AISD Secondary Cooperating Teacher Agreement

FALL 2019

If you are interested in hosting a student from The University of Texas at Austin, please complete this form, sign, and have your principal/administrator approve your agreement with his or her signature. Scan and email form to: redset@austin.utexas.edu.

School: __________________________________________ Name: __________________________________________

Last First

Specific Course(s) and Sections Taught/Will Teach: __________________________________________

Ex: Algebra I 4 sections

Preferred level of pre-service teacher: _____ Intern/Observer _____ Student Teacher _____ Either

I am willing to host more than one student at a time: _____ yes _____ no

* Preferred program(s): UT AUSTIN / Please list your UT EID: __________________________ (if you have one)
(List in order of preference. If no preference, leave blank or write “any”.)

* Preferred faculty coordinator: UTEACH-LIBERAL ARTS / SOO ALDRICH
(List in order of preference. If no preference, leave blank or write “any”.)

Work E-mail: __________________________ Home E-mail: __________________________

I have reviewed the Cooperating Teacher Characteristics for Quality Field Placements as described on this form and accept the responsibilities of a cooperating teacher. I affirm that I have completed 3 years of teaching experience.

I acknowledge institutional services for The University of Texas at Austin with regard to student information. I will not redisclose student FERPA information that is under the direct control and protection of The University of Texas at Austin.

_________________________ Date __________________________

Teacher Signature

I approve of this teacher hosting a pre-service teacher. This teacher has, on record, successful student learning outcomes. I affirm that this teacher has a minimum of 3 years of teaching experience.

_________________________ Date __________________________

Principal Signature

(required)

Email to Mary Ann Gustafson: redset@austin.utexas.edu

DUE DATE – Friday, April 19, 2019
Cooperating Teacher Characteristics for Quality Field Placements

*Objective:* In order to provide supportive classroom environments for preparing preservice teachers, cooperating teachers should *strive to exhibit* the following characteristics:

___ 1. **Teacher Performance**
   - Performs at the top levels of the PPT
   - The cooperating teacher demonstrates and models proficient use of academic English (and academic Spanish or other language, in bilingual classrooms)
   - Follows through with job-related commitments

___ 2. **Professionalism**
   - Demonstrates behaviors that reflect commitment to ethical concerns
   - Exhibits enthusiasm, flexibility and open-mindedness
   - Teacher participates regularly in professional development about approaches to teaching and updates practices based on new knowledge.

___ 3. **Mentoring Skills**
   - Models and encourages self-reflective practices
   - Promotes a collaborative and non-threatening environment where mistakes are the building blocks of learning
   - Provides constructive feedback and praise
   - Communicates effectively
   - Receptive to new ideas and practices

___ 4. **Diversity**
   - The cooperating teachers’ actions are respectful of the numerous diversities within the school population and community (e.g., culture and language, economic status, gender, sexual orientation, ethnicity, religion, physical and personal attributes and disabilities)
   - Actively promotes student appreciation of diverse groups and cultures through curricula and instructional activities
   - Utilizes culturally and linguistically responsive strategies and techniques to address the needs of diverse learners

___ 5. **Special Populations and Inclusive Settings**
   - Collects and shares student information in order to plan and implement differentiated curricula and instruction
   - Demonstrates knowledge of federal, state and local policies/procedures
   - Demonstrates knowledge of instructional strategies for all special populations served in the classrooms
   - Works collaboratively with family members, and other support personnel to appropriately identify and address students’ individual needs

___ 6. **Technology**
   - Is supportive of an interactive, technology-rich teaching/learning environment

___ 7. **Student Outcomes**
   - Demonstrates an ability to differentiate instruction to meet the needs of each and every student
   - Continuously monitors student achievement and efficacy of instruction
   - Uses student data to effectively plan and implement best-practice interventions

Texas school-district personnel and University of Texas faculty collaboratively developed these recommendations. *It is not necessary to return this checklist to the Field Experiences Office – it is for principal/teacher use only.*