School of Education

Cooperating Teaching Handbook

Latest Revision October 2026

REGENT UNIVERSITY

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Welcome and Program Overview

Thank you for opening your classroom to a future teacher. Your daily example, feedback, and encouragement shape the teacher your candidate becomes, and no course can replace that. This handbook explains what we ask of you, what you can expect from us, and how to make the placement a success for the candidate and for your students.

Purpose of this handbook

This handbook applies to cooperating teachers in both elementary (grades pre K-6) and secondary (grades 6-12) placements. Where expectations differ by level, we say so. It covers preparation, mentoring, observation, evaluation, and policies.

Program overview

- **Placement length:** 15 weeks, full time
- **Structure:** observation and co-teaching first, then increasing lead teaching, then full responsibility, then gradual return of duties (see Part 5).
- **Terminology:** we use *cooperating teacher* for the classroom teacher, *teacher candidate* for the candidate, and *university supervisor* for our program's representative.

Roles and responsibilities

Role	Primary responsibilities
Cooperating Teacher	Welcomes and mentors the candidate daily, models effective practice, co-plans and co-teaches, observes and gives frequent feedback, and contributes to evaluations
Teacher Candidate	Plans and teaches with growing independence, reflects on practice, accepts and acts on feedback, and follows school and program policies
University Supervisor	Observes the candidate, meets with both of you, supports problem-solving, completes formal evaluations, and is the link to the university
Building Administrator	Approves the placement, orients the candidate to school policies, and supports the cooperating teacher

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Role	Primary responsibilities
Director of Clinical Experiences	Manages placements and policies, resolves concerns, and provides training for cooperating teachers

Who to contact

Question about	Contact	Phone / email
Daily questions and day-to-day concerns	University Supervisor	Dr. Jenny Sue Flannagan 757-531-5057 jennfla@regent.edu
Policy, placement changes, or serious concerns	Director of Clinical Experiences	Dr. Jenny Sue Flannagan 757-531-5057 jennfla@regent.edu
Stipend, tuition waiver, or professional development credit	Academic Support Manager	Olivia Dennis 757.352.4321 olivden@regent.edu
Technology or forms	Academic Support Manager	Olivia Dennis 757.352.4321 olivden@regent.edu

Eligibility to serve

Cooperating teachers typically meet these criteria:

- Must hold a valid license in the area where the candidate is being certified.
- Must have at least 3 years of teaching experience, with 3+ years in the current school.
- Demonstrates effective instruction and a commitment to mentoring
- May have been recommended by the building principal.

- May have been recommended by a Regent University Teacher Candidate and has completed the Cooperating Teacher form

Required training

Complete the program's cooperating teacher orientation before the placement begins. You can view, or listen to, the Cooperating Teacher Orientation Video Series in its entirety before the student teacher arrives. In the video series, I will share your responsibilities, student teaching assessment criteria, and other information pertaining to your role as cooperating teacher. *Please email me to let me know when you have completed the series.*

During the week before the placement begins, you will be sent a zoom link. Orientation and training will take about an hour. During this time, we will go over in depth more of the information from this guide.

Preparing for Your Teacher Candidate

A calm, organized start sets the tone for the whole placement. Do these things before and during the first week.

Before the candidate arrives

- Review responsibilities, requirements, and expectations for cooperating teachers outlined in the Cooperating Teaching Handbook and in your school's policy.
- Make pre-teaching contact with the teacher candidate via email or phone. Encourage a pre-teaching visit. Learn about the teacher candidate's background: subject knowledge, pre-student teaching field experiences, and special skills and interests. Read the candidate's introduction or résumé, and share a short note about yourself, your classroom, and your students (without identifying information).
- Tell your students and families that a second teacher will join the class. At the elementary level, a short letter home works well. At the secondary level, introduce the candidate in class.
- Clear a workspace with a desk or table, a chair, and a place for materials.
- Gather curriculum guides, pacing calendars, textbooks and digital logins, seating charts, and class rosters (as policy allows).
- Confirm with the main office that the candidate has a badge, parking information, and any required background clearance on file.

First-week checklist

- ☐ Tour the building: restrooms, copy room, library, cafeteria, nurse, counselors
- ☐ Introduce the candidate to the principal, office staff, and your team or department
- ☐ Review the daily schedule, bell schedule, and calendar (assemblies, testing, early dismissal)
- ☐ Walk through emergency procedures: fire, lockdown, severe weather
- ☐ Review classroom routines, procedures, and behavior systems
- ☐ Explain attendance, grading, and communication tools
- ☐ Share how to reach you and when you are available to plan
- ☐ Review the school's policies on confidentiality, mandated reporting, dress, and cell phone and social media use
- ☐ Set a weekly time to meet (at least 30 minutes)
- ☐ Decide where and how you will exchange lesson plans

For a more detailed checklist, please click here.

