

Cooperating Name _____

Practicum Apprentice _____

Cooperating Teacher Checklist

Please consider the numerous ideas listed below as suggestions. While some are essential, others may not fit your program.

- ___ Read information from program coordinator regarding beginning/ending dates of practicum.
- ___ Complete attached **UT Practicum Cooperating Teacher Contact Form** and give this to your apprentice to keep in his/her Practicum Notebook.
- ___ Obtain **Practicum Apprentice Contact Forms** from your apprentice. Keep one copy at home and one at school.
- ___ Establish home e-mail connection with your apprentice.
- ___ Check e-mail regularly for communications from UT facilitator or program coordinator.
- ___ Exchange educational philosophies and personal goals with your apprentice
- ___ Arrange the following to define your apprentice's space: a desk or table, a folder or basket for messages, a secure place to store personal belongings, and a place for the Apprentice Notebook to be available to the facilitator and program coordinator, yet off-limits to students, visitors, etc. to protect confidentiality.
- ___ Establish a folder or basket for all papers related to your apprentice.
- ___ Inform apprentice regarding teacher parking policies at your school.
- ___ Arrival and departure time should be clearly stated in writing. Posted hours for practicum are 7:30 until 4:30. Discuss your preferences and record your agreement below:
Daily arrival and departure times for Apprentice: _____
Have these times initialed by your apprentice for your records.
- ___ Review emergency procedures (fire, dangerous weather, intruders) with your apprentice as soon as possible.
- ___ Provide examples of your own long-range and daily lesson plans, pointing out that novice teachers often need more thorough written plans to support effective instruction.
- ___ Assist your apprentice in assembling the following:
 - Daily schedule
 - Emergency procedures
 - Class list
 - Seating charts
 - School map
 - Attendance zone map
 - School population data
 - School calendar
 - Faculty handbook
 - Teacher manuals and texts
 - District and school goals
 - Curriculum guides
 - Prepared units
 - Sketch of classroom arrangement(s)
 - Long-range and short-range plans
- ___ Arrange for your apprentice to have computer access.
- ___ Introduce apprentice to the class.

- ___ Provide apprentice with an opportunity to share information about himself/herself with the class.
- ___ Explain any extra duties that you perform and allow apprentice to share these responsibilities as appropriate.
- ___ Encourage your apprentice to express personal opinions and to discuss problems freely. Support innovation!
- ___ Respect your apprentice as a preservice professional entering an extremely challenging and rewarding career.
- ___ Allow yourself to be imperfect! Your own self-acceptance and sense of humor will be immensely valuable.
- ___ Support your apprentice discreetly, avoiding embarrassment in front of others. Recall your own missteps as a beginning teacher.
- ___ Encourage your apprentice to keep you fully informed of any concerns.
- ___ Encourage participation in community activities. Initial each item your apprentice lists on the Practicum Volunteer School and Community Service form. Sign the bottom of the form before final evaluations.
- ___ Share time-saving methods for maintaining records and handling routine tasks.
- ___ Involve your apprentice in parent conferences, demonstrating the amount of preparation, documentation and follow-up required.
- ___ Establish a relationship based upon mutual trust and respect.
- ___ Show locations of materials for apprentice use:
 - Transparencies
 - Pens for transparencies
 - Chalk
 - Poster board
 - Chart paper
 - Butcher paper
- ___ Introduce procedures for use of these facilities:
 - Telephone
 - Computer
 - Laminating machine
 - Copier
 - Paper cutter
 - Teacher lounge/workroom
 - Media center/library (May apprentice check out materials?)
 - TV/VCR
 - Tape player/recorder
 - Computer projector
 - Centers
 - Art/music materials
 - Bulletin boards
- ___ Introduce your systems for each of the following:
 - Classroom management
 - Supporting student self-esteem
 - Developing a community of learners
 - Maintaining a positive classroom climate
 - Maximizing learning time
 - Keeping records to monitor student progress
 - Grading, composing report card comments (if applicable)
 - Communicating with parents, administrators, counselor, nurse, etc.

- ___ Use the dialogue journal regularly to facilitate written communication with your apprentice.
- ___ Discuss the five principles of the newly revised Code of Ethics and Standard Practices for Texas Educators with your apprentice. Apprentices have been asked to print a copy for their notebooks. You may also refer to the SBEC Web site to review recent changes.
- ___ List routine tasks that your apprentice may begin performing for you almost immediately. Suggestions include attendance, correcting, distributing materials, supervising small groups, assisting individuals, checking out books from classroom library, developing bulletin boards, and escorting students to lunch.
- ___ Share available information about your students. Your apprentice will be asked to complete the TxBess Class Background Study. Please assist and refer your apprentice to office staff who may be able to help.
- ___ Demonstrate professional courtesy by inviting your apprentice to enjoy lunch with you daily.
- ___ Familiarize your apprentice with class procedures for:
 - Admission/dismissal
 - Attendance checking and recording
 - Storage of personal belongings
 - Cafeteria
 - Restrooms
 - Playground
 - Hallways
 - Before/after school
 - Parent drop-off, pick-up areas
 - Students walking home
 - Bus areas
 - Assemblies
 - Library/media center
 - Special classes
 - Pencil sharpening
 - Snacks
 - Naps
 - Clean-up
 - Materials distribution
 - Lining up
 - Signal systems
- ___ Introduce your apprentice to administrators, counselors, nurses, teaching teams, etc.
- ___ Demonstrate respect for your apprentice as a fellow professional and learner.
- ___ Complete a formal observation of your apprentice once or twice per week from week 4 forward. Date and initial each formal written observation. Log your formal observation dates and times on the Cooperating Teacher's Formal Observations Log. Keep one copy of the written observation in your UT Apprentice Folder, and give one copy to your apprentice to keep in his/her Apprentice Notebook. This compilation will be shared with the facilitator and the program coordinator.
- ___ Become familiar with university policies by reading the Handbook for Apprentice Teachers in your apprentice's notebook.
- ___ Read the document titled "Apprentice Notebook" carefully.
- ___ Become familiar with expectations for lesson plans by reading the Guide to Lesson Planning and examining the Lesson Plan for Learner-Centered Instruction.
- ___ Allow time for the apprentice to reflect upon each lesson taught before beginning a conference.

