



## **Cooperating Teacher Handbook**

**2023-2024**

***“To Teach is To Learn Twice Over.”***

***- Joseph Joubert***

**Dear Cooperating Teacher,**

**On behalf of Broward College, the Faculty and Staff of Teacher Education Program truly thanks you for your time and dedication to our future educators. Your mentorship and support this semester is no small task. We greatly honor the opportunity you have awarded our pre-service teachers. It is our expectation that the student teacher working with you will be a great asset to you and your students during the time they spend in your classroom. These candidates are eager and willing to learn as much as possible from your experiences and expertise.**

**In this handbook, you will find information about requirements for students completing field experience hours in varying stages of their education program. Additionally, we have included expectations and resources for Cooperating Teachers and Student Teachers to ensure that all participants have a positive experience.**

**Please do not hesitate to contact the Teacher Education Program with any questions or concerns you may have at any time. Our partnership is vitally important and essential to support our future teachers.**

**- Agustin Halac**

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## **Qualifications and Responsibilities of Cooperating Teachers**

### **Qualifications of the Cooperating Teacher**

1. Taught for a minimum of 3 years in a Pre-K – 12 classroom setting
2. Hold a valid clinical educator certificate
3. Hold a valid professional certificate issued by the state in which the field experience will take place
4. Earn an effective or highly effective rating on the prior year's performance evaluation

### **Responsibilities of the Cooperating Teacher**

The Cooperating Teacher will provide preservice teachers with mentorship, opportunities for collaboration, coaching, reflection and ongoing feedback. Even though preservice teachers are initially only observing the cooperating teacher, they are encouraged to become a part of the classroom community right away. It is very helpful when a preservice teacher is introduced to the students and staff at their placement site as a teacher rather than as a student.

Broward College Teacher Education Program's expectation is that preservice teachers will be allowed to exercise their creativity and apply the knowledge and skills they have learned to increase preparedness prior to entering the field. However, we do not want to disrupt learning in the assigned placement setting in any way. Preservice teachers need to work within the standards and requirements for the classroom in which they are placed.

Preservice teachers enrolled in Practicum and Student Teaching, need to spend the bulk of their experience teaching and interacting with K-12, with the approval and guidance of the cooperating teacher.

### **First Days**

Sit down with your preservice teacher to discuss expectations and to create a timeline.

1. What is your classroom management style? What do you expect from the preservice teacher?
2. What is your expectation for classroom routines? When is it ok for children to use the bathroom, sharpen pencils, get a drink of water, etc.
3. What do you want the preservice teacher to be doing while you are teaching? What will you be doing when the preservice teacher is teaching?
4. What time should the preservice teacher arrive and leave for the day?
5. Where/when is lunch? Is there lunchroom or playground duty?
6. What is your policy on bringing in outside food and beverages?
7. Timeline: Discuss how you expect the preservice teacher to complete his/her hours in your classroom.

### **Observations (Methods, Practicum and Student Teaching Only)**

Cooperating Teachers are asked to observe preservice teacher(s) while he/she is teaching when a student is placed in their classroom for Practicum and Student Teaching ONLY. Written feedback must be provided to the preservice teacher. Immediate feedback about the lesson is ideal, but we realize that is not always possible. It is encouraged that discussion regarding the observation be completed at some point in the same school day

that the observation took place. The forms needed to be used for the informal observation are provided in appendices of this handbook.

### **Lesson Plans (Methods, Practicum and Student Teaching Only)**

Preservice teachers are required to collaborate on lesson plans with the cooperating teacher before they teach the lesson. Cooperating teachers know their students well and your insight is critical to the success of a lesson. Reflection after a lesson is taught should also be incorporated regularly throughout the day. All Practicum students and Student Teachers are required to use the TEP Lesson Plan Template (Appendix A) for informal and formal observations.

### **Expectations of Field Experience**

The TEP field experience placements are designed to give students a progressive understanding of the teaching practice. Students are placed in a variety of K-12 settings and grade levels appropriate to their program. There are four types of field experience opportunities:

**Guided Placement:** The student works with the Cooperating Teacher and participates in class activities. This placement will not include the implementation of a lesson and students will not be formally observed. For guided placements, students are required to track all hours and obtain cooperating teacher feedback using the Field Experience Reaction Form (Appendix B).

