



Spadoni College of Education and Social Sciences Intern Cooperating Teacher Handbook



2024–2025

COASTAL CAROLINA UNIVERSITY



Dear Cooperating Teachers of Interns,

Cooperating teachers provide an important service to the education profession by mentoring the future generation of teachers. This is especially significant to partnering school districts in which the practicum experience also provides opportunities for preparing potential new faculty for your schools. Seventy-five percent of our graduates obtain employment in our partnering school districts.

With that in mind, please accept our sincere appreciation for hosting our teacher education candidates in your school this semester. The Spadoni College of Education and Social Sciences relies on the relationship with your school as a professional partner to provide relevant and meaningful field/clinical experiences for our teacher education programs.

It is our hope that your experience hosting our students inspires you to remember what brought you to the profession in the first place. If you would like to know more about any of our undergraduate or graduate programs in education, we would love to talk with you. Enjoy your semester and know that we appreciate everything you do each day for the students of South Carolina and for the students at Coastal Carolina University.

Sincerely,

A handwritten signature in black ink that reads 'Betsey Costner'.

Betsey Costner

Director, Clinical Experiences and Educator Licensure

Spadoni College of Education and Social Sciences

Guidelines and Information for Cooperating Teachers of Coastal Carolina University Interns

Overview

A cooperating teacher is a teaching professional who is approved for mentorship by Coastal Carolina University and serves as a role model, instructor and coach for the practicum student. The cooperating teacher, in collaboration with a Coastal Carolina University supervisor, is responsible for leading the student through progressively challenging activities and structuring the activities so that the student applies theory, pedagogical concepts and content knowledge while developing practical professional skills.

The role of the cooperating teacher is critical to the success of our students. Research indicates that the cooperating teacher has the greatest and longest-lasting influence on not only the internship experience, but also the student's growth as a novice teacher long after the internship has ended. In addition to such influence, mentoring has many other benefits such as lowering the student teacher ratio and presenting an opportunity to learn from and co-teach with another professional.

Eligibility Requirements:

In order to be eligible to serve as a cooperating teacher, a teacher must provide evidence of the following:

- Professional Teaching Certificate
- Completion of the state mentor training prior to being assigned an intern
- Certification in the subject area or grade level

- Positive recommendation by the principal

Cooperating Teachers' Competencies:

Cooperating teachers should be competent in the following:

- Lesson planning
- Long-term planning
- Integration of subject matter
- Integration of technology
- Classroom management
- Development of content knowledge
- Working with culturally diverse learners
- Working with English language learners
- Working with students with disabilities in the regular classroom
- Communication skills – written and oral
- Collaborating with other teachers and parents

Responsibilities of Cooperating Teachers of Interns

Among the many responsibilities of mentoring a teacher candidate, the cooperating teacher should become familiar with the background of the intern and help the intern become acquainted with school and classroom procedures and policies. The cooperating teacher should be available to the intern for consultation outside of the school day and be willing to meet with the intern and University supervisor at the beginning of the semester.

Time should be allotted to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities such as co-teaching, whole class and small group instruction, center/station teach, etc.) as well as to the review of lesson plans throughout the semester. The goal of the internship is for the intern to engage in instructional activities as much as possible. During the 35-day full-time teaching period, the

cooperating teacher is to continue to observe and provide feedback to the intern and may be needed to assist with small groups or individual learners. Continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions is critical to the success of the internship. In addition, the cooperating teacher must be open and honest about areas needing improvement.

Internship Timeline and Cooperating Teacher Responsibilities

Prior to the start of internship:

- ★ Attend S.C. Mentor Training.
- ★ Complete the Cooperating Teacher Information Sheet and upload current teaching credentials
- ★ Send a response email to your assigned intern when he/she contacts you.
- ★ Complete the required online trainings for cooperating teachers of interns and verify these trainings are completed

In the first few days:

Provide an **orientation** for the intern specific to your school that includes topics such as:

- ★ Reviewing the student/school handbook
- ★ Rules and regulations of the school and district
- ★ Procedures for obtaining supplies, duplicating materials and use of media
- ★ Introductions to the administrative team, school support staff, special area teachers, counseling faculty, etc.
- ★ School calendar (parent/teacher meetings, workdays, conference days, school events, field trips, holidays, etc.)

