

Representatives from six stakeholders in preservice and inservice teacher development met in May and June of 2011 to review current selection criteria for cooperating teachers serving as mentors to teacher candidates (student teacher) in Minneapolis and Saint Paul school districts. The six stakeholders invested in the collaborative effort are Saint Paul Federation of Teachers (SPFT), Minneapolis Federation of Teachers (MFT), Saint Paul Public Schools (SPPS), Minneapolis Public Schools (MPS), the Twin Cities Teacher Collaborative (TC2)—representing Augsburg, Bethel, Concordia-St. Paul, Hamline, Saint Catherine, St. Thomas universities, and the University of Minnesota- Twin Cities’ Teacher Education Redesign Initiative (TERI). All stakeholders reached consensus on the following Common Criteria for Cooperating Teachers as a starting point in guiding district administrators, school principals, teachers, university faculty, and placement coordinators in the selection of high quality teachers to mentor teacher candidates through co-teaching.

### Common Criteria for Cooperating Teachers

1. Three years of teaching experiences and/or tenured in District
2. Licensed in assigned field
3. Willingness to complete co-teaching training and co-teach<sup>1</sup> with teacher candidate
4. Principal/Building leadership team recommendation based on:
  - a. Evidence of effective teaching:
    - Assessing student learning—formative and summative assessments demonstrate student achievement and inform instruction
    - Managing learning in the classroom environment
    - Integrating research-based/best practices
    - Teaching with the lens of equity
  - b. Evidence of Professionalism
    - Collaborating (PDPLC, co-planning, co-teaching, co-assessing)
    - Deepening content knowledge
    - Communicating skillfully
    - Becoming a teacher leader (either interested or involved)
    - Reflecting on practice
    - Articulating practice
    - Adapting expertise<sup>2</sup>
    - Modeling passion and enthusiasm for teaching. Motivational.

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<sup>1</sup> Co-teaching model and training with pre-service teachers is based on St. Cloud State University’s Teacher Quality Enhancement Grant integrating co-teaching into pre-service practicum and student teaching experiences. See Heck and Bacharach (2010) *Mentoring Teacher Candidates Through Co-Teaching: Collaboration that Makes a Difference*.

<sup>2</sup> Adaptive experts possess both the expert knowledge that is necessary for high-quality performance and the ability to be flexible and inventive in the face of non-routine situations. Teachers who are adaptive experts need not only to have conceptual understandings, but also to have access to procedural competencies, models of practice, and ways of monitoring their own development. See Darling-Hammond & John Bransford (2005), *Preparing Teachers for a Changing World*.