**Structured Placement:** The student works with the Cooperating Teacher to plan, teach and/or assess learner(s). The student may be required to create and implement a lesson plan and then will be observed working with learner(s) as outlined in the course syllabus. The observation will be completed by the Cooperating Teacher, a TEP Clinical Supervisor, TEP faculty member, and/or the TEP Coordinator of Field Placement and Student Teaching who will work with the student in scheduling the observation date and time.

**Practicum:** The student completes 60 hours of a structured practicum placement for EEX4843, MAE3941, and SCE3941 in the appropriate content setting. Observations and field work must include a minimum of one full day per week for eight weeks. The student is required to create and implement three lesson plans and will be observed working with learner(s) as outlined in the course syllabus. Students in the Exceptional Education K-12 program will also complete 30 hours for RED4844 and 10 hours for TSL4081 in a reading setting (total of 100 hours during the Practicum semester). Observations will be completed by appropriate TEP staff and/or faculty member. It is the responsibility of the student to contact the observers to schedule the observation dates and times.

**Student Teaching:** The student will demonstrate and apply teaching competencies during his/her field work with a minimum of 37.5 hours per week for 12 weeks. The student is required to create and implement three lesson plans and will be observed working with learner(s) as outlined in the course syllabus. The observations will be completed by the appropriate TEP staff and/or faculty members. It is the responsibility of the student to contact the observers to schedule the observation dates and times.

**Breakdown of Hours and Setting Required by Course**

<b>All Students Pursuing a Bachelors in Education (Guided Placement Courses)</b>		
<b>Course</b>	<b>Required Hours</b>	<b>Required Setting</b>
EDF 1005	15	K-12 Setting
EDF 2085	15	K-12 Setting
EDF 3280	10	K-12 Setting
RED 3342	10	K-12 Reading Setting
TSL 3080	10	K-12 ESOL Setting
EDG 4410	10	K-12 Setting

<b>Students Pursuing a Bachelors in Exceptional Student Education K-12</b>		
<b>Course</b>	<b>Required Hours</b>	<b>Required Setting</b>
RED 4519	15	K-12 Reading Setting
EEX 3601	10	K-12 ESE/Inclusion Setting
MAE 4310	15	K-12 Math Setting
EEX4472	10	K-12 ESE Center
EEX4843	60	K-12 ESE Setting
RED 4844	30	K-3 Reading Setting
TSL4081	10	K-3 ESOL Setting
EEX 4945	12 weeks	K-12 ESE Setting

<b>Students Pursuing a Bachelors in Secondary Biology Education</b>		
<b>Course</b>	<b>Required Hours</b>	<b>Required Setting</b>
SCE 4330	15	6-12 Biology Setting

SCE 3941	60	6- 12 Biology Setting
SCE 4944	12 weeks	6-12 Biology Setting

<b>Students Pursuing a Bachelors in Math Education</b>		
<b>Course</b>	<b>Required Hours</b>	<b>Required Setting</b>
MAE 4330	15	5-9 Math Setting
MAE 3941	15	6-12 Math Setting
MAE 4945	60	6- 12 Math Setting

<b>Educator Preparation Institute (EPI) Students</b>		
<b>Course</b>	<b>Required Hours</b>	<b>Required Setting</b>
EPI 0940	30	Setting Determined by Subject on Statement of Eligibility
EPI 0945	30	

**\*\*\* If you are concerned that your setting may not meet the requirements outlined above, please contact the Coordinator of Field Placement and Student Teaching as soon as possible.**

### **Requirements of Field Experience**

#### **Attendance/ Punctuality**

- Arrive at the placement school 10-15 minutes early and check in at the main office. Let the office staff know that you will be coming on a regular basis.
- Always scan your badge or sign in/out at the school's front office upon arrival and departure.
- Adhere to the schedule you and your Cooperating Teacher agree upon.
- If an emergency arises, notify the Cooperating Teacher as soon as possible. All required hours must be completed by the due date.

