



Cooperating Teacher Handbook

The Role of Trusted Advisor

Teacher Ready Cooperating Teacher Handbook | Teacher Ready Program | 2026 | *Twelfth Edition*

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Message to the Cooperating Teacher

Welcome to the University of West Florida TeacherReady Program

Dear Cooperating Teacher,

On behalf of the School of Education at the University of West Florida, **thank you** for opening your classroom to our teacher candidate. You have been specifically selected for this role based on your proven effectiveness as an educator, your standing as a valued colleague, and your reputation as a high-level professional.

While our candidates spend their time mastering theory through our state-approved, CAEP-accredited online curriculum, it is under your mentorship that these theories come to life. Our developing teachers will become better educators because of your willingness to guide, model, and provide the real-world feedback that only an experienced practitioner can offer.

Your Role and Resources

This handbook serves as a companion to the candidate's roadmap, designed to support you as you coach them into becoming an efficient professional. To ensure you feel prepared for this endeavor, please note the following:

- **Clinical Educator Training (CET):** All cooperating teachers complete this free online training, which provides the specific strategies and tools needed to help your candidate progress.
- **Guided Growth:** Your primary function is to provide a space for the candidate to complete clinical experience assignments that align directly with their online lessons (Lessons 1–7) and participate in observations and evaluations to assist with the professional growth of your teacher candidate.
- **Standards of Behavior:** Just as we hold our candidates to rigorous academic standards, they have also committed to a strict set of **Professional Standards of Behavior**. We expect our candidates to remain ethical, effective, and professional at all times while in your school and classroom.

Our Commitment to You

It is our pleasure to work with you one-on-one. We are here to answer any questions and provide the support you need to ensure this is a successful experience for both you and your teacher candidate.

We recognize that the future of the teaching profession depends on the mentorship of current experts.

Thank you for your dedication to the next generation of educators.

Sincerely,

The TeacherReady Team

School of Education University of West Florida

TeacherReadyAdvisors@uwf.edu

The TeacherReady Program

TeacherReady is a State of Florida approved and an CAEP (Council for the Accreditation of Educator Preparation) accredited online, alternative teacher certification program through the University of West Florida's School of Education. TeacherReady is also regionally accredited through SACS (Southern Association of Colleges and Schools). The program consists of content and clinical experiences that align to state and national professional teaching standards. Candidates who successfully complete the program including the Florida Teacher Certification Exams (FTCE) become eligible to receive a State of Florida professional teaching license and the Florida Reading Endorsement.

TeacherReady is an online competency-based program that allows completers of the program to earn professional teacher certification in Florida. The knowledge and skills addressed in TeacherReady are based on the “sample key indicators” of the **Florida Educator Accomplished Practices (FEAPs)** as identified in *Preprofessional: Competencies for Teachers of the Twenty-First Century* published by the Florida Department of Education. Competencies 1-5 in the **Florida Reading Endorsement** are also a part of the instructional model of TeacherReady to ensure that participants are prepared with a basic understanding of the reading process and can assist struggling readers with increasing academic achievement.

TeacherReady Lesson Content is organized within twelve instructional lessons. Each lesson is composed of instructional topics that allow knowledge and skills practice to be chunked and scaffolded using a best practices approach to instructional design for participants. The program includes coursework and clinical experiences, and teacher candidates are required to work under the supervision of a **certified cooperating teacher** during their teacher observation and student teaching assignment.