- ★ Procedures for lockdowns, inclement weather, mandatory drills (fire, tornado, etc.)
- ★ Map of the school
- ★ Technical equipment use and interaction (smart boards, iPad, etc.)

Integrating into the Classroom Community

- ★ Provide a **personal space** for the intern within the classroom (desk, chair, computer / laptop).
- ★ Provide a basket of **survival items** for the intern's work space (pens, pencils, paper clips, stapler, paper, sticky notes, highlighter, etc.)
- ★ Include the intern's name on **mailbox** and **outside the classroom door**.
- ★ If the school observes "**Spirit Days**" provide the intern a school shirt so he/she can observe the day as teachers do.
- ★ **Welcome and introduce** the intern as part of opening school events, parent newsletters, etc.
- ★ Provide the intern with **resources** (curriculum pacing guides, teacher's guides, software, etc.) and ensure they have access to the digital platforms necessary for teaching opportunities.
- ★ Alert the intern to any student **medical concerns**, medical alerts and/or allergies.
- ★ Encourage the intern to introduce himself/herself to **parents** in an appropriate method of communication (email, classroom newsletter, etc.).
- ★ **Involve** the intern with the students from the first day!

Additional Recommendations for Success at the Start:

- ★ Review **classroom management** with the intern, including any classroom movement throughout the building and how to manage students during drills, etc.
- ★ Begin teaching the intern how to report student **progress**, analyze student data, and how assessment informs future instruction.

- ★ Ensure consistent, collaborative opportunities are available to plan, teach and reflect.
- ★ **Communicate expectations** often as interns require guidance, support and clarity.
- ★ Check **email** often.
- ★ Recognize the intern's level of experience. Your intern is not a full-fledged teacher yet and needs **scaffolding** for positive experiences. Interns may appear confident; however, constant formative assessment and feedback (both oral and written) on performance is necessary for professional growth.
- ★ Provide a **class schedule**.
- ★ **Attendance Log** – Verify the student's attendance entries in Anthology in a timely manner.

The Preliminary Conference:

This is a conference with the intern, cooperating teacher and University supervisor. It should occur within the first ten days of the internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours.

First Four Weeks:

- ★ **Create a Schedule:** Collaborate with the intern as he/she creates a schedule for his/her experience. This schedule should include when he/she will teach his/her unit work sample and take over full-time teaching (mandatory 35 days).
- ★ **Provide Opportunities for Co-Teaching** (See appendix)
- ★ **Lesson Plans:** Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.
- ★ **Gradual Release:** Gradually release teaching responsibilities to the intern. We recommend the intern begin teaching one subject area and then add as the intern gains confidence.

- ★ **Observation 1:** Complete one formal observation using the CCU Internship Observation Form and Post Observation Form and be sure to attach the lesson plan provided by the intern.

Weeks 4 – 8:

- ★ **Provide Opportunities for Co-Teaching** (See appendix)
- ★ **Lesson Plans:** Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.
- ★ **Gradual Release:** Gradually release teaching responsibilities to the intern. We recommend the intern begin full-time teaching during this period. Co-teaching can still occur while the intern is full-time teaching.
- ★ **Observation 2:** Complete second formal observation and be sure to attach the lesson plan.

Internship Midpoint/Formative Conference:

This is a conference with the intern, cooperating teacher and University supervisor. It should occur near the midpoint of internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours. Refer to the suggested agenda in the Cooperating Teacher folder to prepare for the conference. The cooperating teacher needs to bring the following items to the conference:

- ★ Completed Internship Evaluation (by program area)
- ★ Completed S.C. Teaching Standards Rubric
- ★ Completed Conceptual Framework Assessment
- ★ Two Completed Intern Observations and Post Observation forms with attached lesson plans from these lessons

Weeks 9 – 10:

- ★ **Lesson Plans:** Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.
- ★ **Observation 3:** Complete third formal observation and be sure to attach the lesson plan.