#### **Dress Code**

- The security clearance badge must be visible at all times.
- Dress professionally and appropriately for the school setting.
- Maintain a clean and neat appearance at all times. Please consider covering tattoos and excess piercings.
- Avoid clothing that is revealing and/or provocative in nature.

- At no time will clothing such as t-shirts, flip flops, jeans, low cut shirts, cutoffs, etc., be tolerated at the school. Students observed dressing inappropriately at a school site may be asked to leave the school and must make up the hours at a later date.

**Maintain Professional Conduct**

Students are expected to respect the internal rules of the school in which they are placed as they are representing Broward College’s TEP. The student is expected to:

- During the first visit of your guided placements, provide the Cooperating Teacher with a copy of the course syllabus.
- Demonstrate professional and ethical behavior at all times.
- Be supervised by the Cooperating Teacher at all times. Students should not be left alone in a K-12 classroom setting at any time.

**Methods**

Methods courses are designed to prepare students for the Practicum semester. During Methods, students will complete 15 hours of field work and teach one lesson that is designed in collaboration with the Cooperating Teacher. Students will be observed teaching the lesson by the cooperating teacher using the Methods Observation Tool (Appendix C). This serves as an informal observation.

All TEP students are required to take one of the following methods courses:

<b>Program</b>	<b>Course</b>	<b>Field Experience Hours</b>
Exceptional Student Education K-12	MAE4310	15
Middle/Secondary Science	SCE4330	15
Middle/Secondary Mathematics	MAE4330	15

**Practicum**

Practicum is designed to prepare students for the Student Teaching Internship. During Practicum, students will spend a minimum of one full day (teacher work hours) per week for eight weeks in the K-12 classroom. Students are required to create and implement three lesson plans and will be observed working with learner(s). The observations will be completed by the appropriate TEP staff and/or faculty member. In addition, students are to review and complete the Practicum Student/Cooperating Teacher Agreement to ensure understanding of all Practicum policies and procedures (Appendix D).

**Practicum Placement**

All students are required to begin their practicum placement Week 5 of the semester and conclude Week 14. Students and Cooperating Teachers will select the day of the week that the student will complete their practicum fieldwork. The selected day must remain consistent throughout the practicum placement. Each student will be observed three times: two formal and one informal.

### Practicum Site Attendance Policy

- Students are required to attend their practicum placement one day per week for eight weeks for EEX4843, MAE3941, and SCE3941. The student must be at the school for the entire school day (7.5 hours). The student will complete a total of 60 hours of placement (7.5 hours per day for 8 weeks) for EEX4843, MAE3941, and SCE3941.
- Students in the Exceptional Education K-12 program will complete an additional 40 hours for RED4844 and TSL4081. For RED4844 and TSL 4081, students must attend once per week for 8 weeks for a total of eight times during the term.
- Practicum hours will be tracked by the student using the Practicum Observation Logs (Appendix E). Students will submit Log 1 to track hours completed during weeks 1-4 and Log 2 to track hours completed during weeks 5-8.

### Practicum Observations

Observation	Observer	Week(s) Conducted
1 <sup>st</sup> Formal	Coordinator of Field Placement & Student Teaching or TEP Staff	Weeks 3-4 of the Term
Informal	Cooperating Teacher	Week 5 of the Term
2 <sup>nd</sup> Formal	TEP Content Area Faculty	Week 6-8 of the Term
Remediation (resubmission if applicable)	TEP Content Area Faculty	Remediation Week (if necessary)

During these observations the TEP student will be assessed using the Practicum Observation Tool (Appendix F), which outlines the appropriate FEAP indicators.

### Student Teaching

- Student Teaching is an integral part of teacher education, giving students an opportunity to apply the theories and practices they have learned in their courses to a K-12 classroom. During
- Student Teaching, students will demonstrate and apply teaching competencies by completing a
- minimum of 37.5 contact hours per week for 12 weeks. The Student Teacher is required to create and implement three lesson plans and will be formally and informally observed working with
- learner(s). The formal observations will be completed by the Teacher Education Program (TEP)
- Clinical Education Staff/Faculty. The informal observation will be conducted by the Cooperating Teacher.

