



Teaching About Teaching

Competency

Cooperating teacher provides a rationale for planning and preparation, classroom environment, and instruction (metacognitive skills).

Key Method

The cooperating teacher provides justification for planning and preparation, classroom environment, and instruction choices based on their skills and knowledge around teaching strategies and best practice.

Method Components

Cooperating teachers are aware of the metacognitive behaviors they employ while teaching. Metacognition is a reflective activity of your own thinking process and is the thinking that allows you to monitor and manage your learning. When reflecting, cooperating teachers draw on their knowledge and awareness of their teaching in several ways. Cooperating teachers begin to plan the work, manage the progress of the work, and evaluate the work. Often interns/student teachers who observe experienced teachers state that “the more skillful the teaching, the easier everything looks, and the more difficult it is to understand how success is achieved” (Brown, 1994). Cooperating teachers should be aware of their “craft knowledge” and articulate the “cognitive awareness” occurring in their mind to their intern/student teacher. Researchers define craft knowledge as the “practical knowledge” based on experience and obtained over sufficient time and space in which to consider successes and mistakes. In addition, Carter discusses craft knowledge as encompassing three domains of knowledge of practice “owned” by the mentor and developed through experience and practice in the system. These are the areas of “personal practical knowledge,” “classroom knowledge,” and “pedagogical content knowledge.”



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Cooperating Teacher Stack

Last Revised on Mar 17, 2022

Charlotte Danielson’s Framework for Teaching

This framework provides the components for how a cooperating teacher can articulate their “craft knowledge.”

Domain 1: Planning and Preparation.

The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn, in other words, how the teacher designs instruction. These include demonstrating knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning.

Domain 2: The Classroom Environment.

The components in Domain 2 consist of the interactions that occur in a classroom that are non-instructional. These consist of creating an environment where all feel safe and respected regardless of individual differences, a positive rapport among the students and with the teacher. A culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

Domain 3: Instruction.

The components in Domain 3 constitute the core of teaching—the engagement of students in learning content. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in relevant learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Supporting Rationale and Research

Brown, A. (2009). Teacher Interns, Metacognition, and Identity Formation. Paper presented at the Annual Conference of the Australian Teacher Education Association (ATEA), Albury, Australia. Retrieved from <https://eric.ed.gov/?id=ED524473>

Chan, S. (2010). Applications of Andragogy in Multi-Disciplined Teaching and Learning <http://files.eric.ed.gov/fulltext/EJ930244.pdf>



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Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching (pp. 3–4). Association for Supervision and Curriculum Development. <https://eric.ed.gov/?id=ED509067>

N.D. (2010) Danielson Aligned Lesson Plan Template for Formal Observations <https://pdf4pro.com/amp/cdn/danielson-aligned-lesson-plan-template-for-kusd-edu-567479.pdf>

Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.) (2009). Handbook of Metacognition in Education. New York: Routledge.

Resources

Readings

From Charlotte Danielson, “[Enhancing Professional Practice: A Framework for Teaching](#)”

Case Studies

[Variety of Case Studies to Learn Different Teaching Strategies](#)

Videos

[Brief Intro to Metacognition](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

350 to 500 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

**Do not include any information that will make you identifiable to your reviewers.*

Respond to the following.

1. Describe how you teach your cooperating teacher the art of planning and preparing.



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2. Describe how you teach your cooperating teacher the art of creating a classroom environment.
3. Describe how you teach your cooperating teacher the art of student engagement.

Passing: Response provides detail in which the teacher candidate metacognition is apparent. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following two artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Video

A 30- to 45-minute video recording of a lesson that showcases all three of the domains in Charlotte Danielson's *Framework for Teaching*.

Artifact 2: Written Analysis

A written analysis that highlights all three of the domains in Charlotte Danielson's *Framework for Teaching* displayed throughout the video of the lesson and justifications for all decisions made. Include time markers when referencing the video.

Example:

02:17: *Think-Pair Share—This strategy was used in order to engage all students in the thinking process involved with solving the math problem. I specifically gave students 5 to 10 seconds of private thinking time, and then allowed them to verbally rehearse their math strategy with a partner before asking them to share with the entire group.*

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Video	The cooperating teacher submits a video that is between 30 and 45 minutes and that showcases all three of Charlotte Danielson's	The cooperating teacher submits a video that is between 30 and 45 minutes and that showcases only two of Charlotte Danielson's	Video is not submitted or it shows only one of Charlotte Danielson's Framework for Teaching aspects (planning and



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Cooperating Teacher Stack

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	Framework for Teaching aspects (planning and preparation, classroom environment, engagement).	Framework for Teaching aspects (planning and preparation, classroom environment, engagement).	preparation, classroom environment, engagement).
Artifact 2: Written Analysis	The cooperating teacher articulates teaching practices related to planning and preparation, classroom environment, and engagement AND Provides rationale for each.	The cooperating teacher articulates teaching practices related to planning and preparation, classroom environment and engagement but does not provide rationale.	The cooperating teacher does not fully articulate teaching practices from video.

Part 3 Reflection

350 to 500 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Provide a reflection on what you learned using the following guiding questions.

1. How will this learning impact you in the role of a cooperating teacher?
2. What specific actions will you now take to serve in this role?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Reflection is complete, organized, and easy to understand. Answer includes specific examples and next steps that relate to the three domains from Charlotte Danielson's Framework for Teaching.



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