Weeks 11 – 15:

- ★ **Lesson Plans:** Review all lesson plans the intern has prepared. These plans should be available at least two days prior to teaching any lesson.
- ★ **Gradual Release:** After the intern has completed 35 fulltime teaching days, gradually release the instruction back to the cooperating teacher (one course or one subject at a time)
- ★ **Observation 4:** Complete fourth formal observation and be sure to attach the lesson plan.
- ★ **Other Classroom Observations:** Secure observations for the intern in other classrooms in the school building. Observations should last for at least a complete class period but could be for an entire day.

End of the Internship/Summative Conference:

This is a conference with the intern, cooperating teacher and University supervisor. It should occur near the end of internship. This conference typically lasts at least 30 minutes and can occur at a planning period or after school hours. The cooperating teacher needs to bring the following items to the conference:

- ★ Completed Assessment of Teacher Candidate Dispositions
- ★ Completed Conceptual Framework Assessment
- ★ Completed Internship Evaluation (by program area)
- ★ Completed S.C. Teaching Standards Rubric
- ★ Two additional completed Intern Observations and Post Observation forms with attached lesson plans from these lessons

Post Internship:

After the internship is finished, the cooperating teacher will receive, via email, an exit survey. This survey will provide an opportunity for the cooperating teacher to evaluate and assess the University supervisor and internship experience.

Assessment and Evaluation of Cooperating Teachers

Mentoring is critical to teacher development. Cooperating teacher effectiveness is measured through surveys completed by interns and University supervisors at the end of each semester. Data gathered from these surveys is reviewed and results are used for program improvement, cooperating teacher selection and continuation, and appropriate matching of mentors and interns.

Compensation

At the end of the semester, Coastal Carolina University provides cooperating teachers of partnering schools who host a CCU intern a certificate for one graduate course (value of current graduate tuition), or 20 licensure renewal credits. This allows CCU to continue providing partners with appreciation certificates and maintain the economic viability of the CCU graduate programs.

The certificate does expire and should be utilized within a two-year period. It will be issued via email in a PDF and will not be reissued if lost. Extensions beyond this two-year period will not be offered. Certificates will not be issued without the cooperating teacher information form, teaching credentials, and principal recommendation on file.

Additional Roles and Responsibilities of Cooperating Teachers

The cooperating teacher is responsible for the day to day supervision of the assigned candidate. The cooperating teacher provides professional experiences and helps in the data gathering process to assess teacher effectiveness of the candidate. The cooperating teacher shares expertise and mentors the candidate throughout the internship experience. He or she is a member of the team along with the candidate and University supervisor, which facilitates professional experiences for the candidate.

The following list provides examples of some of the roles and responsibilities of cooperating teachers:

- ★ Attend/complete the cooperating teacher training sessions prior to the start of the internship.
- ★ Complete the Cooperating Teacher Information Sheet and upload a copy of your teaching certificate.
- ★ Attend mentor-training sessions as required by the school district.
- ★ Prepare your public-school students for the arrival and involvement of the intern.
- ★ Schedule phase-in teaching responsibilities for the intern to ease the transitions into full-time teaching for the intern and the public-school students.
- ★ Schedule phase-out teaching responsibilities for the intern to ease the transitions out of full-time teaching for the intern and the public-school students.
- ★ Develop a calendar for the assumption of non-instructional duties by the intern with phase-in and phase-out time frames.
- ★ Aid the intern in individual lesson planning and unit lesson planning.
- ★ Share information about educational performance and individual diversities of the public-school students.
- ★ Share information about the population of the school and the community that is relevant to the teaching environment.
- ★ Help the intern to establish positive rapport with public school students, parents and other school personnel.
- ★ Verify the intern attendance in Anthology.
- ★ Review submitted lesson plans and give constructive criticism and suggestions for continual improvement.
- ★ Formally observe the intern not less than once a week and provide written feedback (a minimum of four formal evaluations are required at the end of the internship).
- ★ Complete Formative and Summative Evaluations in advance of these scheduled conferences. Collect documentation to support the assigned ratings for these evaluations.

