

A Guide for Cooperating Teachers and Clinical Faculty

Thank you for agreeing to be a Cooperating Teacher (CT) for James Madison University (JMU). CTs are a critical member of the student teaching triad. Successful student teaching experiences require collaboration and communication between the CT, the University Supervisor (US), and the student teacher (ST) throughout the placement. The CT serves as a mentor, model, coach, counselor, supervisor, evaluator, researcher, and collaborator throughout the student teaching experience.

The Student Teaching Triad

The student teaching triad is a team approach, whereby the CT, ST, and US work collaboratively to support the professional development of the pre-service teacher. Regular open communication among all three triad members is critical for placement success. Although the US is not physically present in the classroom, it is the team's responsibility to keep the US involved in creating a supportive environment. The triad should work together to resolve any issues that may arise during the placement and bring in support from the university when needed.

Cooperating Teacher Responsibilities

Resources to support STs are available on the Education Support Center's (ESC) [Field Experience website](#) in the section "Resources for Cooperating Teachers." To prepare for a successful student teaching experience:

- Regularly check your email for important communications from JMU, such as placement information, the access link to the Shared Folder, and information about receiving your honorarium.
- Review the [Student Teaching Performance Guide](#), particularly the role of the CT in section three and the reference guide in section five that is pertinent to your content area or grade level.
- Review and use the [Instructions for Shared Folder – Cooperating Teacher](#), which includes the process and hyperlinks for assessing the ST.
- Meet with the ST and US in the first week of the placement to develop shared expectations and begin to build the triad relationship. During this meeting, complete the [Observations and Assessment](#) tutorial.

The CT plays a critical role in helping the ST navigate their experience successfully. Provide the following supports to the ST:

- Welcome the ST to the school and the classroom. Continue the ST's introduction to the placement and school culture by sharing information about common practices and shared expectations.
- Work to build a transparent and trusting relationship with the ST, and guide the ST in building relationships with students, teachers, and staff.
- Support the ST in co-planning, co-instruction, and co-assessment.
- Help the ST to develop their skills as a reflective practitioner.

Co-Teaching

JMU encourages CTs and STs to focus on improving K-12 student learning through a variety of co-teaching strategies. Early in the semester, the ST might assist the CT by supporting on-task behavior and presenting portions of lessons while the CT remains primarily responsible for instruction. As the semester progresses, the CT will gradually give the ST more planning and instructional responsibilities, until the ST is primarily responsible for planning, instruction, and assessment. For a more detailed discussion of co-teaching strategies, with helpful implementation suggestions developed by experienced clinical faculty, consult Section II of the [Partners for Student Achievement: A Co-Teaching Resource Handbook](#).

Honorarium

CTs receive a small honorarium as a token of our appreciation for their role in preparing our future teachers. Directions on how to receive your honorarium can be found on the [ESC Field Experience website](#) in the document [How to Receive your JMU Honorarium](#).

Certification of Appreciation

A Certificate of Appreciation is sent to CTs at the end of the student teaching block. Certificates can be used for professional development points for recertification.

Clinical Faculty Training

The [MidValley Consortium for Teacher Education](#) is a collaborative effort of Bridgewater College, Eastern Mennonite University, James Madison University, Mary Baldwin University, and the our local school partners in Augusta, Harrisonburg, Page, Rockingham, Shenandoah, Staunton, and Waynesboro. CTs in these seven divisions can receive specialized training to mentor STs and are designated as “clinical faculty.” Prospective clinical faculty (CF) are nominated by principals and Central Office administrators in the member school divisions.

The Consortium facilitates a two-day training workshop which focuses on adult learning theory, characteristics of STs, and effective techniques for observation, supervision, and evaluation. CFs work closely with the US and assume additional roles and responsibilities such as formally observing their STs once a week, including pre- and post-conferences, and providing them with written feedback. Because of their added qualifications, training, and responsibilities, CFs receive an increased honorarium. Teachers who are interested in participating in the CF program should contact the building principal.

The CF training workshops are offered twice a year, usually in late October or early November, and then again in February or March. After completing the initial two-day workshop, CF serve three-year renewable appointments and must attend at least one refresher workshop during each three-year period.

Schedule and Deadlines

STs currently complete one of the following student teaching experiences: (a) two eight-week blocks, (b) one ten-week extended block, (c) one twelve-week extended block, or (d) one sixteen-week full semester placement. The chart below outlines the schedule that cooperating teachers should follow in supporting their STs:

~8-week Block	~10-week Block (extended)	~12-week Block (extended)	~16-week Block (semester)	SCHEDULE
Week #1	Week #1	Week #1	Week #1	<ul style="list-style-type: none"> • Welcome the ST and introduce the ST to the students, faculty and staff • Review classroom expectations, school policies, and available materials • Complete the Block Organizer with the ST
Week #2	Week #2	Week #2	Week #2	<ul style="list-style-type: none"> • Review the ST's activity log and reflections in the Shared Folder weekly, and provide feedback • Begin transferring responsibility to the ST for planning and instruction • Maintain clear communication with the ST and US • Submit the "Cooperating Teacher Honorary Verification Survey"
Week #3	Weeks #3-4	Weeks #3-4	Weeks #3-7	<ul style="list-style-type: none"> • Review the ST's activity log and reflections in the Shared Folder weekly, and provide feedback • Gradually add responsibility to the ST for planning and instruction until a full load is reached • Complete a classroom observation, and a pre- and post-observation conference, approximately every other week
Weeks #4-5	Weeks #5-7	Weeks #5-8	Weeks #8-11	<ul style="list-style-type: none"> • Review the ST's activity log and reflections in the Shared Folder weekly, and provide feedback • Complete a classroom observation, and a pre- and post-observation conference, approximately every other week • Submit the mid-block evaluation and review with the ST • Maintain clear communication with the ST and US
Weeks #6-7	Weeks #8-9	Weeks #9-11	Weeks #12-15	<ul style="list-style-type: none"> • Review the ST's activity log and reflections in the Shared Folder weekly, and provide feedback • Complete a classroom observation, and a pre- and post-observation conference, approximately every other week • Maintain clear communication with the ST and US
Week #8	Week #10	Week #12	Weeks #16	<ul style="list-style-type: none"> • Decrease the ST's planning and instruction responsibilities • Submit the final evaluation and review it with the ST • Submit feedback on the US • Review the Check-Out List with the ST • Write recommendation letters for STs, if requested

Education Support Center

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