



PRACTICUM GUIDELINES FOR THE COOPERATING TEACHER

The Cooperating Teacher is a trained Waldorf teacher with a minimum of seven consecutive years of teaching experience, is skilled in interpersonal relationships, and is interested in guiding the teacher trainee. The Cooperating Teacher has one of the most critical roles in the teacher education process by guiding a new teacher and affirming the trainee's commitment to the profession.

During the trainee's three weeks of practice teaching, the Cooperating Teacher will observe the trainee for the purpose of providing information, evaluation and feedback regarding the trainee's teaching competencies.

The practicum experience is divided into two streams to best serve teachers in their development.

- **Pre-Service** - Those new to teaching and/or new to Waldorf Education with less than one year of full-time teaching in their own classrooms OR those who are not currently lead teaching in a Waldorf School
These trainees will observe the Cooperating Teacher for a full week prior to beginning their practicum teaching. The Cooperating Teacher will observe and provide feedback daily during the trainee's three week practicum.
- **In-Service** - Those working in their own classrooms as lead teachers in a Waldorf school
These trainees will be observed by the Cooperating Teacher at least twice a week, in a variety of lessons, during the trainee's three week practicum.

Prior to the Practicum, the Cooperating Teacher will:

- Discuss their approach to lesson design and share specific lesson plans along with reasons for methods, materials, and activities used.
- Assist the trainee in preparing successful lessons by discussing approaches planned by the trainee.
- Aid the trainee in the selection of appropriate materials and review his or her lesson plans prior to the lesson delivery.

During the Practicum, the Cooperating Teacher will:

- Observe trainee's teaching and provide constructive feedback on a daily basis.. See criteria below.
- Explore the trainee's classroom management plan including routines, seating arrangements, student incentives, rules and consequences, along with how these fit general school policies.
- Help the trainee to assess the social climate of the classroom, including behaviors and special needs of individual children in the classroom, group dynamics, and motivation of individual groups within the class.
- Provide advice on classroom management style and discuss the social climate of the classroom the trainee has created.

After the Practicum

Cooperating Teacher will complete the [Trainee Final Evaluation and Recommendation Form](#) and submit to monika.sutherland@greatlakeswaldorf.org

The Cooperating Teacher is paid a stipend of \$300 after GLWI has received the trainee's final evaluation form and recommendation.

Criteria for Guiding and Assessing Teacher Trainees

As you guide trainees through their Practicum, the following considerations may help support your assessment.

Organizes lesson content based on a sound understanding of Waldorf and Mainstream approaches

- Becomes familiar with relevant aspects of each student's background, knowledge, and experience
- Writes clear learning objectives that are appropriate for the students
- Plans for and accommodates the diversity of learners
- Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that is to come
- Demonstrates knowledge of subject matter, grade or class levels, and current research
- Demonstrates the ability to integrate content across the curriculum
- Creates or selects appropriate teaching methods, learning activities, and instructional materials that are developmentally appropriate and aligned with the objectives
- Includes problem solving and/or collaborative strategies
- Creates or selects evaluation strategies that are developmentally appropriate and aligned with the objectives
- Evaluates student learning systematically
- Uses results to plan future instruction

Creates an Environment for Student Learning That Serves a Diverse Classroom

- Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior
- Creates a climate that promotes fairness
- Conveys the equal importance of all students
- Establishes and maintains rapport with students in developmentally appropriate ways
- Responds in a sensitive manner
- Develops effective interactions, considering the unique characteristics of each student
- Communicates challenging learning expectations to each student
- Demonstrates that learning is individual, active, and social
- Constructs practical, effective approaches to manage student behavior based upon prior research of discipline models
- Makes the physical environment safe and conducive to learning
- Addresses multiculturalism in presentations and resources

Teaches to Accommodate Diverse Student Learning

- Makes learning objectives and instructional procedures clear to students
- Provides procedural information according to students diverse needs, abilities, and learning styles
- Makes content comprehensible to students
- Integrates complex information into a logical sequence
- Uses materials, social interaction, and varied instructional strategies
- Encourages students to extend their thinking
- Provides problem solving opportunities and encourages experimentation
- Challenges students using a variety of techniques
- Monitors students understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands
- Responds appropriately to individual differences
- Evaluates effectiveness of instruction
- Uses instructional time effectively
- Organizes instruction
- Paces the lesson according to the content, learner, and situation
- Establishes efficient classroom routines

Demonstrates Reflective Practice and Teacher Professionalism

- Reflects upon lesson effectiveness
- Identifies whether or not learning goals were met and provides supporting evidence
- Identifies specific strengths and weaknesses in all domains
- Looks for ways to improve future instruction

- Demonstrates a sense of efficacy
- Recognizes diversity as a source of enrichment
- Accepts full responsibility for the learning of all students
- Identifies specific ways to help all students meet learning goals
- Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- Collaborates with colleagues to enhance student learning or address specific problems
- Coordinates plans, schedules, and resources with colleagues
- Develops effective relationships within the classroom, school, and community
- Communicates with parents/guardians regarding student learning and behavior
- Effectively employs various forms of communication

Trainee Final Evaluation and Recommendation Form

Practicum Trainee's Name:

Date:

Please use this form to assess your practicum trainee by circling the appropriate number, using the comment section as necessary.

When complete, please email to: monika.sutherland@greatlakeswaldorf.org

5 = excellent, 4 = promising, 3 = acceptable, 2 = poor, and 1 = very poor

Classroom Demeanor:

Clothing is neat, clean, and appropriate	5	4	3	2	1
Speech is clear, well-enunciated; proper word usage	5	4	3	2	1
Posture and movement are comfortable	5	4	3	2	1
Trainee is punctual and prepared for lessons	5	4	3	2	1

Comments:

Lesson Presentation:

Knows lesson materials well (verses, songs, stories, etc.)

without dependence on notes	5	4	3	2	1
Moves through 3-fold transitions well	5	4	3	2	1
Balances thinking, feeling, and will activities well	5	4	3	2	1
Uses a sense of humor appropriately	5	4	3	2	1

Comments:

Interactions with Students:

Maintains an appropriate/professional teacher/student relationship	5	4	3	2	1
Is attentive to the mood of the classroom	5	4	3	2	1
Responds well to the needs and challenges of students	5	4	3	2	1
Teaches to the developmental level of the class	5	4	3	2	1
Has a genuine concern for each child's welfare	5	4	3	2	1

Comments:

Interactions with Parents and Mentor Teachers:

Is friendly, respectful, and responsive	5	4	3	2	1
Observes well, asking insightful questions	5	4	3	2	1
Brings creative ideas to the planning process	5	4	3	2	1
Responds well to suggestions and feedback	5	4	3	2	1
Works well in assisting and co-teaching roles	5	4	3	2	1
Listens well and is open to feedback	5	4	3	2	1

Comments:

Text

Text

Please describe the strengths of your student teacher

Please describe the challenges of your student teacher

In your opinion, do you feel this student teacher is ready to become a lead teacher in a Waldorf School?

Why or why not?

Text