RRISD Cooperating Teacher Application/Agreement

SPRING 2021 – Due Date: October 30, 2020

If you are interested in hosting a student from a program or university, please complete this form, sign at the bottom, and have your principal approve your application with his or her signature. If your principal approves this application, please send the completed form to Dr. Mya Mercer via email, scan, or fax to 464-5043.

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<th>Name: (Last, First)</th>
<th>Employee ID:</th>
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<tr>
<th>Campus</th>
<th>Grade Level</th>
<th>Specific Courses (ex: Algebra II – 4 Sections)</th>
<th>Instructional Type (ex: Special Ed, ESL, Bilingual)</th>
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Preferred level of pre-service teacher:  _____ Intern/Observer*  _____ Apprentice/Student Teacher*
(can choose one or both options)

Preferred program(s)/university(ies):  Preferred faculty coordinator:

(if no preference, leave blank or write "any")

*University or Program may provide a small stipend directly to the teacher. Should the university/program provide a stipend, they will coordinate payment directly with the teacher. No stipend is paid by the district for interns, observers or student teachers.

Every effort will be made to honor these preferences, but there is a chance that we may not be able to do so.

Preferred Email Address:

I have reviewed the Highly Qualified Cooperating Teacher Characteristics as described on the attached page. I am willing to accept the responsibilities of a cooperating teacher. 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 or any other university, program, or institution.

Cooperating Teacher Signature:  Date:

I approve of the above-mentioned teacher hosting a preservice teacher. I affirm that this teacher has completed 3 years of teaching experience and has, on record, successful student learning outcomes.

Principal Signature:  Date

SUBMIT TO: Mya Mercer via email, scan, or fax (464-5043)
Highly Qualified Cooperating Teacher Characteristics - FYI

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

___ 1. **Teacher Performance**
- The cooperating teacher performs at top levels as indicated by the T-TESS and/or other evaluation information
- Demonstrates and models proficient use of academic English (and academic Spanish or other languages, in bilingual classrooms)
- Follows through with job-related commitments
- Understand that the classroom teacher is ultimately responsible for the direction of the class. Thus, the cooperating teacher must be present to provide a high-quality learning experience for the student teacher.

___ 2. **Professional Dispositions**
- Demonstrates behaviors that reflect a 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 curriculum and instruction
- Demonstrates knowledge of federal, state, and local policies/procedures
- Demonstrates knowledge of instructional research-based strategies for all special populations served in all classrooms
- Works collaboratively with family members, and other support personnel to appropriately identify and address students’ individual needs

___ 6. **Technology**
- Has or would be supportive of an interactive, technology-rich teaching/learning environment

___ 7. **Communication**
- Works collaboratively with peers
- Engages parents in student success
School-district personnel and University faculty collaboratively developed these recommendations. *It is not necessary to return this checklist to HRS – it is for principal/teacher use only.*