Setting expectations in week one

Have a direct conversation about how you will work together. Cover:

- How you like to communicate (text, email, in person) and how quickly you expect responses.
- When lesson plans are due to you, and how far ahead.
- What the candidate may do independently and what needs your approval, such as discipline, parent contact, and use of outside materials.
- How you will give feedback, and how often.
- What you most hope the candidate will learn from you.
- What the candidate most hopes to learn.

Introducing the candidate to students and families

- Present the candidate as a teacher with real authority in the room, not a visitor or helper. Use "Mr./Ms. [Name]" with students.
- Elementary: send a family letter and plan a class introduction activity.
- Secondary: introduce the candidate in each class period, and have the candidate share a short professional background.
- Make clear to students that the candidate's directions apply the same as yours.

Mentoring and Coaching

Mentoring a candidate means teaching an adult learner while you teach your students. The most effective cooperating teachers model deliberately, share their thinking, and hand over responsibility step by step.

Mentoring philosophy

- **Gradual release of responsibility:** you do it, we do it, they do it with support, they do it alone.
- **Adult learner approach:** candidates are developing professionals. Ask questions, invite their ideas, and build on their strengths.
- **Growth over perfection:** treat errors as the material for the next lesson.
- **Shared classroom:** the room belongs to both of you. The candidate should leave the placement feeling they taught, not just assisted.

Modeling effective teaching

Candidates learn a great deal from watching you, but only if they can see your reasoning. Try to:

- Think aloud about why you chose an activity, grouped students, or changed course mid-lesson.
- Name the strategies you use for management, questioning, differentiation, and transitions.
- Show how you use assessment data to decide what comes next.
- Share your own mistakes and what you learned.
- Give the candidate a focus when they observe, such as "Watch how I handle off-task behavior" or "Notice how I check for understanding."

Co-teaching models

Co-teaching keeps both teachers actively involved and gives the candidate more time with students. Start with the more supportive models and move toward the more independent ones.

Model	How it works	Good for
One teach, one observe	One teaches while the other collects data on students or teaching using an agreed focus	Early weeks (Weeks 1-3); targeted feedback
One teach, one assist	One leads while the other circulates and supports individual students	Early weeks (weeks 4-8); first solo lessons could be

Model	How it works	Good for
		morning meeting routines by week 4.
Station teaching	Content is divided into stations; each teacher leads one, others are independent or student-led	This works best in elementary school. Anytime during weeks 3-8)
Full Teaching	Teacher candidate assumes the role of the teacher in the classroom	Weeks 8-14

Co-teaching works best when you plan together beforehand and debrief afterward. Do not leave the room for long periods.

Co-planning

- Schedule a regular planning time each week, protected from other duties.
- Early on, plan lessons together. Move toward the candidate drafting plans and you reviewing them.
- Review plans [24-48 hours] before the lesson so there is time to revise.
- Ask the candidate to state the objective, how students will show learning, and how the lesson meets diverse needs.
- Share your unit plans, curriculum maps, and assessment tools, and discuss how they fit together.

Supporting reflection and goal setting

- Ask open questions after each lesson: *What went as planned? What surprised you? What would you change?*
- Help the candidate set one or two specific growth goals at a time, and revisit them weekly.
- Encourage a reflection journal or log, and respond to entries if the program asks for it.
- Feel free to use the Coaching Stem resource and/or active listening resource to help provide candidates with feedback.

Working with different candidates

Candidates arrive with different experiences, confidence, and learning styles. Some need more structure. Others need more room. Check in often about what is helping and adjust your support.

When you are unsure how to support a particular candidate, talk with the university supervisor early.

