

CONTINUING PROFESSIONAL DEVELOPMENT EXPERIENCE

THREE CREDITS TOWARDS RECERTIFICATION

COOPERATING TEACHER

In order to receive three credits towards recertification of the Maryland Teaching Certificate, the cooperating teacher must address one of the following by writing a maximum of five double-spaced typed pages on the topic. The paper is due to Barbara Witherow three weeks following the final student intern day.

1. Describe your experiences as a cooperating teacher. What are the benefits, rewards, and problems?
2. What training and relevant experiences are necessary for a cooperating teacher to work successfully with student interns?
3. What would you emphasize to teachers who are considering working with student interns?
4. What do you consider to be the major issues in the training of future teachers? What can you do to strengthen and improve the teacher training program?

ABSTRACT
Continuing Professional Development Experience

TITLE: Cooperating Teacher Experience

COORDINATOR: Barbara M. Witherow, Coordinator, Worcester County Public Schools

INSTRUCTORS: Salisbury University, University of Maryland, and Worcester County Public Schools personnel

DESCRIPTION OF EXPERIENCE:

Cooperating teachers will participate in ongoing training and planning sessions with university personnel to provide the appropriate teaching/learning environment for future teachers. The experience will include orientation and training sessions for cooperating teachers and college supervisors, and seven weeks of classroom training with the student interns.

SUGGESTED TIMELINE:

1 st Fall Experience	7 weeks
2 nd Fall Experience	7 weeks
1 st Spring Experience	7 weeks
2 nd Spring Experience	7 weeks

CREDIT HOURS: 03

TRAINING AND EXPERIENCE:

As a result of training and student teaching experience, cooperating teachers will:

- Provide an appropriate classroom setting for a student teaching experience
- Model the best in teaching and learning K through 12
- Provide daily opportunities for student interns to observe, analyze classroom events, plan/deliver lessons and evaluate/reflect upon their actions
- Work with student interns on the development of daily, long-range and unit planning, and in differentiating instruction
- Prepare student interns to assume a full range of moral and educational responsibilities
- Observe and evaluate the student teaching and learning situation

PARTICIPANT EVALUATION:

Participants will daily demonstrate their knowledge and ability by modeling Maryland's *Essential Dimensions of Teaching*. Cooperating teachers will write a paper that examines and reflects on their experiences as a cooperating/supervising teacher.

INSTRUCTIONAL RESOURCES:

Essential Dimensions of Teaching
University of Maryland Eastern Shore's *Handbook for Cooperating Teachers*
Salisbury University's *Handbook for Student Teaching*
Redesign of Teacher Education in Maryland

Approved:

Wynnette H. Morris, Staff Development Coordinator

Date

Dr. Richard Walker, Assistant Superintendent for Instruction

Date