TeacherReady Curriculum

FOUNDATIONS COURSES

- **Foundations 1:** Professional Fundamentals
- **Foundations 2:** Workplace Fundamentals
- **Foundations 3:** Effective Frameworks of Teaching
- **Foundations 4:** Classroom Management Basics

INTENSIVE LESSONS

- **Lesson 1: Managing & Engaging Students to Learn**
- **Lesson 2:** Alignment of Learning Targets & Standards
- **Lesson 3:** Learning Tasks & Feedback Strategies
- **Lesson 4:** Aligning Summative Assessment Tools

Mid-Program Assessment (Benchmark)

- **Lesson 5:** Engaging Students in Special Populations
- **Lesson 6:** Engaging Students in Reading
- **Lesson 7:** Applying Five Components of Reading
- **Lesson 8:** Culminating Clinical Experience

The Teacher Candidate

TeacherReady teacher candidates (mentee) can be described as one of the following:

A: Full-Time teachers

Full-time teachers, paraprofessional or permanent substitute teachers doing clinical experience in their own area and grade of certification. Teacher candidates do not have to log observation hours since they are in the classroom all day every day. They will document the school year in which they completed their clinical experience, along with the name of the school, the school district, and the names of the principal and cooperating teacher. Cooperating teachers can be a fellow teacher or an administrator.

B: Non-Full-Time teachers

Non-Full-Time teachers doing clinical work in their cooperating teacher's classroom. Cooperating teachers need to be certified in the teacher candidate's area and grade of certification. Cooperating teachers can also be administrators. Teacher candidates will spend a minimum of 150 hours of classroom teaching experience before they can request enrollment in the Culminating Clinical Experience which happens during Intensive Lesson 8. The Culminating Clinical Experience is one full week of student teaching (35 hours). Teacher candidates should spend a minimum of 4-6 hours per week with classroom teaching experiences during the length of the program and before the Culminating Clinical Experience.

Program Standards of Behavior

The following professional norms are designed to guide the teacher candidate's conduct as a developing teacher while working on their certification program and beyond. They reflect the values of today's K–12 educational landscape, emphasizing collaboration, professional conduct, and commitment to lifelong learning. By embracing these principles, they will help create a positive, student-centered environment where all learners—and educators—can thrive.

Professional and Classroom Norms for a Positive K–12 Learning Environment

- I will hold myself trustworthy and accountable. I understand that deadlines are important, and I am expected to meet them throughout my coursework, clinical work, and FTCE exams.
- I understand that effective communication is key to success, so I will be expected to read and respond to emails and return phone calls in a timely, professional manner. I will be expected to always speak in a respectful and professional manner to TeacherReady staff, school personnel, parents, and students.
- I understand that punctuality is key to being a successful professional, so I will be expected to be on time for appointments, deadlines, clinical placements, and lesson completion.
- I understand that I am still growing as a professional, and I will seek, read, and respond positively to feedback. I understand that honest feedback is seen as valuable and not criticism.
- I understand that I am expected to display a professional and positive attitude in all my interactions with colleagues, students, parents, mentors, and instructors. I will be friendly and helpful to others.
- I understand I am expected to actively seek ways to continuously expand my knowledge and skills.
- I understand I am making a commitment as a teacher candidate to provide the best instruction I can while in my clinical experiences. This includes, but is not limited to, being prepared for class, implementing effective teaching strategies, and being fully committed and focused on the students and their learning while in the classroom. I will recognize the value of each individual.

- I will be flexible, supportive, and respectful to students. I will not embarrass or criticize students or colleagues in the presence of others.
- I understand my mentor is volunteering to help me grow as an educator. I will respect their time, their expertise, and collaborate as a professional.
- I will celebrate successes and have fun while learning.

The Cooperating Teacher

The role of the cooperating teacher is to encourage the development and growth of the new teacher candidate and to ensure that the teacher candidate maintains a steady improvement of student learning in the classroom. The following are the requirements to serve as a cooperating teacher:

- hold a **valid professional teaching certificate**,
- have a **minimum of three years of teaching experience** as an effective or highly effective teacher, and
- be willing to take a free four-hour **Clinical Educator Training** for supervision of teacher candidates (can be taken in segments); if the cooperating teacher listed is an administrator, then the cooperating teacher must hold a valid Administrative Certificate.

What will I do as a Cooperating Teacher?

The following list provides the specific responsibilities of a cooperating teacher in the TeacherReady program.

