

# Cooperating Teacher Timeline

## SUNY Cortland Physical Education Department

*This guide is created for two, 8-week placements. If your student teacher is with you for the entire semester, please adjust as needed.*

### Teacher Candidate Pre-Arrival

To get ready for the teacher candidate:

- Prepare a workspace including supplies for the teacher candidate in or near your office.
- If appropriate, secure keys that the teacher candidate may need during the quarter.
- Prepare your own students for the induction of the teacher candidate into your classroom.
- Review the SUNY Cortland College Student Teaching Handbook. The online handbook can be found at <http://www2.cortland.edu/teacher-education/field-placement/hostcooperating-teachers/>
- Gather a packet of information about your school that may include the following:
  - Faculty handbook
  - Student handbook
  - Map of the school
  - Administration, faculty and staff roster
  - School-wide discipline program
  - School calendar
  - School emergency or crisis plans
  - Special education information and referral procedures
  - Media use and checkout procedures
- Gather a packet of information about your physical education program that may include the following:
  - Daily schedule including extra duty responsibilities
  - Discipline plan
  - Class rosters
  - Classroom rules
  - District physical education curriculum
  - District physical education standards
  - Assessment procedures
  - Grading procedures
  - Copy of school report card

### Timeline: Week One

*The teacher candidate will observe the cooperating teacher, assume non-teaching responsibilities and become an active assistant with total supervision by the cooperating teacher.*

### Possible Stage of Development: Anxiety and Euphoria (Caruso, 2000)

The beginning phase of student teaching brings about questions of whether the teacher candidate can succeed. With early success, they can achieve a great sense of accomplishment.

### Possible Co-Teaching Process: Support

With this model, the cooperating teacher will have the primary responsibility for planning and teaching, while the teacher candidate moves around the classroom helping individuals and observing.

### **During this week:**

- Discuss with the teacher candidate what he/she can expect from you as a cooperating teacher.
- Have the teacher candidate explain his/her responsibilities as noted in his/her Physical Education Student Teaching Handbook.
- Discuss possibilities for the teacher candidate's involvement in coaching or other physical education/physical activity extra-curricular activities.
- Give the teacher candidate a tour of the school.
- Introduce the teacher candidate to administrators, other faculty, and staff.
- Share and review your packet of school information with the teacher candidate.
- Share and review your packet of physical education information with the teacher candidate.
- Introduce your teacher candidate to all of your classes.
- Show the teacher candidate your curricular resources that you are willing to share.
- Provide materials such as class rosters /photos to help your teacher candidate learn student names.
- Show the teacher candidate your equipment and technology supplies.
- Model and discuss your classroom routines and management techniques.
- Assist the teacher candidate in planning his/her Weekly Schedule.
- If appropriate, later in the week provide opportunities for the teacher candidate to teach one or more phases of a lesson: introduction, demonstration, warm-up, lesson focus, closure.
- Non-teaching responsibilities for your teacher candidate this week might include:
  - Preparing a bulletin board
  - Writing a letter of introduction to send home with your students
  - Assisting with equipment
  - Working with individual students or small groups
  - Giving student feedback
  - Taking attendance
  - Officiating
- Discuss the planning and implementation of the unit/s to be taught by the teacher candidate. The teacher candidate must complete the edTPA project that involves both pre- and post-assessing students in all three domains.
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

### **Timeline: Week Two**

*The teacher candidate will plan and teach 1-2 classes per day with total supervision/observation by the cooperating teacher.*

### **Possible Stage of Development: Confusion and Clarity (Caruso, 2000)**

After assuming small teaching and administrative tasks, the teacher candidate becomes confused about the complexity of the classroom or the rules and routines in the school. As they begin to teach more, they begin to see the fit between management and teaching.

The goal is for the teacher candidate to gain confidence and establish control in the classes he/she teaches. Focus on the teacher candidate's ability to clearly communicate student behavioral expectations, and then the consistent reinforcement of those expectations. Reducing anxiety over classroom management is crucial for the teacher candidate to progress in any other teaching behaviors (Randall, 1992).