On occasion, cooperating teachers (or university supervisors) may have concerns about a Regent University Teacher Candidate. These concerns may vary but could include:

- General unreadiness to student teach
- Unreported or frequent absences
- Unprofessional behavior
- Poor quality of work
- Problems with relationships (students, colleagues, administrators, others)

With even a slight concern, it is better for both the teacher candidate and the University to know of concerns early. We suggest you try the following:

- Discuss your concern with the candidate and allow a couple of days for response;
- If you are not satisfied with the response, contact the university supervisor who will immediately make an appointment for a three-way conference with you and the student teacher. You may agree to write an improvement plan including expectations, a timeline, and method for evaluation of progress;
- If you have a concern about a university supervisor (e.g., not scheduling and meeting with you or not supervising the student teacher) call the Director of Field Placement at 757-531-5057

Behaviors the Cooperating Teacher Should Document

When there is a concern about a teacher candidate and the problem persists, it is important to maintain records that describe the behavior and document when it occurs. Behaviors that should be documented include but are not limited to:

- Late arrival / early departure
- Not planning / preparing for assigned responsibilities
- Failure to submit plans as directed
- Inappropriate dress

- Lack of initiative
- Lack of cooperating with the established program goals
- Lack of participation and collegial interaction within the school culture
- Poor quality of work
- Failure to implement suggestions in a timely manner
- Inappropriate interactions or behaviors with students

Observation and supervision of teacher candidates is a formative process. Intervention is expected for those candidates who are not making satisfactory progress in coursework or in behavioral expectations such as those described above. This intervention will be accomplished in the form of an Action Plan. A sample action plan template is provided in the Appendix.

In the case of lack of adequate progress or as a result of behavioral concerns, an Action Plan will be developed by the Director of Clinical Practices in collaboration with the University Supervisor and Cooperating Teacher. The action plan must be approved before implementation.

To develop an action plan, the University Supervisor will hold a conference with the student teacher and Cooperating Teacher to discuss the plan. The University Supervisor will explain the action plan and will listen to relevant comments from the student teacher. The action plan will be implemented as written, or the plan may be modified and then implemented based on the outcome of the conference.

An Action Plan identifies areas of concern, provides a plan for improvement, specifies expected performance levels, and provides dates for further review to assess a teacher candidate's progress. The action plan, the review meetings, and the resolution of the plan must be documented in writing.

The Director of Clinical Practices will receive the signed Action Plan. Copies of the written plan will be provided to the student teacher, University Supervisor, and Cooperating Teacher (if needed). If a teacher candidate successfully completes the plan and is recommended for licensure, all written documentation related specifically to the action plan will be destroyed. However, if the student teacher is unsuccessful in the student teaching experience, all written documentation will remain part of the student's file.

Failure to sign the Action Plan does not revoke the Plan. The Action Plan is still in effect with a notation that the student refused to sign the document.

Observation and Feedback

Frequent, specific, timely feedback is the most powerful thing you give a candidate. Aim for a little feedback every day and a longer conversation every week.

Informal and formal observation

Type	What it looks like	Frequency
Informal	Brief notes taken during a lesson, a quick conversation afterward	Dailey Bi-Weekly evaluations will happen in Weeks 2 and 10
Formal	Scheduled, with a pre-conference, written observation using the program's form, and a post-conference	2 formal (Mid-Term and Final)

Observation tools

Agree on a focus before you observe. Useful tools include:

- **Scripting:** write down what the teacher and students say and do.
- **Time on task or engagement checks:** note how many students are engaged at set intervals.
- **Questioning log:** record the types and levels of questions and who responds.
- **Movement or proximity map:** track where the candidate moves during instruction.
- **Standards-based rubric:** use the program's-See Appendix C for sample forms.

Pre- and post-observation conferences

Before (about 10-15 minutes):

- What are the lesson's objectives and how will you know students met them?
- What do you want me to watch for?
- What concerns do you have?

After (as soon as possible, ideally the same day):

1. Ask the candidate to describe what went well and what they would change.

2. Share the evidence you collected, not just your impressions.
3. Name one or two strengths and one or two priorities for next time.
4. Agree on next steps and when you will check progress.

Giving effective feedback

Good feedback is:

- **Specific:** "Your directions were clear because you showed an example first," not "Good job."
- **Timely:** within a day whenever possible.
- **Balanced:** acknowledge strengths and name areas for growth.
- **Actionable:** offer a concrete next step the candidate can try.
- **Focused:** limit to a few priorities rather than a long list.
- **Two-way:** invite the candidate to respond and propose solutions.

Useful sentence starters:

- "I noticed..."
- "What was your thinking when...?"
- "One thing you might try next time is..."
- "How did you know students understood?"

Weekly conferences

Meet at least once a week, away from students, for 30 minutes or more. A suggested agenda:

1. Celebrate successes from the week.
2. Review progress toward goals.
3. Discuss challenges and strategies.
4. Plan the coming week, including who teaches what.
5. Raise any questions about policies, students, or the program.

Keep brief notes so you and the candidate can see growth over time.