- **Be familiar** with the Cooperating Teacher Handbook and Cooperating Teacher Checklist.
- **Complete the Clinical Educator Training** unless you have already completed similar training. If so, just send us your professional development log, certificate of completion, or transcripts as documentation.
- **Mentor** the teacher candidate in fully developing their professional practice through informal and formal observations, feedback conversations, and coaching.
- **Meet with the teacher candidate prior to any formal observation, specifically the **Benchmark (at mid-point of the program)** and at the **Culminating Clinical Experience (after intensive lesson 7)** to conduct the pre-observation content planning conference and familiarize the candidate with the observation and assessment details.**
- **Observe** the performance of the teacher candidate at mid-point of the program or after successful completion of Intensive Lesson 4 and submit the **Benchmark Assessment**.
- **Collaborate with your teacher candidate** throughout the program. At the end of the program, as the candidate prepares for the week of culminating, assist the candidate in planning for the week of teaching as well as preparing the specific plans for daily teaching. Your approval of the lesson plans and pre- and post-tests for the culminating clinical experience are essential for the success of the candidate.
- **Observe** the performance of the teacher candidate at the end of the program or after successful completion of Intensive Lesson 7 and submit the **Culminating Clinical Experience Evaluation** at the end of the 5-day week of culminating.
- **Meet with the teacher candidate after any formal observation, specifically the **Benchmark (at mid-point of the program)** and at the **Culminating Clinical Experience (during Intensive****

Lesson 8) to conduct post-observation conferences to review the results of the observation and evaluation and provide feedback.

- **Validate the logged hours** your candidate entered in the **Clinical Experience Log** (teacher candidate B above) every time your candidate comes to your classroom.
- **Assist the candidate in scheduling observations** of other classes when beneficial.

Each of the items in the list of responsibilities will be explained more fully in the following narrative in the order that the items are listed above.

Cooperating Teacher Checklist

The Cooperating Teacher Checklist is a valuable tool designed to guide and confirm the key actions necessary for a successful mentor-mentee experience with your TeacherReady candidate. We encourage cooperating teachers to keep a copy of the checklist readily available and use it as a reference during conferences and ongoing collaboration with their teacher candidate.

TEACHER CANDIDATE NAME:		
START DATE:		POTENTIAL END DATE:
AREA OF CERTIFICATION:		GRADE:
COMPLETED	DATE	KEY ACTIONS
<input type="checkbox"/>		Placement - Clinical Placement Confirmation
<input type="checkbox"/>		Introduction - Meet your mentee and set up your mentoring schedule and expectations.
<input type="checkbox"/>		Mentoring Conferences – during Foundation Courses and Intensive Lessons 1-4 meet at least once a month or when mutually agreed
<input type="checkbox"/>		Clinical Training Certificate – complete clinical training or submit documentation of similar training. If cooperating teacher is an administrator, submit administrative license or educational leadership certificate.
<input type="checkbox"/>		Benchmark Assessment <input type="checkbox"/> Pre-Benchmark Assessment conference (content planning) <input type="checkbox"/> Observation & Submission of Benchmark Assessment <input type="checkbox"/> Post Benchmark Assessment conference (feedback)
<input type="checkbox"/>		Mentoring Conferences – during Intensive Lessons 5-7 meet at least once a month or when mutually agreed
<input type="checkbox"/>		Culminating Clinical Experience Evaluation <input type="checkbox"/> Pre-Final Evaluation/Week of Culminating conference (content planning) <input type="checkbox"/> Review Lesson Plans and Pre/Post Test <input type="checkbox"/> Observation of one full week of student teaching for teacher candidates doing clinical in mentor’s classroom or 5 consecutive lessons for teacher candidates doing clinical in their own classrooms

COMPLETED	DATE	KEY ACTIONS
		<input type="checkbox"/> Submit Culminating Clinical Experience Evaluation <input type="checkbox"/> Post Final Evaluation/Week of Culminating conference (feedback)
<input type="checkbox"/>		Questions: Contact the TeacherReady Team if you have any questions at TeacherReadyAdvisors@uwf.edu or 850-898-3949.

