

# Cooperating Teacher Handbook



*Creating a Professional Environment for Learning*



Red Clay Consolidated School District  
Office of Human Resources  
Novice Educator Development  
302-552-3793



## Red Clay Consolidated School District

Dear Veteran Educator,

Thank you for agreeing to host a student teaching candidate. We look forward to working with you this school year as you share your knowledge and expertise with a pre-service teacher. By agreeing to mentor a novice teacher, you are scaling your own impact as an educator. Many students will benefit from your willingness to aid in the development of a future teacher. We are happy to be sharing this journey with you.

As a cooperating teacher in the Red Clay Consolidated School District, you will have the opportunity to help a new teacher grow both personally and professionally in a structured, nurturing environment that supports the transition from the pedagogical study of a college classroom to the practical application of real world experiences. Each day will bring new challenges and rewards. You will engage in coaching and guiding your student teacher through collaboration and modelling best teaching practices. You will serve an important role in the preparation of a novice teacher's career.

We hope you will find this experience rewarding and valuable. We believe our students and the student teacher will reap the benefits of your effort, time, and knowledge.

Thank you for your commitment to the Red Clay Consolidated School District. Please let me know how I can be of further assistance.

Best Regards,

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## **Red Clay Consolidated School District**

# **RCCSD Mission and Vision**

### **Motto**

*Preparing Today for Tomorrow*

### **Mission**

*To provide the environment, resources and commitment necessary to ensure that every student succeeds.*

### **Vision**

*Red Clay will be recognized as a leader in increasing achievement and improving outcomes for all students.*

## **RCCSD Strategic Goals**

1. Academic Excellence: Increase achievement through a foundation of high-quality elementary instruction that enables students to meet or exceed national performance standards.
2. Future Ready: Increase achievement through a high-quality secondary instructional program that enables students to thrive in school and beyond.
3. Success for All: Prepare students to reach the highest level of academic achievement by strengthening supports and interventions for academic and social-emotional growth.

## **Focus Areas**

1. High-Quality Educators
2. Operational Effectiveness
3. Community Engagement

## **Core Values**

1. High Expectations for All
2. Continuous Improvement
3. Meaningful Collaboration
4. Rich Diversity



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## **Objectives of the Student Teaching Experience**

*In your role as a cooperating teacher, you will help the novice educator to:*

- engage in teaching experiences that prepare the student to assume the role of a classroom teacher of record.
- demonstrate competence in all job responsibilities included in the student teaching placement.
- communicate, collaborate and consult with students, teachers, administrators, and parents clearly and effectively regarding the educational process.
- observe the behaviors and learning styles of students from a variety of cultures and socioeconomic backgrounds.
- strengthen skills required to create, select, and implement formative and summative assessments, both formally and informally.
- learn how to create and implement effective lessons for instruction based on best practices.
- establish and maintain a purposeful learning environment that supports equity as well as the social and emotional well-being of students.
- establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning activities, and self-motivation for all students.



## **Cooperating Teacher Roles and Responsibilities**

### **As a cooperating teacher, you will:**

- Welcome the student teacher to the school and to your classroom by introducing him or her to school staff and by preparing your students for the arrival of a second teacher.
- Introduce the student teacher as a co-teacher or intern. It is important that the students not view the student teacher as a “student”.
- Provide opportunities for the student to observe effective teaching practices, processes, and procedures utilizing research-based materials and strategies.
- Provide the student teacher with classroom and instructional materials. The student teacher will need a personal area (desk, chair, etc.), seating charts, course outlines, curriculum maps, teacher’s manuals, etc.
- Teach the student teacher the procedures for both the school and classroom. (fire drills, rules, policies, etc.)
- Provide the student teacher with necessary forms and documents. (student handbook, faculty handbook, school calendar, master schedule, classroom schedule, etc.)
- Through a gradual release of responsibility, guide the student teacher in experiencing all aspects of running a classroom.
- Model lesson planning and instructional practices for the student teacher.
- Observe the student teacher’s instructional performance. Such observations are critical components of the student teacher’s professional development. It is important that the student teacher receive specific, objective feedback. Observations include:
  - Review and assessment of lesson plans as well as observations and documentation of the actual lesson. The cooperating teacher will identify areas of instructional strengths and identify specific areas for refinement. The cooperating teacher and student teacher will work together to identify strategies to improve area(s) for refinement.
  - Professional dispositions. The cooperating teacher will document the student teacher’s interaction with students, colleagues and administrators.



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- Work to develop the student teacher candidate's classroom management skills, pedagogical knowledge, instructional practices, and other professional responsibilities.
- Plan to have a weekly “sacred” time to meet with the student teacher. You may want to have an agenda for the meetings to ensure an effective use of the time.
- Maintain open and honest communication with both the student teacher and the university supervisor.
- Complete required observations and evaluations of the student teacher in a timely manner.
- Provide timely feedback, both formal and informal, to the student teacher.

\*This list contains basic roles and responsibilities. These roles and responsibilities are not limited to the items included in the list above.



