

AISD Elementary Cooperating Teacher Agreement

FALL 2015

If you are interested in hosting a student from an alternative program or university, please complete this form, sign at the bottom, and have your principal/administrator approve your agreement with his or her signature. Please send the signed form to CAC, D-300, Attn: Angela Darby via campus mail, Fax: 414-3844 or Scan and Email: angela.darby@austinisd.org.

School: _____ Name: _____
Last First

Grade Level: _____ Bilingual Classroom? ___ yes ___ no ESL Classroom? ___ yes ___ no

Elementary Special Areas:

___ Art
___ Music
___ Physical Education

Special Education:

___ Life Skills
___ Early Childhood
___ SBS/ED
___ Autism Unit
___ Resource Room
_____ Grade Levels

___ Full-time Inclusion
___ Part-time Inclusion
Subject(s) _____
_____ Bilingual

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

I team-teach: ___ yes ___ no With whom? _____

* Preferred program(s)/university(ies): **UTeach Outreach**
(List in order of preference. If no preference, leave blank or write "any".)

* Preferred faculty coordinator: _____
(List in order of preference. If no preference, leave blank or write "any".)

** Every effort will be made to support these preferences, but there is a chance that we may not be able to honor your preference*

Work E-mail: _____ Home E-mail: _____

I have reviewed the Highly Qualified Cooperating Teacher Characteristics as described on the back of this form and I am willing to accept the responsibilities of a cooperating teacher.

I approve of the above-mentioned teacher hosting a pre-service teacher.

Teacher Signature Date

Principal Signature Date
(required)

**SUBMIT TO: CAC D-300, Attn: ANGELA DARBY VIA CAMPUS MAIL,
Fax: 414-3844 or Scan and Email: angela.darby@austinisd.org**

Highly Qualified Cooperating Teacher Characteristics

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

1. Teacher Performance

- Performs at the top levels of the PDAS
- 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

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

- Has or would be supportive of an interactive, technology-rich teaching/learning environment