Agreement on Expectations
between Cooperating Teachers and Student Teacher

(adapted from Shrum and Glisan, *Teacher's Handbook*, Appendix B2)

Article I: Expectations for Student Teacher

The Student Teacher will:

1. Teach all of the classes normally taught by the Cooperating Teacher, plus homeroom if applicable.

2. Be present in the school during the same hours as regular faculty.

3. Observe the cooperating teacher during the first week, helping with activities when appropriate, and presenting one activity in one or more classes on Thursday, and perhaps two activities in one or more classes on Friday.

4. Take full teaching responsibility for one class at the beginning of the second week, and continue observing and assisting during the other classes.

5. Take full teaching responsibility for two classes (block schedules) or three classes (regular schedules) by the third week, and continue observing and assisting during the other classes.

6. Take full teaching responsibility for all of the cooperating teacher's classes by the fourth week. This schedule can be adjusted in cases where the cooperating teacher has more than 5 classes.

7. Take full responsibility for creating individual lesson plans, with assistance and approval of the cooperating teacher. Have lesson plans ready for approval by Friday for the following week.

8. Take responsibility for creating tests and other evaluative instruments, using materials provided by the cooperating teacher, the published textbook materials, and other sources.

9. Take responsibility for classroom management, including disciplinary procedures, with guidance and assistance from the cooperating teacher.

10. Encourage students to use only the target language by setting the model, and by encouraging them in positive and creative ways. Ask your cooperating teacher(s) for assistance in keeping the major portion of every class in the target language. If this has not been the practice in your cooperating teacher's classroom, ask for assistance in phasing in the use of the targe language for most routine communications and for student activities. You will be evaluated on the extent to which the target language is used in the classroom, so this is important.

11. Depend upon the cooperating teacher to observe and to provide feedback to assist the student teacher.

12. Hope for positive feedback and constructive criticism; Be open to criticism and accept it as constructive, instructive and experienced-based help.

13. Try to integrate suggestions into subsequent lessons.

14. Ask the cooperating teacher for help on resources, discipline problems, and questions regarding methodology.

Article II: Expectations for Cooperating Teacher

The Cooperating Teacher will:

1. Introduce the student teacher to the classes and explain briefly why he/she is there.

2. Teach the normal sequence of classes during the first week, with the student teacher observing all activities.

3. Assist the student teacher to prepare and present one activity for one or more classes on Thursday of the first week, and two activities for one or more classes on Friday.

4. Give responsibility to the student teacher for teaching one class the second week, two classes (block schedules) or three classes (traditional schedules) the third week, and all remaining classes during the fourth week. This schedule can be adjusted in cases where the cooperating teacher has more than 5 classes.

5. Spend time discussing with the student teacher the goals, methodology, curricula, procedures used in the cooperating teacher's courses, as well as lesson plans, student needs, and other issues.

6. Spend time discussing with the student teacher the daily procedures of the school; introduce the student teacher to school personnel.

7. Spend time discussing with the student teacher his/her performance and plans, strong and weak points of the lessons, materials used, and student responses to the lessons. Provide positive and constructive criticism on all aspects of the student teacher's performance.

8. Assist the student teacher in keeping the major portion of every class in the target language. If this has not been the practice, allow and assist the student teacher to phase in the use of the targe language for most routine communications and for student activities. The student teacher will be evaluated on the extent to which the target language is used in the classroom.

9. Remain in classes to help with classroom management issues and take notes pertaining to the student teacher's performance, activities, methods, materials, classroom management, and preparation.

10. Leave the classroom if necessary intermittently after the first four weeks, but continue to observe during the major portion of each day in order to provide guidance, feedback, and constructive criticism.

11. Make available for the student teacher materials such as transparencies, pictures, files, videos, tapes, slides, etc.

12. Help the student teacher take over the responsibilities for taking attendance, grading, and other tasks.

13. Be available for assistance during the normal school hours and by phone at home for any necessary communications.