### **Possible Co-Teaching Process: Model and Repeat**

Model a lesson and have the teacher candidate repeat the lesson with another class. Provide feedback after the lesson.

#### **During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- In several classes, provide opportunities for the teacher candidate to do one or more phases of a lesson: introduction, demonstration, warm-up, lesson focus, closure.
- Gradually assign planning responsibilities for the classes.
- Provide opportunities for the teacher candidate to be involved in student assessment.
- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Continue with induction responsibilities for your teacher candidate including:
  - Preparing a bulletin board
  - Writing a letter of introduction to send home with your students
  - Assisting with equipment
  - Working with individual students or small groups
  - Giving student feedback
  - Taking attendance
  - Officiating
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

### **Timeline: Week Three**

*The teacher candidate will plan and teach approximately 60-80% of the cooperating teachers' teaching assignment by the end of the 3rd week with total supervision/observation by the cooperating teacher.*

### **Possible Stage of Development: Competency and Inadequacy (Caruso, 2000)**

In this phase the teacher candidate begins to "get the hang of it." They begin to see the gaps and inadequacies in their skills. In this phase they need constant feedback and encouragement from the cooperating teacher.

The goal is for the teacher candidate to begin planning for maximum learning in the classes he/she teaches. This includes developing appropriate learning objectives, using effective teaching cues, selecting activities at an appropriate level of difficulty, and maximizing time on task (Randall, 1992).

### **Possible Co-Teaching Process:**

Return to the process of modeling a lesson and having the teacher candidate repeat the lesson with another class if the teacher candidate is having difficulty with a specific teaching behavior.

#### **During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- Assign specific classes for the teacher candidate to plan and teach.
- Review the teacher candidate's lesson plans and give feedback before the lessons are implemented.

- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Consistently provide feedback and set goals.
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

### **Timeline: Week Four**

*The teacher candidate will plan and teach 80% of the cooperating teachers' teaching assignment by the end of the 4<sup>th</sup> week with total supervision/observation by the cooperating teacher.*

#### **Possible Stage of Development: New Awareness and Renewed Doubts (Caruso, 2000)**

As the teacher candidate's confidence begins to build, they view the work of the cooperating teacher in a more critical manner, and they can more easily evaluate themselves objectively. They become more aware of the hidden dimensions of the classroom and begin to shape their relationships with students.

The goal is for the teacher candidate to continue planning for maximum learning in the classes he/she teaches. This includes developing appropriate learning objectives, using effective teaching cues, selecting activities at an appropriate level of difficulty, and maximizing time on task (Randall, 1992).

#### **Possible Co-Teaching Process:**

Return to the process of modeling a lesson and having the teacher candidate repeat the lesson with another class if the teacher candidate is having difficulty with a specific teaching behavior.

#### **During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- Assign specific classes for the teacher candidate to plan and teach.
- Review the teacher candidate's lesson plans and give feedback before the lessons are implemented.
- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Consistently provide feedback.
- Complete and discuss the online Mid-Quarter Student Teacher Evaluation (STE). The directions were sent from the Field Experience Office to the school contact.

### **Timeline: Week Five**

*The teacher candidate will be teaching all classes by the conclusion of the 5<sup>th</sup> week with the cooperating teacher supervising and observing the student teacher for 80% of all classes.*

#### **Possible Stage of Development: New Awareness and Renewed Doubts (Caruso, 2000)**

As the teacher candidate's confidence begins to build, they view the work of the cooperating teacher in a more critical manner, and they can more easily evaluate themselves objectively. They become more aware of the hidden dimensions of the classroom and begin to shape their relationships with students.

The goal is for the teacher candidate to continue planning for maximum learning in the classes he/she teaches. This includes developing appropriate learning objectives, using effective teaching cues, selecting activities at an appropriate level of difficulty, and maximizing time on task (Randall, 1992).

