Cooperating Teacher Responsibilities

* Select a student that meets these criteria
  - 3rd, 4th, or 5th grade student
  - is stable at this school; most likely will not move during spring semester.
  - is a good, average reader (no severe or moderate reading difficulties and no advanced reading skills)
  - would benefit from one-on-one instruction even if to build self-esteem
  - enjoys completing learning activities
  - enjoys school and would be agreeable in working with the WBC candidate

* Send home the provided permission letter with the student and notify the WBC teacher candidate when it is returned. Provide a copy of the signed letter to the teacher candidate.

* Allow the WBC teacher candidate to observe the student for 3 hours during reading-related activities which can include content-area classes.

* Work with the WBC teacher candidate to schedule visits in which he or she can work one-on-one with the case study student to complete 5 reading assessments and 7 reading strategies. (approximately 7 hours during the semester)

* Allow the WBC student to view and have copies of school assessments that pertain to the case study student’s reading such as DIBELS, Benchmark scores, report cards, in-class reading assessments, etc. (Parent permission will be obtained through the permission slip at the beginning of the study and the student’s name may be removed from the documents.)

* Contact the instructor of ED 4153 Reading in the Content Area any time questions or concerns arise during the spring semester.

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