Clinical Educator Training

To assist our cooperating teachers in coaching and providing feedback to our candidates, we developed the Clinical Educator Training. This training is intended to assist cooperating teachers in observing, giving feedback, and assessing candidate performance. **The Clinical Educator Training requirement must be met by mid-point in the program, prior to the Benchmark Assessment** (end of Intensive lesson 4).

However, the earlier in the process the cooperating teacher can complete the training, the better. The Clinical Educator Training is completely online and free of charge for our cooperating teachers. It will take approximately four (4) hours to complete. Review the [TeacherReady Clinical Educator Training Content](#)

If you have previously received similar training, you do not have to take this training again. Please send your certificate, professional development log, or transcripts to TeacherReadyAdvisors@uwf.edu. School administrators will send a copy of their administrative license or educational leadership certificate, and that will fulfill this requirement.

Cooperating Teacher Professional Development

Teacher candidates will have specific assignments to complete while in your classroom or in a school setting. It is the teacher candidate’s responsibility to discuss these assignments with you and arrange for completion. If the candidate does not have a specific clinical experience assignment to complete, assign the candidate to work with a small group of students or to complete a task in your classroom. For example, if you want to gather information on a K-12 student, you may have the teacher candidate observe the student and take specific notes about the classroom behavior of that student. It is important for the teacher candidate to experience as many different teaching tasks as possible.

The K-12 students in your classroom need to be comfortable with interactions with the teacher candidate. The experiences you provide should support this relationship between your K-12 students and the candidate. The candidate can assume added responsibilities as they continue to learn and progress in classroom tasks.

Additionally, as the candidate experiences being a teacher, they will look to you for answers to questions, interpretation of events and feedback to improve.

We also want to provide some options that work for TeacherReady candidates as they work to complete their clinical experience hours. Most importantly, with your help, we want to provide experience in the classroom that supports the development of skills and qualities needed to be a quality first year educator.

The following are suggestions; we trust your judgement about what is best for the candidate and your K-12 students.

Some options for classroom experiences:

- Work with small groups of students or individual students who need special attention
- Teach a small portion of class content
- Teach special units/topics of study provided by the cooperating teacher or co-designed with the cooperating teacher
- Review student results on assessments together

In every situation above:

- Provide feedback with each effort demonstrated by the candidate
 - What worked well?
 - What could be improved, or would you do differently?
 - What did you like best about the lesson, activity?
 - What are the key learnings for you from this experience?

Benchmark Assessment

The TeacherReady program does not require a specific number of cooperating teacher-teacher candidate mentoring conferences, however, we require that cooperating teachers have a **pre-Benchmark Content Planning Conference** to review the objectives of this section of the program, plan the best time for the observation and assessment, and go over the [Florida Educator Accomplished Practices \(FEAPs\)](#)

Content Planning Conferences are explained in detail in the Clinical Educator Training that you receive. The most important aspect of the **content planning conference** is the focus on **CONTENT** and **Student Learning**.

The **Benchmark Assessment** is designed to provide an opportunity to apply concepts and skills learned, as candidates reach the mid-point of the TeacherReady curriculum content. This assessment also serves as an important time for **reflection** and processing of TeacherReady instructor and cooperating teacher **feedback**.

At the mid-point of the TeacherReady program, cooperating teachers are asked to observe the performance of the teacher candidate teaching in the classroom and complete the **Benchmark Assessment** to document the teacher candidate's performance. The **Benchmark Assessment** serves as a tool to give feedback and help the candidate work on areas of improvement as they complete the second half of the program. The cooperating teacher might not be able to observe all the areas in the evaluation. This should not be a surprise since the teacher candidate is at mid-point in their program. If that is the case, you may mark the skill as 'N/A' and in the **post-Benchmark Assessment conference**, the discussion can be around what experiences are needed to meet different areas of the evaluation.