### Student Teaching Attendance Policy

- It is essential that Student Teachers attend every day of the student teaching internship and show professionalism by being on time. Any absence, excused/unexcused, from student teaching must



- be made up at the end of the 12-week student teaching period. Student Teachers must complete the Student Teaching Logs each month and submit them in LiveText by the designated date
- Students must notify the Cooperating Teacher and the Coordinator of Field Placement and Student Teaching in advance of an absence(s) due to religious holy day(s) in his/her own faith, and shall likewise notify the Cooperating Teacher and the Coordinator of Field Placement and Student Teaching in advance of absences when practicable under the circumstances.
- Student Teachers are required to follow the School Board of Broward County calendar (Including attendance and participation in teacher planning days and early release days) unless otherwise directed.

**Substitute Teaching**

Student Teachers, who are current School Board of Broward County substitute teachers, may serve as a substitute teacher in the classroom of their Cooperating Teacher for a maximum of ten days after the 3rd week of the semester. Student Teachers are not eligible to serve as a substitute teacher in any other classroom within the placement school.

**Working with Families**

Preservice teachers are required to participate in parent/teacher conferences as well as Individualized Education Plan (IEP) meetings. It is up to the Cooperating Teacher to determine the extent of participation. Candidates need to assist with preparing for conferences as part of a collaborative team. They also need to at least observe a conference. The ideal situation would be for them to take the lead for one or more conferences.

**Collaboration**

As much as possible, Students need to have opportunities to become members of instructional teams in the school and active participants in professional decisions. Students should be active participants in professional learning communities (PLC), school faculty meetings, and as much as possible in the Parent Teacher Association (PTA), and School Advisory Council (SAC).

**Student Teaching Observations**

Each student will be observed three times: two formal and one informal.

<b>Observation</b>	<b>Observer</b>	<b>Weight</b>
1 <sup>st</sup> Formal	TEP Clinical Education Staff	Pass/Fail
Informal	Cooperating Teacher	Not graded
2 <sup>nd</sup> Formal	Coordinator, Field Placement & Student Teaching	Pass/Fail

Remediation (resubmission if applicable)	Coordinator, Field Placement & Student Teaching	Pass/Fail
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Students will be observed three times during the semester, twice formally and once informally. During these observations the TEP student will be assessed using the Student Teaching Observation Tool (Appendix H), which outlines the appropriate FEAP indicators. After each observation, the Student Teaching Observation Tool will be reviewed with the TEP student to identify FEAP indicators met and those in need of improvement.

After the first formal observation, the Student Teaching Observation Tool will be reviewed with the TEP student to identify FEAP indicators met and those in need of improvement. The informal observation allows the TEP student an opportunity to focus on the identified areas. Following the informal observation, the Student Teaching Observation Tool will again be reviewed by the Cooperating Teacher with the TEP student to discuss areas of growth and any additional FEAP indicators not met and in need of improvement.

### **Student Teaching Remediation**

During the second formal observation, the TEP student is required to meet every FEAP indicator on the Student Teaching Observation Tool. If an indicator is not met during the second formal observation, one final observation will be conducted. If the student does not meet every FEAP indicator on the Student Teaching Observation Tool during the remediation/final observation, the student will receive an "F" for the observation and therefore, fail the Student Teaching course and not progress to Student Teaching. The student will be required to retake the Student Teaching course in a future term.

### **Student Teaching Schedule**

The following is the required schedule of the student teaching internship. Any deviation to this schedule must receive prior approval from the Coordinator of Field Placement and Student Teaching and the Cooperating Teacher.

#### **Week 1**

- Student Teachers should introduce themselves to the school administration, office personnel and applicable support staff members.
- Review Student Teaching expectations, assignment, the Student Teaching Observation Tool, etc., with the Cooperating Teacher.
- Begin collaborating with the Cooperating Teacher in lesson planning and working with small groups.

#### **Week 2**

- Student Teachers should begin by assuming direct instruction of half of his/her Cooperating Teacher's classes/periods and gradually assume all classes/periods.

