you might have your Student Teacher watch for implementation of your behavior management system- how you reinforce positive behavior and redirect off-task behavior. Other areas to target could include questioning techniques, transitioning from one activity to another, or implementation of specific learning strategies, such as cooperative groups.
 - Schedule time to discuss what they are observing and experiencing.
 - Student Teachers are usually most apprehensive about behavior management. Discuss discipline situations as they arise and discuss how your behavior management system applies. Utilize “think-aloud” to talk through your decision-making. Guide your Student Teacher to anticipate and prevent potential problems.
 - Discuss how you make instructional delivery decisions. Use “think-aloud” as you work through your planning process. Often, Student Teachers see what you do, but they don't understand what thinking decisions led you to that action. Thinking aloud will help them to follow your thought processes as you plan for instruction.

- Let your Student Teacher see you make mistakes, and then talk about how you adjust plans or instructional delivery.
- Include your Student Teacher in on planning meetings and processes with your team (if possible). Set aside time to plan alongside your Student Teacher, regularly co-planning and/or giving feedback on lesson plans developed by them.
- Once your Student Teacher assumes instructional responsibility, observe and give feedback regularly.
- Provide both positive comments and constructive feedback. Sometimes just a little praise about something you have noticed will help them get through the rest of the day. As you identify areas for improvement, providing constructive feedback as specific as possible will help the Student Teacher understand your expectations.
- **Planning for Assuming Instructional Responsibility-** One of the major goals of the Student Teaching experience is for your Student Teacher to assume responsibility of the classroom for **at least 2 weeks**. This is called the “Total Teach” experience at the elementary level and the “Instructional Timeline” at secondary. While this is the goal, if both you and the candidate feel comfortable, teaching responsibility can be shared right from the beginning and/or shift to the candidate for a longer period (beyond the two weeks of Total Teach).
 - **Planning Together-** To guide your Student Teacher’s progress toward independent planning and teaching, regularly and cooperatively plan together-one session at the beginning of the semester followed by weekly and/or daily sessions. Facilitate planning time with other teachers if shared planning occurs. Provide your Student Teacher with a copy of your weekly plans to help them see the big picture - especially during the first weeks while they are becoming acquainted with classroom expectations.
 - **Instructional Responsibility Timelines-** Jointly develop a schedule of how your Student Teacher will assume instructional responsibility using the appropriate **Timeline**. Tasks should be assumed as they exhibit readiness to do so.
 - As you begin to implement the timeline, discuss with your Student Teacher ways the two of you can work together during the two-week period to provide the best possible experience for the students in your class. This may include co-teaching and/or you being present to facilitate classroom management.
 - Provide your Student Teacher with as much “space” as possible to exercise their independence. Being out of the classroom for acceptable periods of time or moving in and out of the classroom to take care of other tasks will accomplish this. However, you will need to follow the expectations of your administrative staff, and someone must be always available to support the Student Teacher if needed.
 - Elementary Student Teachers are expected to assume total responsibility of the instructional day.
 - Secondary Student Teachers should not be assigned more than two or three preparations and should not teach more than five class periods. However, the Student Teacher may assist with other classes taught by the Cooperating Teacher.
 - Finally, Texas State recommends that your Student Teacher grade papers only for the subjects they are actively teaching.
 - **Co-Teaching-** Though not a requirement, utilizing the six co-teaching approaches over the course of a teacher candidate’s experience allows them to be a meaningful part of the school and classroom and be seen as a “real” teacher from day one. As a result of learning and implementing these strategies, teacher candidates develop enhanced classroom management and collaboration skills. They also are engaged in more authentic teaching time prompting them to develop a deeper understanding of the curriculum and content.
 - The “Co-Teaching” Model offers some helpful definitions of how the Mentor Teacher and Teacher Candidate might work together to share the planning, organization, delivery, and assessment, as well as the physical space:

One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
One Teach, One Observe	One of the advantages in Co-Teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering data.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The Cooperating Teacher and Student Teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide.
Alternative Teaching	In Alternative Teaching, one teacher manages most of the class while the other teacher works with a small group. The small group does not have to integrate with the current lesson.
Parallel Teaching	In Parallel Teaching, the Cooperating Teacher and Student Teacher plan jointly but split the classroom in half to teach the same information at the same time.