Leading up to the **Benchmark Assessment**, teacher candidates will

- develop lesson plans for **one week of instruction**, share one of the lesson plans with their cooperating teacher, and **invite their cooperating teacher for a planned observation and evaluation** of that lesson.
- **reflect and self-evaluate** their progress following the planned observation.

After the **Benchmark Assessment**, cooperating teacher and teacher candidate will have a **post-**

Benchmark Assessment conference to share feedback and observations. This is a good opportunity for the cooperating teacher to identify areas for recognition (demonstrated effectiveness), areas for improvement, and recommended paths of action. Ask the candidate to identify 1-3 actions they will continue, improve, or eliminate to assist them in their planning for continued growth and development.

Benchmark Assessment – What to Expect

FOR TEACHER CANDIDATES

- Teacher candidates will develop lesson plans for **one week of instruction**, share one of the lesson plans and **invite their cooperating teacher for a planned observation and evaluation**.
- Teacher candidates will **reflect and self-evaluate** their progress as well.
- **Teacher candidates are responsible for sharing the link to the Benchmark Assessment to their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Benchmark Assessment and sending it to their cooperating teachers.**

FOR COOPERATING TEACHERS

- Cooperating teachers will review the [Florida Educator Accomplished Practices \(FEAPs\)](#) as preparation for the Benchmark Assessment.
- Cooperating teachers will review the [Benchmark Assessment \(Exxat\)](#) (PDF Sample Copy) as a reference to the **Benchmark Assessment online tool**.
- Cooperating teachers will hold a **pre-Benchmark Assessment content planning conference** with their teacher candidate.
- Cooperating teachers will **observe** at least one (1) lesson/mini lesson for purposes of the Benchmark Assessment.
- Cooperating teachers will hold a **post-Benchmark Assessment mentoring conference** with their teacher candidate.
- Cooperating teachers will **submit** the **evaluation** using the **Benchmark Assessment online tool**. (link shared by teacher candidate)
- **Teacher candidates are responsible for sharing the link to the Benchmark Assessment with their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Benchmark Assessment and sending it to their cooperating teachers.**
- Cooperating teachers use the copy of the assessment during the **post-Benchmark Assessment mentoring conference**.

Prepare for the Culminating Clinical Experience Evaluation Week

Once the candidate completes Intensive Lessons 1-7 of the program, the teacher candidate can schedule and complete the **5-day culminating clinical experience**. The teacher candidate must work with you to determine what standards/benchmarks or topics need to be taught during the **5-day clinical experience**. You determine the best time for the culminating experience to occur depending on the teacher candidate being ready to take over the class. Once the content has been decided, collaborate with the teacher candidate for the creation of **pre-tests** to help the candidate determine **prior knowledge**. Using the results of the pre-test, the teacher candidate will collaborate with you to **develop lesson plans**. The lesson plans should include:

- specific learning targets to be communicated to the students,

- instruction that is aligned to the learning targets,
- formative assessments that are part of instruction and that provide data on how closely students are to hitting the learning target, and
- summative assessment that is aligned to the learning targets.
- **a post-test** that is closely aligned to the pre-test will be administered to determine student learning gains during the culminating clinical experience. **As cooperating teacher, you will approve the final version of the pre-test, lesson plans, and post-test** before the teacher candidate uploads them into their eLearning platform for grading by the TeacherReady instructor.

In preparation for the week of culminating cooperating teachers utilize the [Culminating Evaluation \(Exxat\)](#) (PDF Sample Copy) to determine the indicators you will be watching for as your teacher candidate is teaching. It is imperative that you **keep comprehensive notes** for supporting evidence as you will be sharing these each afternoon with your teacher candidate, and you will need to document the supporting evidence when you fill out the **Culminating Clinical Experience Evaluation online tool** at the end of the week of culminating. The [Culminating Evaluation \(Exxat\)](#) (PDF Sample Copy) document included in this handbook is a replica of the **online form** you will fill out when you evaluate the candidate at the end of the **culminating week experience**.