Difficult conversations

Raise concerns early, privately, and kindly. If something is not improving:

- Describe what you observed and why it matters, using evidence.
- Ask the candidate for their view.
- Agree on specific actions and a date to revisit.

- Document the conversation.
- Contact the university supervisor if the issue continues or affects students (see Part 9).

Timeline and Teaching Load

Candidates grow fastest when responsibility increases in clear phases. The schedule below is a model for a 15-week placement.

Phased timeline

Phase	Weeks	Elementary	Secondary
1. Orientation and observation	1-2	Learn routines and students' names; observe and assist; lead a morning meeting or one short activity	Learn routines and students' names; observe all class periods; assist; teach a short segment
2. Co-teaching	3-4	Co-plan and co-teach one subject; lead small groups and centers	Co-plan and co-teach one or two class periods; lead bell-ringers, discussion, or practice
3. Increasing lead teaching	5-8	Take over one subject, then add others; [3-4] subjects by midterm	Take over one preparation, then add a second; [2] preparations by midterm
4. Full responsibility	9-14	Lead the full day, including planning, instruction, assessment, and communication, for all weeks	Lead all classes, including planning, instruction, assessment, and communication, for all weeks
		Gradually return duties to you while the candidate observes other teachers and reflects	Gradually return classes to you while the candidate observes other teachers and reflects

Replace the bracketed numbers with your program's requirements. Many programs set a minimum number of full-responsibility days or weeks.

Teaching load expectations

- **Elementary:** the candidate leads a growing number of subjects and routines until managing the full day, including transitions, arrival and dismissal, duty, and communication with families.

- **Secondary:** the candidate leads an increasing number of class periods and preparations until reaching the program's full load. If you teach many different preparations, talk with the university supervisor about how to share the planning.
- Whatever the level, the candidate should be teaching real lessons that matter to students, not only filler or review.

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Evaluation and Assessment

Your observations are the most important evidence in the candidate's evaluation. You see the candidate every day, and the program relies on your judgment.

Formative and summative evaluation

- **Formative:** ongoing feedback and coaching that helps the candidate improve. This happens daily and bi-weekly. For bi-weekly evaluations, you will use this link: https://regentuniv.qualtrics.com/jfe/form/SV_aX0c2QQCwWIKOjQ

- **Summative:** formal ratings at the midpoint (weeks 4, 7, 11) and end of the placement (week 15 or 16) that document how well the candidate meets standards. Please use this form: https://regentuniv.qualtrics.com/jfe/form/SV_7TWUwaU1xOOAvMa

Formative feedback should never be a surprise at summative time. If a rating will be low, the candidate should already know why and what support they have had.

Standards and framework

Candidates are evaluated using Initial Licensure Evaluation Instrument. This instrument has been aligned to the Virginia Teaching Standards. Key areas include:

- Standard 1: Content Knowledge
- Standard 2: Planning and preparation
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and For Learning
- Standard 5: Learning Environment
- Standard 6: Culturally Responsive Teaching and Equitable Practices
- Standard 7: Professionalism
- Standard 8: Student Academic Progress

Please use this link to view the Initial Licensure Field Evaluation.

Midterm and final evaluations

Evaluation	When	Completed by	Purpose
Mid-Term	Week 4 Week 11	Cooperating teacher, candidate (self), university supervisor	Check progress, set goals for the second half

Evaluation	When	Completed by	Purpose
Final	Week 15 and 16	Cooperating teacher, candidate (self), university supervisor	Document readiness for licensure; contributes to the final grade

Tips for fair, evidence-based ratings:

1. Gather evidence across many days, not just one or two lessons.
2. Compare to the program's performance levels, not to your own experience.
3. Include written comments that give examples.
4. Review the evaluation with the candidate in person.
5. Compare notes with the university supervisor before finalizing.

Performance assessments and program requirements

Our program does require that our candidates video tape a 30-minute segment of a lesson and submit that unedited video as part of their portfolio class. Your role is usually to:

- Help the candidate identify suitable lessons and learning segments to teach and film.
- Allow time, equipment, and permissions for video recording where required.
- Share class and student information the candidate needs, following privacy rules.
- Not write, edit, or score the assessment. Provide support and feedback on teaching, but the work must be the candidate's own.

Grading

The final grade is assigned by the university supervisor using an average of the evaluation scores over the course of the semester.

Recommendations and references

Candidates may ask you for a letter of recommendation or to serve as a reference. You are free to decline. If you agree, base your comments on your direct observation and be honest about strengths and growth areas.