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# Roles and Responsibilities of Other Stakeholders

### UNIVERSITY SUPERVISOR:

- Observes each student teacher candidate.
- Evaluates each observation and confers with the student teacher candidate and the cooperating teacher in an effort to improve the candidate's practice.
- Completes a recommendation for each student teacher candidate.
- Schedules, plans and conducts seminars for student teacher candidates.

### STUDENT TEACHER CANDIDATE:

#### *RESPONSIBILITY TO THE STUDENTS*

- Create and maintain a positive learning environment by demonstrating respect for each student.
- Maintain a professional relationship with each student.
- Be aware of students' social and emotional needs.
- Be discreet with any confidential information.
- Observe the behavior and learning styles of students of diverse cultures in order to create a classroom atmosphere that fosters multicultural understanding.

#### *RESPONSIBILITY TO RCCSD and COOPERATING TEACHER*

- Be familiar with school policies and procedures.
- Keep the same daily schedule of the cooperating teacher.
- Report to school on time and remain until the end of the designated day.
- Notify the school and the cooperating teacher as soon as possible if absence due to illness is necessary.
- Wear appropriate professional attire in compliance with school policy dress code.
- Provide the cooperating teacher with written lesson plans well in advance of teaching.
- Prepare in advance all teaching materials/technology to avoid misuse of time and misbehavior of students.
- Plan for the most efficient methods of carrying out classroom procedures and lesson transitions.
- Know and understand the major principles and concepts of the materials to ensure high levels of teaching competence.
- Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
- Develop critical thinking through thought-provoking questions.
- Choose a variety of assessment tools and teach students to use self-evaluation.



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- Provide lesson activities that require cooperation and teamwork.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Establish professional relationships by interacting with school administrators, faculty, staff, students and parent.

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# Checklist for Acclimating Student Teachers

### Daily Procedure

Time teachers enter \_\_\_\_ AM  
and leave \_\_\_\_ PM the school.

#### Learn teacher's supervisory duties:

- Recess
- Restrooms
- Halls
- Assemblies
- Study halls
- Cafeteria duties
- Buses
- Before school supervision
- Other duties

#### Homeroom procedures:

- Attendance
- Daily announcements
- Opening exercises
- Schedule for special classes
- Speech
- Music lessons
- Resource room
- Tutors
- Itinerants

#### Classroom forms and records:

- Attendance
- Absence/Tardy notes
- Hall pass forms/lavatory passes
- Health pass forms
- Grading forms and system
- Report forms and report cards
- Discipline forms
- Health records
- Permanent record forms
- IEPs and other student records
- Other special forms

#### Learn about pupils:

- Names
- Ability levels
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (Consult District Confidentiality Policy)
- Appropriate home and family information (Consult District Confidentiality Policy)
- Procedures for involving counselors and/or parents in helping pupils

#### Classroom Procedures:

- How pupils are expected to enter and exit the classroom or laboratory
- Method used to take and record attendance
- Method used to take and record lunch count
- Procedure to send and receive messages
- System used to dismiss pupils to other classes, recess, lunch, and fire drills
- Method used to distribute, collect, and store materials
- Procedures for pupils who finish in class work early
- Procedure to close the school day
- Field Trip Procedures

#### General supplies:

- Procedure to requisition supplies
- Location of supplies
- Supplies with free access and those which require special permission



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### **Curriculum, Instruction,**

#### **Materials:**

- \_\_\_\_\_ Review the course of study and units for the semester
- \_\_\_\_\_ Obtain textbooks, reference materials, supplies, tools, and equipment
- \_\_\_\_\_ Learn the location of these materials
- \_\_\_\_\_ Learn which materials the pupils supply
- \_\_\_\_\_ Learn the materials the student teacher will need to supply

#### **Library/Media Center:**

- \_\_\_\_\_ Checkout and return procedures
- \_\_\_\_\_ Location of card catalogue, special reference materials, videos, computer software, and curriculum materials
- \_\_\_\_\_ Become familiar with additional policies and procedures
- \_\_\_\_\_ Allow time to preview materials which you plan to use
- \_\_\_\_\_ Learn about location of resources to develop instructional materials

#### **Audio-visual equipment:**

- \_\_\_\_\_ Copy machine
- \_\_\_\_\_ Whiteboards
- \_\_\_\_\_ Smartboards
- \_\_\_\_\_ Overhead projector
- \_\_\_\_\_ LCD projector
- \_\_\_\_\_ Computer
- \_\_\_\_\_ TV-DVR
- \_\_\_\_\_ Listening stations with headsets
- \_\_\_\_\_ Tape recorder
- \_\_\_\_\_ Laminating machine
- \_\_\_\_\_ Procedure to obtain equipment and supplies for audio-visual equipment
- \_\_\_\_\_ Procedure to order and return materials



# Red Clay Consolidated School District



## Office of Human Resources

### STUDENT TEACHERS AND TECHNOLOGY ACCESS EFFECTIVE JANUARY 1, 2018

ACCESS	YES	NO
RED CLAY EMAIL	X	
EMAILS TO PARENTS		X
E-SCHOOL		X
DATA SERVICE CENTER	Year-long resident interns only	X
GOOGLE	X <sup>1</sup>	
ACTIVE DIRECTORY	X	
SCHOOL MESSENGER		X <sup>2</sup>
PERSONAL DEVICES ON NETWORK		X
SIGNED ACCEPTABLE USE POLICY (AUP)	X	
COPY OF SOCIAL MEDIA POLICY	X	

<sup>1</sup> Student teachers will be responsible for personally downloading any of their materials at the end of the [assignment](#). [Materials will be deleted.](#)

<sup>2</sup> Student teachers can follow the District Facebook page and website for information for weather-related closings or delays.