- ___ Point out positive performance, but be honest about need for improvement. Your apprentice is relying upon your teaching expertise, so be ready to serve as his/her most valuable resource.
- ___ Inform apprentice about school and community resources available to assist teachers and students.
- ___ Help the apprentice become familiar with community characteristics.
- ___ Expect the apprentice to attend all faculty meetings with you.
- ___ Consider yourself and your apprentice as learning partners.
- ___ Encourage the apprentice to:
 - Note his or her own reactions to the lesson.
 - Compare observed student outcomes with expected outcomes.
 - Recognize links between teacher behaviors and student achievement/behavior.
- ___ Keep the UT facilitator informed about goals and concerns.
- ___ Discuss special services available through the school or district.
- ___ Share ways that you and the school inform, empower, support and involve parents.
- ___ Provide a daily time for conferencing with the apprentice.
- ___ Encourage your apprentice to ask questions and to seek clarification when needed.
- ___ Discuss the ways you maintain a positive classroom climate.
- ___ Invite your apprentice to make suggestions and try new ideas.
- ___ Establish routines for using a dialogue journal to facilitate daily communication.
- ___ *Effective planning conferences between the cooperating teacher and apprentice are key to apprentice success.
- ___ Help your apprentice to embrace developmentally appropriate practices that address the social, emotional, physical, cognitive and cultural domains.
- ___ Assist your apprentice in constructing a child-centered curriculum based upon interests, needs, and experiences of individual students.
- ___ Assist your apprentice in relating curriculum goals to TEKS outcomes and TAKS objectives.
- ___ Point out characteristics of especially engaging classroom activities.
- ___ Demonstrate how ongoing informal observation and conversation inform your teaching, enabling you to build upon student interests and needs.
- ___ Include your apprentice in any team planning you do, encouraging participation.
- ___ Develop the 14-week practicum plan for gradual immersion of apprentice and gradual return of teaching duties following a three-week period of total teach. (See examples and Practicum Plan form by the end of the second week.) The plan may be revised at the midterm conference or earlier as needed. Date all revisions.
- ___ Plan lessons/activities cooperatively until your apprentice demonstrates readiness to plan independently for subsequent cooperating teacher review/approval.
- ___ Initial the Weekly Checklist to verify that you have read and approved apprentice lesson plans prior to implementation.
- ___ During the planning stage, help apprentice to anticipate transitions and other classroom management challenges.
- ___ Encourage detailed instructional planning that incorporates classroom management strategies.
- ___ Encourage curriculum integration.
- ___ Encourage integration of technology.
- ___ Urge anticipation of transitions likely to present management challenges.
- ___ Demonstrate flexibility, allowing apprentice to employ a variety of appropriate selected teaching methods. Encourage reasonable risk-taking.
- ___ Encourage ongoing, systematic gathering of information about student progress across all domains.

- ___ Encourage planning to facilitate student choices, meaningful engagement in activities, and the development of self-control.
- ___ Encourage planning that reflects consideration of cultural heritage, social, intellectual, emotional, linguistic, and economic factors.
- ___ Set clear expectations for timely completion of apprentice plans to allow for your review, discussion and possible revision in advance of implementation.
- ___ Review apprentice plans thoroughly and provide timely feedback..
- ___ Promote differentiated planning to meet individual student needs.
- ___ Encourage apprentice to focus on particular characteristics of your instruction during his/her observations of your teaching.
- ___ Make conferences both reinforcing and corrective.
- ___ Refer to cluster components of the Preservice Practicum Formative Assessment Form for guidance.
- ___ Encourage apprentice to identify personal goals to improve his/her own teaching effectiveness.
- ___ Encourage apprentice to evaluate the effectiveness of lessons/activities.
- ___ Encourage creative problem-solving by apprentice, but offer resources and suggestions when requested or needed.
- ___ Encourage and reinforce apprentice initiative.
- ___ Discuss your strategies for involving parents.
- ___ Provide consistent support as the apprentice addresses classroom management and discipline issues.
- ___ Complete a midterm Formative Assessment no later than the seventh week of the practicum.
- ___ Complete the Final Evaluation Form during the 14th week of the practicum.
- ___ Read Practicum Bulletins regularly.
- ___ Share suggestions for improvement regarding this checklist and other practicum materials provided by facilitators or coordinators.