- ★ Complete an Assessment of Teacher Candidate Dispositions form in advance of the scheduled Formative and Summative conferences. Collect documentation to support the assigned ratings for these Dispositions.
- ★ Actively participate in the Formative and Summative Conferences. Offer specific strategies for the correction of any weaknesses and offer specific strategies for the reinforcement of strengths.
- ★ Promptly inform the intern and the University supervisor of nonprofessional behavior.
- ★ Promptly inform the intern and the University supervisor of any instructional skill concerns (content knowledge, lesson planning, oral presentation skills, writing skills, discipline management, routine classroom management task completion, etc.).
- ★ Submit all information, written materials and electronic forms required by the University.
- ★ Follow the Communication Protocol listed below.
- ★ Understand the Intern Attendance Expectations listed below.

Placement Procedures and Roles

Cooperating teachers and students enrolled in internship are notified of internship placements through the Office of Clinical Placements. These placements are made collaboratively. The Spadoni College of Education and Social Sciences in partnership with school districts and schools will identify cooperating teachers and will match teacher candidates with the cooperating teachers. These intentional placements will be made in effort to find the most appropriate placement for each candidate. Each member of this collaborative team has many important jobs.

The Office of Clinical Placements

- ★ Coordinates with district representatives for school site/placement selection.
- ★ Clearly communicates program/course goals and objectives to school site administrators and cooperating teachers.
- ★ Requires that candidates adhere to all policies, procedures, rules and regulations of the Spadoni College of Education and Social Sciences, the State Department of Education and partnering school districts.
- ★ Ensures candidates have completed applicable state and district requirements for background checks (SLED) and medical clearances (TB tests).
- ★ All placements are made by the Office of Clinical Placements in conjunction with the principals and/or school liaison in partnering school districts and the respective program coordinators at Coastal Carolina University.
- ★ Placements must be made in school settings with teachers who meet the criteria as stated for hosting.
- ★ A teacher candidate may not be assigned a placement with a relative or close family member/family friend/colleague who is serving as the cooperating teacher (or paraprofessional) or where the principal is a family member.
- ★ Every candidate is required to have a variety of diverse experiences throughout the program. Students must be assigned to a site which will have the necessary requirements for placements.
- ★ Candidates may be placed in **any** of CCU's partnering school districts.

District/School Level Administrator

- ★ Assists in the selection of quality cooperating teachers;
- ★ Assists in communicating school culture and any school expectations to the candidate; and
- ★ Serves as a liaison between the cooperating teacher and the University.

- ★ Ensures selected cooperating teachers have completed South Carolina Mentor Training/ADEPT Training.

Placement Changes

Challenges may emerge that interfere with the successful completion of the internship and require a reassignment. These concerns should be directed first to the University supervisor. The supervisor and/or Director of Clinical Placements will determine whether the teacher candidate will be reassigned in the same school or placed in another setting. In the event that the cooperating teacher is unable to perform the roles and responsibilities in this document, the teacher candidate will be reassigned. The principal, University supervisor, and Director of Clinical Placements will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the cooperating teacher, supervisor, and the school administrators.

Reasons for considering removal or withdrawal from internship include, but are not limited to, the following:

- content deficiency
- pedagogical deficiency
- insubordination, failure to complete work in a timely manner
- unprofessional conduct (habitual tardiness, excessive absences, inappropriate attire, and breach of confidentiality)
- inappropriate interaction with students, parents, or school staff
- inability to accept constructive criticism and implement change

It should be noted that constructive criticism should not be confused with personality differences; inadequate performance should be documented and discussed in objective terms, and the candidate, cooperating teacher and University supervisor should work together toward a viable solution. When removal is the result of one of the above reasons, the candidate will not be given the option to begin a second assignment in another school during the same semester and will fail the course.

Personnel Concerns

Teacher candidates and course instructors must follow the procedures below should any concerns arise regarding a cooperating teacher or teacher candidate fulfilling responsibilities during the internship.