As previously mentioned, each afternoon you will meet with your teacher candidate to reflect on the day's events and to provide recommendations for the following day. At a minimum, please, discuss the following:

1. What the teacher candidate did well
2. What the teacher candidate can improve on tomorrow
3. Discuss students learning gains that occurred that day

During your **daily meeting**, listen to the teacher candidate and guide their learning. Focus on improvements for the following day. **Your candidate is required to include a summary of the above discussion points in their reflection assignment due at the end of each day during the week of culminating.** This process will be repeated each of the five days of the culminating clinical experience.

At the end of the **Week of Culminating**, you will complete and submit the evaluation using the **Culminating Clinical Experience Evaluation online tool**.

Please note it is essential to fill out all questions of the **online form**. If a question is missed, the form will not be submitted. Submit the evaluation promptly after the week of culminating has finished.

Culminating Evaluation Week

The **Culminating Clinical Experience or Intensive Lesson 8** is a full week of evaluation where teacher candidates will develop **lesson plans** for 5 consecutive days of instruction; embed a variety of **formative assessments**; employ a variety of **instructional strategies** to ensure all students can learn; and submit **reflections** as part of their assignments after each day of teaching based on their teaching performance on the lessons and student learning gains.

Similarly, to the **Benchmark Assessment**, the TeacherReady program requires that cooperating teachers have a **pre-Culminating Clinical Experience Content Planning Conference** to review the objectives of the program, plan the best time for the observation and evaluation, and review the **lesson**

plans and pre- and post-tests.

After the **Culminating Clinical Experience**, cooperating teacher and teacher candidate will have a **post-Culminating Clinical Experience Conference** to share feedback and observations before the cooperating teacher submits the evaluation using the **Culminating Clinical Experience Evaluation online tool**.

Cooperating teachers will also meet with their teacher candidate **at the end of each day of the Culminating Clinical Experience week** to provide immediate feedback.

Culminating Clinical Experience Evaluation – What to Expect

FOR TEACHER CANDIDATES

- In lesson 8, teacher candidates will create **lesson plans for all the classes** that they will teach during the week established to do their culminating clinical experience.
- Teacher candidates will **create and administer a pre-test and post-test** to check on prior knowledge and evaluate student learning during their culminating clinical experience.
- Teacher candidates will **submit their lesson plans to their cooperating teacher for approval** before uploading into their lesson 8 dropbox.
- Teacher candidates will request a **pre-Culminating Clinical Experience mentoring conference** to their cooperating teacher.
- Teacher candidates will make sure they **upload their lesson plans into lesson 8 dropbox** and verify that they are graded with “1” before teaching.
- If teacher candidates are **doing their culminating week in their cooperating teacher’s classroom**, cooperating teachers will observe all their classes.
- If teacher candidates are **full-time teachers doing their culminating week in their own classroom**, cooperating teachers will observe 5 lessons (if cooperating teacher is a fellow teacher) or 1 lesson (if cooperating teacher is an administrator).
- Teacher candidates will make sure they complete the **daily reflection** and upload it into the dropbox **at the end of each day of teaching**. Teacher candidates will submit all these even if they are a full-time teacher and are only getting observed one day.
- Teacher candidates will have a **feedback session** with their cooperating teacher at the end of each day of teaching during the week of culminating.
- Teacher candidates must submit all their **lesson 8 assignments** including their final reflection **within 48 hours** of completing their week of culminating.
- Teacher candidates must **verify that their cooperating teacher has submitted their Culminating Clinical Experience Evaluation using the online tool** after the week of culminating is complete. The **Culminating Clinical Experience Evaluation link** can be found in **lesson 8 in their elearning system**.
- Teacher candidates will hold a **post-Culminating Clinical Experience mentoring conference** with their cooperating teachers. Teacher candidates will bring the **pre and post tests results and their reflections** to this conference.