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### PPAT and EdTPA Support

<https://www.ets.org/s/ppa/pdf/ppat-cooperating-teachers-handbook.pdf> - PPAT

<https://www.edtpa.com/content/docs/guidelinesforsupportingcandidates.pdf> - EdTPA

Student teachers who are attending an institute of higher education in Delaware are required to take a performance assessment (either PPAT or EdTPA depending on the IHE). This assessment is very important. A teacher must pass the assessment prior to completing two years of employment in a teaching position. Please review the appropriate link above to find out how you can best assist your student teacher. You should also feel free to contact to the university supervisor to ask any further questions about your role in the process.



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### Student Teacher Guidelines

#### 1. Parking

Student teachers are to park in designated campus personnel parking areas. Please seek clarification of campus parking procedures from your cooperating teacher.

#### 2. Identification Badges

All student teachers must obtain an ID badge from district office. As a security measure, the ID must be worn at all times when on district property. Badges must be returned to the cooperating teacher at the end of the clinical practicum experience.

#### 3. Dress Code

The Red Clay Consolidated School District is a professional environment. Student teachers must dress in accordance with the RCCSD dress code policy. Please refer to the RCCSD website for detailed information.

DRESS CODE as stated on RCCSD website:

The manner in which District employees dress contributes to the perceptions that others form of the District. An individual's personal appearance can create a favorable or unfavorable impression on co-workers and the public. It is especially important for staff, as representatives of the District, to present a positive image. All employees are expected to come to work well groomed and appropriately dressed.

All staff members (with the exception of transportation, maintenance, and custodial employees) are expected to comply with the following guidelines:

1. Appropriate attire includes dresses, skirts, skorts, blouses, polo shirts, sweaters, jackets, pant suits, suits, blazers, dress slacks and khakis, denim (other than blue jeans) where appropriate, shirt and tie, leather or suede shoes, and dress sandals.
2. Inappropriate attire includes leggings, stretch pants, stirrup pants, spandex pants, denim jeans, athletic wear such as sweat pants or sweat shirts, shorts, tank tops, t-shirts, bare midriffs, head wear of any type, leisure sandals (e.g., flip-flops), and sneakers.
3. Exceptions are as follows:
  - a. Principals may have special event days such as Spirit Day, Casual Dress Day, and "pajama day" holidays when staff may dress for the occasion. (On a Field Day or a field trip to a farm, for instance, jeans may be more appropriate.) Every Friday is not a jeans day, however.



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- b. Staff may request permission to wear clothing that coincides with a particular unit they are teaching. (For example, a unit on dinosaurs may include wearing a t-shirt that has a picture of a dinosaur on it.) This must receive prior approval from the building administrator.
- c. Smocks or lab coats are acceptable when working on science, art, or other projects.
- d. Physical Education teachers may wear shorts and a shirt with a collar (e.g., polo shirt), sweat suits, and sneakers.
- e. Teachers may wear sneakers for playground duty.
- f. Staff may wear casual attire on in-service days.

**District-issued employee identification badges are to be worn in schools at all times.**

***It is the responsibility of the cooperating teacher to collect the badge and return it to district office at the conclusion of the internship.***

#### 4. Absences

Student teachers will adhere to their scheduled assignments. The expectation is the student teacher will be on the campus at the scheduled time. If an emergency occurs, the student teacher must contact the cooperating teacher prior to the scheduled time.

#### 5. Cell Phone/Internet Usage

The use of cell phones and internet for personal use is prohibited during instructional and duty periods. If there is an instructional need for use of the cell phones or the internet, the cooperating teacher will verify and approve the need. Acceptable use policy:

<https://www.redclayschools.com/cms/lib/DE01903704/Centricity/Domain/66/AcceptableUsePolicy.pdf>

#### 6. Language

The school environment is no place for foul and offensive language. The words and tone of the student teacher should be free of negativity and sarcasm at all times.



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### 7. Suspected Abuse Notification

According to state law, it is a requirement to report suspected child abuse. Report any suspected abuse to the cooperating teacher immediately. Do not question the child. Only designated school officials should question the child further.

### 8. Social Networking

\*Student teachers may not fraternize with students through Facebook, Twitter, etc. and/or any form of electronic communication. Student teachers must maintain professional rapport with the students at all times.

\*See district Social Media Policy