



## Checklist for Initial Three-Way Meeting

- Introductions
- Beginning and ending dates for experience.
- Arrival and departure times: Emphasize the requirement to maintain full-time teacher contract hours. Candidate provides a copy of daily schedule to university supervisor.
- District/School calendar: Candidate abides this calendar, including school-wide/district professional development days, parent/teacher conference days, etc.
- Illnesses and emergencies: If candidate is ill or in the case of accident, child illness, or other emergency, the candidate must call/text/email cooperating teacher immediately and inform the university supervisor (via email) of the absence. **Any absence must be made up.** Concerns about excessive absences (more than one per month average) will result in an “Improvement Plan.”
- School (student) policies: Candidates should have a copy/access.
- Nuts and bolts: Check on candidate having necessary ID badge, keys, computer access, passwords, parking, copy codes, place for storage of belongings (coat, lunch, cell phone, etc.), working space (desk, table), etc. as appropriate to the placement.
- University Supervisor role: Conduct formal observations, lead three-way meetings/conferences (initial, mid-term, and final, and solicit and relay concerns from and to all parties. Supervisor will contact co-operating teacher every other week (between observations) for updates or establish other means of frequent feedback.
- Cooperating Teacher role: Share curriculum guides and materials with candidate; hold daily meetings to discuss planning and students; work with candidate to plan and lead/assist classroom instruction; meet with supervisor and candidate in initial, mid-point, and final three-way meetings; complete mid-point and final evaluation of candidate; include candidate in staff meetings (grade-level, department, PLC, etc), parent/family communication, and school life; and keep supervisor apprised of candidate progress and issues.
- Daily Communication: Help cooperating teacher and candidate establish a specific daily time for co-planning and for other discussions. Schedule times for communication and planning:
  - Establish a specific time each day set aside for co-planning, reflection, and feedback.

- Establish a specific time and day each week for a discussion between candidate and co-operating teacher of *how the placement is going*, specifically
  - what is working well for each person
  - what the cooperating teacher needs to see, hear, and feel (both in terms of teaching-specific responsibilities and in terms of professional relationships and interactions).
  - what the candidate needs to be able to a) feel welcomed and able to grow, and b) meet requirements and expectations of the program (including more or less guidance or freedom from the cooperating teacher).
- Emphasize need for the candidate to give cooperating teacher time, freedom, and space to work independently.
- For face-to-face placements, help the cooperating teacher establish a way to communicate to the candidate their need to not be interrupted at the moment (a signal, a look, a word or phrase)
- Planning and Instruction: Review the 14-week plan for co-teaching responsibilities and roles
- Lesson plans: Teacher candidates will provide lesson plans to the cooperating teacher in advance of lessons, using template requested by cooperating teacher. Lesson plans (using the FDLTCC template) need to be available for the supervisor before each observation (or in tandem with video observations).
- Evaluations: Mid-term and the final evaluations are completed individually by the teacher candidate, the supervisor and, separately, by the cooperating teacher.
- Involvement: Teacher candidate should be actively involved in school life and school community (e.g. extra duties, faculty meetings, parent-teacher conferences).
- Communication with parents: The cooperating teacher should communicate with the students' caregivers to let them know the student teacher will be working with their child this term. Any communication between the teacher candidate and a caregiver should be overseen by the cooperating teacher.
- edTPA: Emphasize the need to focus on the edTPA for the first 9 weeks in the placement and complete the teaching, video-recording, and assessments during that time. Review the policy for the **candidate taking 2 full-days off from the site to work on the edTPA** (likely about 1/3 of the way through the placement). Discuss distribution and collection of edTPA media release forms.