- **Teacher candidates are responsible for sharing the link to the Culminating Clinical Experience Evaluation with their mentor. Instructions are included in the candidate’s e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Culminating Clinical Experience Evaluation and sending it to their cooperating teachers.**

- Teacher candidates must email their student advisor to verify their cooperating teacher’s final evaluation was received and processed after about **one week after their week of culminating**.

FOR COOPERATING TEACHERS

- Cooperating teachers will make sure the teacher candidate has fulfilled all the requirements before starting the Culminating Clinical Experience (Lesson 8)
- Cooperating teachers will review the [Florida Educator Accomplished Practices \(FEAPs\)](#) as preparation for the Culminating Clinical Experience Evaluation.
- Cooperating teachers will review the [Culminating Evaluation \(Exxat\)](#) (PDF Sample Copy) as a reference to the **Culminating Clinical Experience Evaluation online tool**.
- Cooperating teachers will hold a **pre-Culminating Clinical Experience content planning conference** with their teacher candidates.
- Cooperating teachers will **approve lesson plans** before teacher candidates upload them into their eLearning system lesson 8 dropbox for grading.
- Cooperating teachers will **observe and evaluate** the teacher candidate during the **Week of Culminating**. If cooperating teacher is an administrator, they will observe one (1) lesson during the week of culminating. If the cooperating teacher is a fellow teacher, they will observe one (1) lesson **each day of the culminating week** (5 consecutive days).
- In the case of virtual teaching, the 5 consecutive days can be spread out within 2 weeks.
- Cooperating teachers will hold a **feedback session** at the end of each day of teaching during the week of culminating.
- Cooperating teachers will hold a **post-Culminating Clinical Experience conference sharing all observation feedback** and reviewing the culminating clinical experience final evaluation before submitting it.
- Cooperating teachers will **submit** the evaluation using the **Culminating Clinical Experience Evaluation online tool**. (link shared by teacher candidate)

- **Teacher candidates are responsible for sharing the link to the Culminating Clinical Experience Evaluation with their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Culminating Clinical Experience Evaluation and sending it to their cooperating teachers.**
- Cooperating teachers use the copy of the assessment during the **post-Culminating Clinical Experience mentoring conference**.

Clinical Experience Logs

Teacher candidates have access to three types of Clinical Experience Logs to document their practical experience in teaching in a K-12 setting as a requirement for teaching certification.

Clinical Experience Log for Full-Time Teachers, Paraprofessionals or Permanent Substitute Teachers

Teacher candidates will document the school year in which they completed their clinical experience, along with the name of the school, the school district, and the names of the principal and cooperating teacher in the [Clinical Experience Log for Full-Time Teachers, Paras & Permanent Subs](#).

The [Clinical Experience Log for Full-Time Teachers, Paras & Permanent Subs](#) will be submitted by the teacher candidate **prior** to requesting enrollment in **Intensive Lesson 8 or Culminating Clinical Experience** to document their clinical work. Cooperating teachers **do not** have to sign the log.

Teacher candidates will upload the log in the corresponding **Clinical Experience Lesson Dropbox** in

their e-Learning platform Canvas.

Clinical Experience Log for Non-Full-Time Teachers

Teacher candidates will record the hours spent in the cooperating teacher's classroom and cooperating teacher will initial the logged hours in the [TeacherReady Clinical Experience Log for Non-Full-Time Teachers](#).

The [TeacherReady Clinical Experience Log for Non-Full-Time Teachers](#) will be submitted by the teacher candidate **prior** to requesting enrollment in **Intensive Lesson 8 or Culminating Clinical Experience** to document a minimum of **150 hours** of clinical experience. We recommend that cooperating teachers keep a copy of the logged hours for future reference.

Teacher candidates will upload the [Clinical Experience Volunteering Log](#) in the corresponding **Clinical Experience Lesson Dropbox** in their e-Learning platform Canvas.

Clinical Experience Log for Volunteering

Teacher candidates will record all clinical experience hours spent substituting or volunteering in a school prior to their formal clinical placement with an assigned and approved cooperating teacher.