**During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- The teacher candidate should now be teaching his/her own unit/lessons.
- Review the teacher candidate's lesson plans and give feedback before the lessons are implemented.
- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Consistently provide feedback and set goals.
- Assist the teacher candidate in making arrangements for videotaping a lesson.
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

**Timeline: Week Six**

*The teacher candidate will be teaching all classes by the conclusion of the 6<sup>th</sup> week with the cooperating teacher supervising and observing the student teacher for 50% of all classes.*

**Possible Stage of Development: More Confidence and Greater Inadequacies** (Caruso, 2000)

As their confidence builds, teacher candidates may reject suggestions from the cooperating teacher and the university supervisor. They often feel they "know it all." As they observe other teachers in the building, other teacher candidates, or outstanding faculty, they are struck by the realization that they still have much to learn.

The goal is for the teacher candidate to begin refining teaching skills. This includes providing appropriate skill feedback, using effective demonstrations, developing lesson presentation skills, enhancing questioning skills, and assessing student performance (Randall, 1992).

**During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- The teacher candidate should now be teaching his/her own unit/lessons.
- Review the teacher candidate's lesson plans and give feedback before the lessons are implemented.
- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Consistently provide feedback and set goals.
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

### **Timeline: Week Seven**

*The teacher candidate will be teaching all classes with the cooperating teacher supervising and observing the student teacher for 25% of all classes.*

#### **Possible Stage of Development: More Confidence and Greater Inadequacies** (Caruso, 2000)

As their confidence builds, teacher candidates may reject suggestions from the cooperating teacher and the university supervisor. They often feel they “know it all.” As they observe other teachers in the building, other teacher candidates, or outstanding faculty, they are struck by the realization that they still have much to learn.

The goal is for the teacher candidate to continue refining teaching skills. This includes providing appropriate skill feedback, using effective demonstrations, developing lesson presentation skills, enhancing questioning skills, and assessing student performance (Randall, 1992).

#### **During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- The teacher candidate should be teaching his/her own unit/lessons.
- Review the student’s lesson plans and give feedback before the lessons are implemented.
- Consider doing some type of systematic observation and conference with the teacher candidate after the lessons.
- Consistently provide feedback and set goals.
- Encourage your teacher candidate to make an appointment for a mock interview with the school principal, the director of physical education, or the athletic director.
- Discuss and complete the Weekly Appraisal Form with the teacher candidate at the end of the week and have the teacher candidate send it to the Department Supervisor.

### **Timeline: Week Eight**

*The teacher candidate will be teaching 50% classes with the cooperating teacher resuming responsibility for the remaining classes.*

#### **Possible Stage of Development: Loss and Relief** (Caruso, 2000)

The end of student teaching is a mixture of sadness and joy. Teacher candidates are often sad to leave the classroom where they have developed strong relationships with students and teachers. At the same time, they are relieved that this phase of their training is complete.

The goal is for the teacher candidate to leave the placement with an accurate understanding of his/her strengths and weaknesses.

#### **Possible Co-Teaching Process: Team Teaching**

The cooperating teacher and the teacher candidate are both responsible for planning, and they share the instruction of all students. Both teachers are actively involved in the management of the lesson and discipline.

#### **During this week:**

- Assist the teacher candidate in planning his/her Weekly Schedule.
- Continue to give feedback to the teacher candidate.

- Initial the appropriate tasks completed by the teacher candidate on their Minimum Competencies Checklist.
- Confirm that the teacher candidate participates in the scheduled mock interview with the school principal, the director of physical education, or the athletic director.
- Complete and discuss the online Final Student Teacher Evaluation (STE).
- Complete the “Cooperating Teacher Evaluation of University Supervisor” found in the College Student Teaching Handbook. Send the completed form to Dr. Lynn Couturier, Chair, Department of Physical Education, Park Center, SUNY Cortland, Cortland, NY 13045.

### **Timeline: Post-student Teacher**

The Department of Physical Education at SUNY Cortland greatly appreciates the service you provide to our students and program. We have an immense pride in our graduates and welcome your comments and suggestions for improvement. You may send your comments to:

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607-753-5577

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Caruso, J.J. (2000). Cooperating teacher and student teacher phases of development. *Young Children*, 55(1), 75-81.  
Randall, L.E. (1992). *Systematic supervision for physical education*. Champaign, IL: Human Kinetics.