#### **Week 3**

- By the end of week 4, students should assume full instructional responsibility of the classroom.
- Students should begin to develop and implement Three Lesson Plans (critical assignments).
- Student Teachers should always receive prior approval from their Cooperating Teacher before assuming additional instructional responsibilities.

#### **Weeks 4-10**

- Student Teachers will continue with full instructional responsibility of the classroom.

#### **Week 11**

- In collaboration with his/her Cooperating Teacher, Student Teachers will begin to gradually release instructional responsibility back to the Cooperating Teacher.

#### **Week 12**

- Student Teachers will have released all instructional responsibilities back to the Cooperating Teacher.
- Student Teachers should request a Letter of Recommendation from their Cooperating Teacher (if appropriate).

#### **Student Teaching Observation Schedule**

The following is a sample observation schedule, which is subject to change at the discretion of the observer:

#### **Weeks 3 - 5**

- First formal observation will be conducted by a TEP Clinical Education Staff and must be scheduled with the assigned observer.

#### **Week 6-7**

- Informal observation and will be conducted by the Cooperating Teacher.

#### **Weeks 8-11**

- Second formal observation will be conducted by the Coordinator of Field Placement and Student Teaching and must be scheduled with the assigned observer.

#### **Week 12-13**

- Remediation observation (if applicable) will be conducted by the Coordinator of Field Placement and Student Teaching.

#### **Extending Student Teaching**

A student teacher may receive an “Incomplete” if it is determined that more time is needed to demonstrate competence. In this case, the student teacher will be given the chance to extend student teaching rather than fail. A progress monitoring plan will be implemented and must be strictly followed

by the student teacher. If, after the extended time is completed, the student teacher is able to meet the standards for a successful student teacher, he or she may receive a grade of "Pass."

"Incomplete" means that the student teacher has completed all the requirements for student teaching, but needs more time to demonstrate mastery in one or more of the areas on the Student Teaching Observation Tool (Appendix H).

### **Termination of Student Teaching**

If a student teacher is asked to leave his or her Student Teaching assignment by the Cooperating Teacher or other school official, the student teaching experience will be immediately terminated.

A student who fails Student Teaching will be required to spend a semester in remediation as determined by TEP faculty and administrative team. When the student has successfully completed remediation requirements, he or she may be allowed to repeat Student Teaching.

### **The Role of the Broward College TEP Coordinator of Field Placement and Student Teaching in Supporting the Cooperating Teacher**

- Ensure each Cooperating Teacher has a copy of the Cooperating Teacher Handbook.
- Check in regularly with the Cooperating Teacher so that no one is surprised if a problem arises. If you are not able to do this in person every time, an email or phone call is an acceptable form of communication.
- \*Formally observe each preservice teacher at the times outlined above.
- \*Schedule observations ahead of time and arrive when expected.
- \*Schedule enough time for visits so there is plenty of time for touching base with the cooperating teacher and giving feedback to the preservice teacher.
- \*Require detailed TEP lesson plan for each observation and provide feedback digitally to the preservice educator for review.
- \*Maintain and communicate high expectations of preservice teachers during early observations and address ALL issues or potential issues regarding classroom management, instructional delivery, and other areas during post observation conference.
- \*Give constructive as well as reinforcing feedback after each observation. Always challenge students with some aspect for further growth.
- \*Develop an individualized progress monitoring plan (Appendix I) to include regular follow ups for any student identified as not demonstrating adequate mastery of the Florida Educator Applied Practices (FEAPs).
- Ensure that preservice teachers meet all requirements for successful completion of their program as outlined in the TEP Student Handbook and course syllabus.
- \*Complete final evaluations for each preservice teacher.

***\* Denotes responsibilities specific to students in Practicum and Student Teaching.***

## **Coordinator of Field Placement and Student Teaching**

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**The Coordinator of Field Placement and Student Teaching is your first contact for questions and concerns. If you find that you are not having your questions and concerns addressed by the supervisor, please contact one of the Teacher Education Program Faculty/Staff listed below:**

### **Broward College TEP Contacts**

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