Volunteering hours can be logged as part of the total number of hours required, however, the limit is 45 hours.

Teacher candidates will upload the log in the corresponding **Clinical Experience Lesson Dropbox** in their e-Learning platform Canvas.

Pre Observation Conference Guide

Conducting Effective Content Planning Conferences

Mentors use this form as a guide to conduct effective content planning conferences with teacher candidates.

Give the teacher candidate a copy of this completed document to upload in their assignment dropdown.

Pre Conference Steps	Mentor Notes
1. What is the content of the lesson?	
2. What are the materials that will be used to teach the content?	
3. What key concepts do you want your students to take away from the lesson?	
4. What prior knowledge is required before teaching this content?	

Pre Conference Steps	Mentor Notes
How will you ensure your students have this prior knowledge?	
5. How will you present the lesson objective in kid-friendly language to your class? Will you share this with your students orally or will it be written on the board?	
6. What are your lesson activities?	
7. Will you be using formative or summative assessment? If so, describe. How will you track student progress and understanding?	

Post Observation Conference Guide

Providing Effective and Targeted Feedback

Mentor Teachers provide targeted feedback to teacher candidates about their teaching practices. Give the teacher candidate a copy of this completed document to upload in their assignment dropbox.

Key characteristics of effective feedback	
<ul style="list-style-type: none"> • Goal-referenced • Transparent • Actionable 	<ul style="list-style-type: none"> • User-Friendly • Timely • Ongoing • Consistent

Post Conference Steps	Mentor Notes of Evidence
1. Teacher candidates share a self-reflection of their teaching from the teaching observation including	

Post Conference Steps	Mentor Notes of Evidence
student learning outcomes from pre and post assessment results.	
2. Mentor discusses observed evidence of candidate's strengths from culminating teaching.	
3. Mentor discusses observed evidence for candidate's areas of growth from culminating teaching.	
4. Mentor discusses student learning outcomes from pre and post assessment results	
5. Mentor recommends key action steps for improvement.	

Scheduling Observations in Other Classrooms

The TeacherReady candidate needs a well-rounded experience that aligns to the experience of a first-year teacher. The clinical experience assignments offer the chance for candidates to encounter a variety of classroom settings, teachers, instructional responsibilities, meetings, and a set of professional obligations. As a cooperating teacher, you provide guidance to ensure that the teacher candidate makes good decisions about who to observe and interview as well as the focus needed for continuing growth. You will also assist the teacher candidate with all the administrative requirements to observe other teachers in other classrooms as necessary.

You should expect the candidate to talk with you about the clinical experience assignments required for each lesson. Please prompt them if they fail to do so. The context for the experiences is always a part of the instructions for the clinical experiences.

Cooperating Teacher Resources

Access the [UWF TeacherReady](#) institutional website for important information and useful links to documents, forms and resources.

We include some resources below.

- [Standards of Behavior](#)
- [Cooperating Teacher Checklist](#)
- [Florida Educator Accomplished Practices \(FEAPs\)](#)
- [Benchmark Assessment \(Exxat\)](#)
- [Culminating Evaluation \(Exxat\)](#)
- [TeacherReady Clinical Educator Training Content](#)
- [Pre Observation Conversation Guide](#)
- [Post Observation Conversation Guide](#)
- [TeacherReady Lesson Contents](#)
- [TeacherReady Clinical Experience Alignment to Content](#)
- [TeacherReady Clinical Experience Log for Non-Full-Time Teachers](#)
- [Clinical Experience Log for Full-Time Teachers, Paras & Permanent Subs](#)

TeacherReady Contact Information

Contact the TeacherReady team should you have any questions or concerns.

- For admissions and general inquiries, contact teacherready@uwf.edu
- For advising, contact teacherreadyadvisors@uwf.edu
- For academics, contact Dr. Reggie Todd, Lead Instructor at rtodd1@uwf.edu or each lesson instructor for specific questions.

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