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Working with the University Supervisor

The university supervisor is your partner. Together you share responsibility for supporting and evaluating the candidate.

The supervisor's role

- Observes the candidate 4 times and provides written feedback.
- Observes and scores the candidate's classroom video as an additional 5th observation time
- Meets with you and the candidate (the three-way conference) at least once during the placement.
- Helps you interpret expectations, forms, and standards.
- Helps resolve concerns and, when needed, creates improvement plans.
- Completes evaluations with your input and assigns the final grade.

Communication

- Share your observations with the supervisor, including strengths and concerns, throughout the placement.
- Tell the supervisor early about any pattern of absences, lateness, unprofessional behavior, or lesson-planning problems.
- Respond to supervisor emails or calls within 2 school days.
- Let the supervisor know ahead of time about schedule changes, assemblies, testing, or other events that affect visits.

Supervisor visits

Before each visit:

- Confirm the date and time with the supervisor and the candidate.
- Make sure the candidate shares the lesson plan with the supervisor ahead of time.
- Plan to join the post-observation conference, if possible.

During the post-observation conference, add your perspective on what you have seen over time.

When to contact the supervisor right away

- A safety concern involving students or the candidate
- A serious violation of school or program policy
- Repeated unexcused absences or lateness

- No improvement after you have raised a concern
- A conflict between you and the candidate that you cannot resolve
- You believe the candidate is not meeting the standards for continuing

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Policies and Procedures

Clear policies protect students, candidates, and you.

Attendance and calendar

- The candidate follows the school's calendar and daily schedule, not the university's.
- Candidates arrive and leave when you do, or as agreed, and participate in faculty meetings, planning times, and professional development.
- Absences must be reported to both you and the supervisor following school protocol. Candidates are expected to fill out an absence form and submit it. Forms can be found here.
- Candidates should plan appointments and personal commitments outside school hours whenever possible.
- If an incident occurs during the placement, candidates must submit an incident form. That form can be found here.

Substitute teaching

Typically:

- A candidate may not be assigned as a substitute for the cooperating teacher. The school must ensure there is a substitute in the classroom if you are absent.

Being alone with students

Cooperating teachers may step outside the classroom for a few minutes at various times to allow the teacher candidate to experience what teaching without a CT will be like. Please do not leave a teacher candidate alone for too long.

Professional conduct

- Dress professionally according to school expectations.
- Maintain professional boundaries with students: no private messaging, social media contact, or gift giving beyond school norms.
- Respect confidentiality of student information. Do not post about students, families, or colleagues on social media.
- Limit personal phone and device use to times that fit school policy and your classroom norms.
- Follow the school's code of conduct, dress code, and technology policies.

Supporting Candidates in Challenging Situations

Most placements go well. When they do not, early action keeps small problems from becoming large ones.

Recognizing a struggling candidate

Watch for patterns such as:

- Unprepared or incomplete lesson plans
- Difficulty managing the classroom despite repeated support
- Limited response to feedback, or defensiveness
- Lateness, absences, or inconsistent follow-through
- Trouble building relationships with students or colleagues
- Weak content knowledge or inaccurate instruction

Steps to take

1. **Name the concern** early and specifically, privately, with examples.
2. **Offer support:** model the skill, co-teach, shorten the planning cycle, or arrange peer observation.
3. **Set clear goals** with a timeline for each.
4. **Document** what you have said, what support you offered, and what you observed.
5. **Involve the university supervisor** if you do not see improvement or if students may be affected.
6. **Follow the program's improvement plan process** (below).

Improvement plans and changes to the placement

If concerns continue, the program may create a formal plan with specific goals, supports, and dates. Decisions about continuing the placement are made by the university with your input; you are not expected to make them alone.

Resolving conflict

- Talk directly and respectfully first.
- Focus on behavior and student impact, not personality.
- Bring in the supervisor if the issue is not resolved or if you feel uncomfortable.
- Contact the director of clinical experiences if the concern involves the supervisor, discrimination, harassment, or safety.

Equity, inclusion, and diverse learners

- Model respect for students' identities, languages, and cultures.
- Show how you adapt instruction for students with IEPs, 504 plans, and English learners, and ask the candidate to plan and teach with these supports.
- Be open to differences in the candidate's background and approach. Name expectations about professional norms clearly and kindly.