It is important to note that the mentor teacher, the teaching professional, maintains the authority in pacing. When beginning a field experience, some Co-Teaching strategies are more appropriate than others. The mentor teacher decides when to use which strategies. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate (Carpenter, 2010, Montana State).

- **Lesson Plans-** Student Teachers are required to develop and submit lesson plans as directed by Student Teaching Faculty for all Formal Observations. The Student Teachers have been provided with formats for these lesson plans. You will provide direction for Student Teachers on the lesson plan format to use for all other lessons in your classroom. Detailed lesson plans for the first two to five times your Student Teacher teaches a content area should be submitted to you ahead of time so adjustments can be made, if needed. **Support and direction from you are extremely important, particularly during the first lessons taught.** Once you are comfortable with your Student Teacher's lesson planning abilities, they may move to a less detailed format as collaboratively agreed upon.
- **Standard Experiences-** Collaborate with the Student Teacher to complete various Standard Experiences. *(see Standard Experiences below)*
- **Promote/Monitor Progress-** Collaborate with ST Faculty to promote and monitor the progress of the Student Teacher. *(see section below)*

Standard Experiences for Student Teachers

What specific assignments do I help with?

To maintain equity with assignments and workloads, TXST has established a set of common experiences for Student Teachers. Because of the context of the placements, the details of these requirements vary somewhat between elementary and secondary. Student Teachers will receive specific information about these Standard Experiences from ST Faculty during the orientation meeting at the beginning of the semester. The major requirements are listed in **The Essential Handbook for Student Teaching**.

- Some of the Standard Experiences require a collaborative effort between you and your Student Teacher. Some of these specific experiences are:
 - Parent Letter (Elem.): Review and approve the letter of introduction your ST will send home to your classroom parents.
 - Teacher Interview & Classroom Background Study: Establish communication preferences and expectations, as well as provide pertinent information regarding students, school, procedures, schedule, etc.
 - Total Teach Timeline: Co-create a plan for gradual release of teaching responsibilities to the ST.

- Regular Reflection: Facilitate the Student Teacher's reflection on planning, teaching, and learning.
- Midpoint Evaluation Conference: Participate in a conference with the ST and STF to share Midpoint Progress report and co-create goals and action steps. (See Evaluation section below)
- Final Evaluation Conference: Participate in the summative conference with the ST and ST Faculty. (See Evaluation section below)

Promoting & Monitoring Progress and Observations

How do I support Professional Growth?