Concerns from the Teacher Candidate

1. The teacher candidate should contact the university supervisor to discuss the concern. At this time, depending on the situation, the supervisor will make the decision if the matter should be addressed by the teacher candidate independently with the cooperating teacher or whether the supervisor should talk to the cooperating teacher and/or the cooperating teacher and teacher candidate together. The supervisor may also opt to discuss this matter with the Director of Clinical Placements; or the program coordinator.
2. If step one is followed and no resolution ensues, the supervisor should bring the matter to the Director of Clinical Placements or the program coordinator to discuss the next steps.
3. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school, as applicable to the situation.
4. In collaboration with the supervisor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the University Supervisor

1. The university supervisor should discuss with the cooperating teacher any situation that interferes with the teacher candidate's development during the field experience. Dependent on the circumstances, the supervisor can opt to bring the concern directly to the Director of Clinical Placements.
2. The supervisor should notify the Director of Clinical Placements or the program coordinator if he/she feels the teacher candidate is in a placement that is non-conducive to the internship. The Director of Clinical Placements will contact the appropriate administrator at the cooperating teacher's school and talk with the cooperating teacher to clarify roles and responsibilities, and will offer support.
3. In collaboration with the supervisor, Director of Clinical Placements, and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the cooperating teacher.

Concerns from the Cooperating Teacher

1. The cooperating teacher should discuss the concern with the teacher candidate.
2. If the cooperating teacher addresses the concern in step 1 and no resolution ensues, the cooperating teacher should contact the university supervisor to determine the next steps and whether additional site observations, talking with the teacher candidate to clarify roles and responsibilities, and offering support are warranted.
3. In collaboration with the supervisor, Director of Clinical Placements and school administrator, a decision regarding a change in placement is made.

Attendance Expectations for CCU Interns

It is fully expected that Coastal Carolina University intern will not miss **ANY** days during the internship. If an extenuating circumstance does arise, the following procedure must be followed:

All teacher candidates are expected to notify the cooperating teacher and University supervisor/course instructor before an absence or, in an emergency, as early as possible.

Make-up days will be scheduled by the teacher candidate, cooperating teacher and University supervisor/course instructor.

Absences will be **excused** for the documented cases of:

- Incapacitating illness
- Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity)
- Death of a close relative
- Religious holidays

The University supervisor will determine if absences from internship will be documented as excused or unexcused.

In the case of excessive absences, the teacher candidate may be removed from the placement and required to repeat the internship.

If you have questions or concerns you may contact:

Betsey Costner, Director of Clinical Placements btcostne@coastal.edu,
843-349-6958

Appendix: Co-Teaching with CCU Students

Co-Teaching: Two or more educators sharing instructional responsibility and accountability for a single group of students of whom they both have ownership. Co-teaching usually involves multiple activities occurring in one place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that *both* educators do have meaningful roles.

Co-Teaching Model	Definition
Station Teaching	Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. When more than two educators are co-teaching, there can be one station for each teacher.
Parallel Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers teach the exact same lesson in the exact same way and use the same materials. The purpose is to increase active student engagement with a lower student-teacher ratio.
One Teach-One Assist	One teacher has the primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students, as needed.

Alternative Teaching / Differentiated Teaching	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers use <i>different</i> approaches for presenting the content. The purpose is to increase active student engagement with a lower student-teacher ratio and to address the needs of all learners using varied instructional approaches.
Team Teaching (Teaming)	Both teachers know and can deliver the material of the lesson; “one script, two voices.” Therefore, both teachers share delivery of the same instruction to a whole student group. Some refer to this as having “one brain in two bodies.” This is used when it is necessary to have two teachers deliver the instruction at the same time (e.g., one teacher presents visual supports while the other provides verbal instruction, both teachers provide immediate feedback during guided and independent practice, etc.)
Supplemental Teaching	One teacher takes responsibility for the large group while the other works with a smaller group or an individual student. Supplemental teaching can be used for remediation, acceleration, pre-teaching, helping students who have been absent catch up on key instruction, assessment, etc.
One Teach-One Observe	Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. The teachers should take turns teaching and gathering data. This is referred to as “observing with a focus.”

Coastal Carolina University (CCU) does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, genetic information, mental or physical disability, or status as a disabled or Vietnam-era veteran in its admissions policies, programs, activities or employment practices. For more information relating to discrimination, please contact the CCU Title IX Coordinator/EEO Investigator, Coastal Carolina University, Kearns Hall 104B, Conway, SC; Title IX email titleix@coastal.edu; office phone 843-349-2382; Title IX cell phone 843-333-6229; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.