Level-Specific and Specialty Considerations

Elementary placements

- Plan for multiple subjects each day and for the daily routines that hold the class together: arrival, transitions, centers, lunch, recess, and dismissal.
- Teach routines explicitly and let the candidate practice them with you.
- Build in early work with small groups, reading and math instruction, and classroom community.
- Include communication with families, such as newsletters, notes home, and conferences.
- Help the candidate learn to assess young learners through observation, running records, and formative checks.
- Discuss how you balance whole-group, small-group, and independent work.

Secondary placements

- Help the candidate learn the content in depth, including how the discipline's ideas build across a unit.
- Manage multiple class periods and preparations. Start with fewer, then add.
- Help with pacing across a semester and planning units backward from assessments.
- Teach bell-to-bell routines, from warm-up to closure.
- Discuss grading, late work policies, and communication with families, counselors, and coaches.
- Encourage the candidate to learn about student life, including activities and clubs.

Special education and inclusive settings

- Share how you read and implement IEPs and 504 plans, and how you collaborate with special educators and paraprofessionals.
- Have the candidate observe and participate in IEP meetings where permitted, following confidentiality rules.
- Co-teaching in inclusive classrooms is a good place to model the partnership strategies from Part 3.

English learners and bilingual settings

- Model language objectives, scaffolds, visuals, and sentence frames.
- Show how you build on students' home languages and cultures.
- Help the candidate plan lessons that integrate content and language learning.

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Appendices

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Appendix A: Cooperating teacher checklist

Before the placement

- ☐ Complete required training and agreement
- ☐ Prepare workspace and materials
- ☐ Inform students and families
- ☐ Review the program calendar and key dates

First two weeks

- ☐ Orient the candidate to school, routines, and expectations
- ☐ Set weekly conference time
- ☐ Begin co-teaching
- ☐ Review the lesson plan template and schedule

Throughout

- ☐ Give daily informal feedback
- ☐ Hold weekly conferences
- ☐ Complete informal observations and the required number of formal ones
- ☐ Share concerns with the university supervisor early

Midterm and final

- ☐ Complete midterm evaluation and review with candidate
- ☐ Plan for full-responsibility teaching
- ☐ Complete final and dispositional evaluations
- ☐ Return forms by the deadline

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Appendix B: Lesson plan template

For reference only. Downloadable MS Word format available online here

Level II - Teacher Ed Lesson Plan Template (UED Courses)	
Student Teacher:	**Date:**
Title of Lesson:	**Cooperating Teacher:**
Core Components	
Subject, Content Area, or Topic	
Student Population	
Learning Objectives	
Virginia Essential Knowledge and Skills	
VDOE Technology Standards Addressed **English Language Proficiency Standards (ELPS) Addressed**	
Materials/Resources	

High Yield Instructional Strategies Used (Marzano, 2001)

Check if Used	Strategy	Return
	Identifying Similarities & Differences	45%
	Summarizing & Note Taking	34%
	Reinforcing Efforts & Providing Recognition	29%
	Homework & Practice	28%
	Nonlinguistic Representations	27%
	Cooperative Learning	23%
	Setting Goals & Providing Feedback	23%
	Generating & Testing Hypothesis	23%
	Questions, Cues, & Advanced Organizers	22%

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DOES YOUR INSTRUCTIONAL INPUT & MODELING YIELD THE POSITIVE RETURNS YOU WANT FOR YOUR STUDENTS?

Check if Used	Strategy	Return
	Teach Others/Immediate Use of Learning	95%
	Practice by Doing	75%
	Discussion	50%
	Demonstration	30%
	Audio Visual	20%
	Reading	10%
	Lecture	05%

Time (min.)	Process Components
	***Anticipatory Set**
	***State the Objectives (grade-level terms)**
	***Instructional Input or Procedure**
	***Modeling**
	***Check for Understanding**
	***Guided Practice**
	***Independent Practice**
	Assessment
	***Closure**
Differentiation Strategies (enrichment, accommodations, remediation, or by learning style).	

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Classroom Management/Safety Issues
Lesson Critique. To be completed following the lesson. Did your students meet the objective(s)? What part of the lesson would you change? Why?

*Denotes Madeline Hunter lesson plan elements. McDonald's Draft (2010). Modified by Kreassig and Gould (2014) for use with student teachers.

Intern Signature	**Cooperating Teacher Signature**	**Date**

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Appendix C: Observation forms

Bi-Weekly Evaluation

For reference only. Evaluation is submitted online at www.regent.edu/studentteacher

The cooperating teacher assesses student performance on an ongoing basis regarding professionalism and five components of teaching. The cooperating teacher also provides open-ended comments designed to provide high-quality feedback to the student teacher toward professional growth.