- **Promoting and Monitoring the Progress of your Student Teacher-** The guidance you provide when mentoring is critical to the professional growth of your Student Teacher. The daily interactions focused on teaching and learning that you have with your Student Teacher can have a powerful positive impact on their future as educators.
 - **The Texas State Student Teaching Instructional Model-** All TXST certification programs use **The Danielson Framework for Teaching (FfT)** as the instructional model. In addition to providing a comprehensive picture of teaching, the Danielson Framework guides the growth of Texas State education students throughout their coursework and field experiences. The research-based Danielson Framework is similar to T-TESS (Texas Teacher Evaluation and Support System), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is also aligned to Texas State Teacher Standards. Experience with the Framework prepares Student Teachers for entrance into the public school system of Texas.
 - The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practices of a certified teacher in the classroom, Texas State values the use of the rubric with Student Teachers to reinforce growth towards highly effective instructional practices.
 - Though training is not required, it is suggested that Cooperating Teachers familiarize themselves with The Danielson Framework for Teaching. An overview of the Framework rubric will be provided to you during your orientation meeting. You will also have access to a series of videos that review the Framework in detail.
 - Student Teaching Faculty use the Danielson FfT and rubric when conducting observations of the Student Teacher. Post Observation Conferences and instructional discussions during seminars are grounded in the language of the Framework.
 - By using the language within the Framework in your discussion with your Student Teacher, you can help them see the connection between the Framework and effective practices in planning, classroom management, instruction, and professional responsibilities.
- **Observations-** Your perception of your Student Teacher's work is one of the most important parts of your role as Cooperating Teacher and mentor. Formal and informal observations followed by reflective conversations are a powerful way to guide the professional learning of your Student Teacher. Guidelines for observations are provided below.
 - *Informal Observations-* As you informally observe your Student Teacher on a daily basis, take notes of strengths and areas for improvement. Regularly provide feedback and time for discussion exchanges. Help your Student Teacher identify the cause-and-effect relationship between teacher behavior and student performance, and provide critical feedback in a manner that encourages the student to move forward in a positive way.
 - *Formal Observations-* It is recommended that you *formally* observe your Student Teacher a minimum of two (2) times prior to Midterm and at least one or two times prior to the Final Evaluation at the end of the semester.

- These should be announced ahead of time with written feedback and time for discussions of strengths and suggestions for improvement.
- An observation form based on the Danielson Framework is available on the OEP website (“**Student Teaching Observation Form for Scripting**”). You may use this when observing your Student Teacher, or you can just take notes. ***The format you use is entirely up to you.***
- Providing a copy of your written observations to Student Teaching Faculty will give them your ongoing perspectives of your Student Teacher’s progress. In addition, having your Student Teacher sign each of your observations will be helpful in documenting their receipt of the feedback and indicating that you have discussed the observation with your Student Teacher. Your Student Teacher should receive a copy of these observations as well. Maintaining copies of written comments will be invaluable to you when preparing the Final Evaluation for your Student Teacher.
- **Growth Plan-** If a Student Teacher’s performance is in need of significant intervention in order for the Student Teacher to complete Student Teaching, the Growth Plan process will be initiated and the Texas State Office of Educator Preparation will be informed.
 - Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty is critical. Concerns regarding the Student Teacher’s professionalism or performance must be communicated to the Student Teaching Faculty Supervisor in a timely manner.
 - Once it has been determined that a growth plan is necessary, hold a 3-way conference between the ST Faculty Supervisor, Cooperating Teacher, and Student Teacher. Areas needing significant improvement will be communicated to the Student Teacher, and a growth plan will be developed. Some situations may warrant that the growth plan be developed prior to the meeting.

Evaluations

How do I partner with Texas State?

All Student Teachers require some degree of support. Some may need very little guidance and some may be reliant on your modeling and assistance for a longer period of time. Because you interact with your Student Teacher every day, you are in an excellent position to collaborate with Student Teaching Faculty to provide evaluative information for the Student Teacher.

There are two ***formalized opportunities*** for Cooperating Teacher and Faculty to collaboratively use the Danielson Framework for Teaching to provide evaluative feedback to the Student Teacher.

- **Midpoint Progress/Evaluation-** Student Teaching Faculty and the Cooperating Teacher will collaborate to determine midpoint progress and determine areas of strength and areas of improvement based on the preponderance of evidence collected throughout the first half of the semester. An additional goal of the Midpoint Progress/Evaluation is to determine final Formal Observation Requirements. The Cooperating Teacher and Student Teaching Faculty will review evidence to decide if additional Formal Observations should be required beyond the 3rd Formal Observation conducted by STF. For Student Teachers needing significant intervention in order to be successful, the Growth Plan process will be initiated. This information will be shared with the Student Teacher during the Midpoint Progress/Evaluation conference.
- **Final Evaluation-** At the end of their experience Student Teachers are evaluated based on performance descriptors that take into account their role as a **student**, using the **Student Teacher Final Evaluation form**. The Final Evaluation meeting must be a face-to-face meeting and include the Student Teacher, the Cooperating Teacher, and Student Teaching Faculty. Student Teaching Faculty will share a crosswalk between the Danielson rubric levels and the Texas State Final Evaluation levels of performance with you prior to the Final Evaluation meeting.

