



## **Teacher Education Department**

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Dear Cooperating Teacher:

York's Department of Teacher Education thanks you for welcoming a York student teacher into your classroom this year to serve under your mentorship. We greatly appreciate your generosity. The following is a list of expectations and guidelines that we have developed in collaboration with school administrators to assist you in helping our students to meet professional practice standards and graduation requirements. We greatly appreciate your cooperation in the following areas:

### **COLLABORATIVE AGREEMENTS FOR COOPERATING TEACHERS IN PARTNER SCHOOLS** **WORKING WITH YORK COLLEGE TEACHER CANDIDATES**

1. Cooperating Teachers are certified and working in their license area (*preferably for a minimum of three years*). They demonstrate effective instructional practices in teaching diverse students.
2. Cooperating Teachers provide student teachers with a supportive environment that includes an orientation during the first week, about the teacher's expectations, the class schedule and goals, classroom operations and procedures, school and state student learning standards, and about any important individual student information (i.e. special learning needs and/or styles, relevant history).
3. Cooperating Teachers meet with York student – teachers placed under their supervision, for a focused meeting about the candidate's individual progress, at least once weekly, for which the student teacher will come prepared with items that they want reviewed/feedback on, and to listen to. The cooperating teacher will provide feedback on lesson plans for upcoming lessons, provide an assessment of the candidate's overall progress, and make recommendations for what they should work on in preparation for the following week. Two of the meetings will serve as post-lesson-observation meetings, and will take place with the college supervisor from York. The candidate and the cooperating-teacher will meet to discuss all other lessons.
4. Co-operating teachers will provide both formal and informal critiques of student-teachers' lessons. Candidates should begin teaching no later than the second week of their placement. They can spend the first week observing, assisting with grading and cooperating-teacher lesson-planning, classroom organization/set-up for current or upcoming theme or unit, preparing and distributing instructional materials, or working with small groups or individual students.

Cooperating teachers will observe and formally evaluate the candidate's three formal observations, utilizing a candidate lesson evaluation form provided by York College. Both the cooperating teacher and the college supervisor will observe and evaluate two of the lessons together, and meet in post-observation meetings to provide the candidate with feedback. The candidate's third lesson will be video-taped with only the cooperating teacher present. The cooperating teacher will meet with the candidate after the lesson to provide feedback. The cooperating teacher will assist the candidate in distributing and collecting parent video-taping consent forms, and by allowing him or her to have someone to come in to videotape for them. The video-taped lesson will be provided to the college supervisor. Finally, at least one candidate lesson must be supported by/include/ or integrate technology to enhance instructional delivery.

5. Cooperating teachers will ensure that candidates to attend at least one parent conference or open school night event, and at least two teacher-planning meetings during their placement.
6. Cooperating teachers can contact the student-teacher's college supervisor if there are problems, or contact Dr. XXX.