The cooperating teacher assesses student teacher professional qualities based on the following rating choices:

•Superior work. Advanced beyond what is expected of teacher candidates.

•Satisfactory work. Advancing nicely. No suggestions noted in this particular area.

•Improvement needed. Suggestions of CT should be implemented.

•Weakness in performance noted. Suggestions of CT and DST should be practiced to ensure successful results.

•Significant weakness exists. Conference requested with ST, CT, and DST.

•Not applicable. ST not required to have demonstrated this skill at this time.

Professional Qualities. The cooperating teacher assesses student performance on eight items related to professionalism and determines the degree to which the teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning (VDOE Standard 7).

- *Reliability/Dependability*. The student teacher has exemplary attendance, gets to work on time, and perceives the need to attend to all assigned duties and tasks immediately.
- *Oral Expression.* The student teacher is articulate, demonstrates proper use of grammar, and is expressive and animated as appropriate.
- *Judgement and Tact*. The student teacher maintains good relationships by being sensitive to other's feelings, opinions, and needs for safety and responds accordingly.
- *Written Communication*. The student teacher's written communication is organized, clear, and free from grammatical errors.

- *Self-initiative/Independence*. The student teacher demonstrates initiative by (a) sharing ideas, (b) being creative and resourceful, and (c) working effectively with limited supervision, and (d) independently implementing plans.
- *Collegiality.* The student teacher works well with other faculty and staff as part of a team, willingly shares ideas and materials, and actively seeks opportunities to work with school personnel.
- *Interaction with Students*. The student teacher actively seeks opportunities to work with students and accepts responsibility for student learning.
- *Response to Feedback.* The student teacher not only is receptive and responsive to feedback but also solicits suggestions and feedback from others.

Components of Teaching. Next, the cooperating teacher considers five components of teaching and selects two areas from each component that represent the student teacher's instructional strengths as well as two areas that the student teacher should focus on for the following week.

Professional Knowledge

- Presents accurate and current content.
- Assesses prior knowledge.
- Uses high-quality questioning techniques.
- Provides developmentally appropriate experiences.
- Bases practical work on research based best practices.

Instructional Planning

- Plans have objective(s) aligned with the appropriate SOL.
- Plans have procedures for assessing student progress.
- Plans differentiate instruction as appropriate.
- Plans are given to CT in advance for review/approval.
- Materials are appropriate and ready for instruction.

Instructional Delivery

- Implements lesson elements, as planned.
- Actively engages students throughout the lesson.
- Uses instructional time effectively.
- Uses a variety of instructional strategies.
- Effectively incorporates student-centered technology.

Assessment of and for Student Learning & Student Academic Progress

- Provides ongoing, constructive feedback to students.

- Collects & assesses student work. Links to instruction.
- Uses a variety of informal and formal assessments.
- Student work samples, quizzes, and tests provide evidence of learning.
- Overall, achievement data reflects student learning.

Learning Environment

- Sets and reinforces behavior expectations.
- Establishes routines and procedures to mitigate issues.
- Quickly redirects or intervenes when necessary.
- Deals calmly and effectively with disruptions.
- Students demonstrate positive social interactions w/peers & personnel.

Finally, cooperating teacher notes specific areas in which the student teacher excelled during the week and areas that require the student teacher's corrective action. The cooperating teacher also provides specific examples of excellence and specific suggestions of how the student teacher may strengthen the areas for improvement.

Initial Licensure Field Evaluation

Student teachers are evaluated at the mid-term and end of the placement. Evaluators rate student teachers on 46 items related to eight professional standards. Evaluators rate teacher candidates, using the scoring rubric outlined below, on the degree to which the student teacher has demonstrated each standard.

Scoring Rubric

Highly Effective - Demonstrates the standard in an exceptional, creative, and/or innovative way. Role model for others.

Effective - Consistently demonstrates the standard with adequate progress as a pre-service teacher.

Approaching Effective - Inconsistently demonstrates the standard and requires growth to become effective.

Ineffective - Rarely meets the standard and requires focused and substantial growth to become effective.



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Evaluation Items

Standard One: Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Addresses relevant curriculum standards.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level. subject areas and real-world applications.

Standard Two: Instructional Planning. The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Analyzes and uses multiple sources of student learning data to guide planning.
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- Consistently plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Standard Three: Instructional Delivery. The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
- Builds upon students' existing knowledge and skills.
- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

- Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- Develops higher-order thinking through questioning and problem-solving activities.
- Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Standard Four: Assessment of and for Student Learning. The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in person or virtual).
- Aligns student assessment with established curriculum standards and benchmarks. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Standard Five: Learning Environment. The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.

- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Encourages student engagement, inquiry, and intellectual risk taking. Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- Addresses student needs by working with students individually as well as in small groups or whole groups.
- Promotes an environment − whether in person or virtual − that is academically appropriate, stimulating, and challenging.

Standard Six: Culturally Responsive Teaching and Equitable Practices. The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students (including for gender, race, ethnicity, English Language Learners, and students with disabilities).

- Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities)

Standard Seven: Professionalism. The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.

- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' wellbeing, progress, and success.
- Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.

Standard Eight: Student Academic Progress. The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.
- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

References:

Stronge, J. H. (2010). Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence. Larchmont, NY: Eye of Education.

Virginia Department of Education. (2011). Guidelines for uniform performance standards and evaluation criteria for teachers. Richmond, VA: Author.

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Appendix D: Mentoring Tools

Active Listening Questioning Stems

Active listening is a key skill for mentors because it helps them **understand, reflect, and support** the student teacher.

Clarifying Questions

- "Can you tell me more about that?"
- "What do you mean when you say ___?"
- "Can you give me an example of that in your classroom?"

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2. Probing Questions

- "Why do you think that happened?"
- "How did you feel when that occurred?"
- "What were your thought processes during that lesson?"

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3. Reflective Questions

- "What went well for you today?"
- "What do you think could be improved?"
- "How did the students respond to your approach?"

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4. Encouraging Self-Assessment

- "What part of your lesson are you most proud of?"
- "Which strategy would you like to try differently next time?"
- "How does this connect to your teaching goals?"

5. Supporting Problem-Solving

- "What options do you see for addressing this challenge?"
- "Which approaches have you considered, and why?"
- "What could be your next step?"

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6. Promoting Deeper Thinking

- "What assumptions are you making about your students?"
- "How does this align with your long-term teaching goals?"
- "What might you do to engage all learners more effectively?"

Tips for Using These Questions

- **Pause after asking** – give time for the student teacher to reflect and answer.
- **Avoid interrupting** – let them finish before responding.
- **Paraphrase or summarize** what they say to confirm understanding: "So you're saying ___, is that correct?"
- **Use neutral, non-judgmental language** to make them feel safe sharing openly.

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Coaching Stems

1. Observation and Feedback

- "I noticed that when you ___, the students ___."
- "One strength I observed in your lesson was ___."
- "I wonder what might happen if you ___."
- "Can you tell me what your goal was for ___?"
- "I saw that some students were ___; how did you plan to address that?"

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2. Encouraging Reflection

- "What went well in this lesson, and why?"
- "What would you do differently next time?"
- "How did the students respond to ___?"
- "Which part of the lesson challenged you the most, and how did you handle it?"
- "How does this lesson connect to your teaching goals?"

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3. Goal-Setting and Planning

- "What is one thing you want to focus on for your next lesson?"
- "How can we break this goal into smaller steps?"
- "Which strategies might help you achieve this outcome?"
- "How will you know if your approach is successful?"
- "What support or resources do you need from me?"

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4. Encouraging Growth Mindset

- "I appreciate your effort in ___; what did you learn from that experience?"
- "Mistakes are opportunities to grow; what could we try next time?"
- "How can you build on this strength in future lessons?"
- "What part of your teaching makes you most proud?"

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5. Supporting Classroom Management

- "I noticed students were ___; how did you handle it?"
- "What strategies could help maintain engagement during ___?"
- "How might you redirect attention without disrupting learning?"



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Appendix E: Policies and forms

- Student Absences
  - If a teacher candidate needs to be absent for any reason, they must fill out the Absence report form . Candidates can miss 2 days of work and will not have to make up those days. Days missed outside of 2 days will be made up at the end of the semester.

- Incident Reporting

  - To ensure a safe and professional learning environment, candidates must report any incidents that occur during the field placement. This includes, but isn't limited to, injuries, suspected child abuse or neglect, breaches of confidentiality, safety concerns, or harassment. Prompt reporting protects everyone involved and helps us provide necessary support and resources. If an incident occurs, please have the candidate report the incident to their university supervisor immediately. Candidates must also complete the university's Field Placement Incident Report Form within 24 hours. Incident report form.

- Improvement Plan
  - Should a teacher candidate need to make some improvements, the cooperating teacher will work with the university supervisor to outline a plan of improvement. A sample template can be found here. Improvement plan template

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Appendix I: Contacts and resources

Contact	Title	Phone	E-Mail
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