“Passing” Student Teaching- To successfully complete Student Teaching and receive Credit (CR), the Student Teacher must:

- Meet the Minimum Number of Days in Placement Requirement.
- Successfully complete their 14-week placement including the 2-week Total Teach Requirement.
- Complete all the requirements/assignments for the Student Teaching Canvas Course.
- Obtain a rating of “2” or higher on each of the Final Evaluation components.
- If applicable, meet all the requirements of the Growth Plan.
- The Student Teaching Faculty Supervisor **and** the Cooperating Teacher (for Student Teachers) or Site Administrator (for Interns) *recommend* to OEP that the candidate should be recommended for a standard certificate.
- **Recommendation Form (Student Teachers)**- This is a required component of the Final Evaluation (TAC Code Ch. 228.35). The recommendation form with the signatures of the CT and STF will be uploaded into ePortfolio as evidence that the candidate has this additional required recommendation for a standard certificate. If either the Field Supervisor or the Cooperating Teacher recommend to the OEP that a candidate should not be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation. This required documentation and the form indicating the lack of recommendation will be uploaded to ePortfolio.
 - *Student Teachers: TAC Code Ch. 228, Rule 228.35; Clinical Teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, **the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.***

NOTE: The recommendation for a standard certificate to OEP does not assure a job offer within a school or district. Receiving credit for Student Teaching is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA.

Additional Considerations

Communication- Regular communication between you and Student Teaching Faculty is essential to the mentoring partnership needed to ensure the continued growth of your Student Teacher. The training seminars and observations conducted by faculty are enhanced and supported by your daily involvement in the student teaching experience.

- ST Faculty has been given your work email prior to you Student Teacher’s placement and will use this email address as the main method of communication. It is important for you to regularly check and respond to emails from Student Teaching Faculty. Feel free to share additional contact information with STF, such as your home or cell phone number, if desired. Faculty will share their contact information with you and will respond to any communication from you within 2 business days.
- If problems or concerns arise regarding your Student Teacher, you should notify Student Teaching Faculty **immediately**. Handling issues as soon as they arise will assist both you and Faculty Supervisors in addressing improvement issues as early as possible.

Evaluation of the Cooperating Teacher and Student Teaching Faculty- At the end of the semester, each Student Teacher has an opportunity to complete an evaluation on their Cooperating Teacher and Student Teaching Faculty member.

Related Resources

All resources are available on the Resources for Clinical Teaching tab of [Office of Educator Preparation Website](#)

(Click on) **Cooperating Teacher Resource Tab**

- **Handbook**
 - The Cooperating Teacher Reference Guide
 - The Essential Student Teaching Handbook
- **Student Teaching Timelines**
 - Total Teach Timeline
 - Instructional Timeline
 - All-Level and Two Fields Instructional Timeline
- **Cooperating Teacher Training Modules**
- **Danielson Framework for Teaching Resources**
 - Danielson Online Video Modules
 - Observation Reference
- **Lesson Planning Resources**
 - The Required Lesson Plan for Formal Observations by STF
 - The Right Questions for Planning
- **Evaluation Resources**
 - Final Evaluation Form
- **TXST Final Evaluation Performance Descriptors**
- **Classroom Management Resources**
- **Observing and Mentoring Resources**
 - Observing and Providing Feedback
 - Student Teacher Observation Form for Scripting
 - Think-Aloud Strategies in Mentoring Student Teachers
- **Co-Teaching Resources**
 - Co-Teaching Approaches
 - Six Co-Teaching Strategies Video