



Great Public Schools for Every Student

Positive Professional Relationships

Cooperating teacher demonstrates the ability to establish and maintain positive professional relationships.

Key Method

The cooperating teacher uses various techniques that encourage and promote meaningful dialogue and collaboration. The cooperating teacher establishes and maintains a positive professional relationship with their student teacher/intern.

Method Components

Being deliberate about initial interactions leads to better relationships. In a student teaching/internship situation, both the cooperating/mentor teacher and student teacher/intern can help create a positive working and learning environment by investing time and thought into initial conversations and the setting of expectations.

Typical problems that develop during student teaching/internship experiences are misunderstandings about entry knowledge, differing expectations in regard to professional conduct, misunderstandings related to responsibilities, lack of information about the school calendar and/or events, and inaccurate application of past experiences onto this student teaching/internship experience. Intentionally addressing typical issues in advance can help establish expectations and avoid problems.

Characteristics of Positive Professional Relationships

Building Professional Relationships

Initial Time Investment: Address typical issues, common concerns, and expectations at the beginning.

Professional Conduct: Review school and program rules and policies together, relating to professional expectations.

Who We Are: Consider your roles and responsibilities apart and together—positive interdependence is needed.

Diversity Issues: Differences can exist in generations, background, life experience, and culture.

Maintaining Professional Relationships

Professional Consideration: Assist and help with arrangements to provide space for the student teacher/intern.

Regular Check-in: Check in with the student teacher/intern on a regular basis; provide space and time for questions and confidential sessions.

Deliberate Effort: Periodically review welcoming information for the student teacher/intern and the establishment of expectations. Give continuous thought to managing differences, listening, and nonverbal communication.

Supporting Research

Izadinia, M. (2016). An investigation into mentor teacher-preservice teacher relationship and its contribution to development of preservice teachers' professional identity. Retrieved from <http://ro.ecu.edu.au/theses/1792>

Hurwitz, S. C., Enz, B. J., & Carlile, B. J. (2006). The student teaching experience: A developmental approach and coaching the student teacher. Kendall Hunt Publishing.

Lu, Hsiu-Lien, "Ways for Cooperating Teachers to Build a Positive Relationship with Student Teachers" (2012). SoTL Commons Conference. 52.
<http://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2012/52>

Resources

Ways for Cooperating Teachers to Build Positive Relationships with Student Teachers
<http://bit.ly/2snZnm1>

Cooperating Teacher Roles and Responsibilities
<http://bit.ly/2tqtl8G>

Establishing Positive Relations During a Student Teacher Experience
<http://bit.ly/2sSwphw>

Building Great Work Relationships
<https://www.mindtools.com/pages/article/good-relationships.htm>

Action Plan Template
<http://bit.ly/2s3jfvm>

Case Study
<http://bit.ly/2snvh2e>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, each artifact must receive a "passing" on Parts 1 and 3 and a "Proficient" for each component of Part 2.

Part 1. Overview Questions

300 - 500 word limit

Using and referring to three of the characteristics listed in the sections titled "Characteristics of Positive Professional Relationships," please answer the following questions in paragraph form:

What characteristics do your positive professional relationships have in common?

Choose one person with whom you currently have a positive professional relationship. Use the characteristics of building and maintaining positive professional relationships to answer the following three questions:

What was your initial introduction like?

What specific characteristics were present that put your relationship on the right path?

What actions do you or your colleague take to maintain this relationship?

- **Passing:** Your response should completely answer each of the questions using specific examples from personal experience. Answers should include how the characteristics of a positive professional relationship were either evident or not in these examples. Writing should be in organized and easy to understand paragraphs or bullet points.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please complete the following two parts and **submit as one document**.
(Please do not include your name on the document.)

You may use the templates linked below or create your own.

Part A (200 - 300 words)

Create an action plan (linked below) to set:

- three goals for creating a positive welcoming experience for a student teacher/intern
- two goals for maintaining this experience

Please use the Action Plan template in the Resources section

Part B (400 - 600 words)

After reading the case study linked below, answer the following questions (Case study link found in the Resources section)

1. What components of building a positive professional relationship were present?
2. Rewrite the last paragraph to show how you would have handled the situation better.

.	Proficient	Basic	Developing
Case Study	Explicitly identifies and applies some of the characteristics of a positive professional relationship in a way that demonstrates Mrs. Benson being successful with her student teacher.	Partially identifies and applies some of the characteristics of a positive professional relationship. Re-writes the scenario in a way that demonstrates Mrs. Benson has improved success but the six principles of adult learning are not explicitly used.	Does not clearly identify or include analysis of the characteristics of a positive relationship. Rewrites the scenario but there is no evidence of improved success for Mrs. Benson and her student teacher.
Action Plan	Template is complete and demonstrates that the candidate applies characteristics of a positive professional relationship to each of the goals and:All parts of the action plan are completeGoals need to be measurableStrategies must be relevant to the context and doable.	Template is only partially complete and/or characteristics of a positive professional relationship were applied to only some of the goals and/orMay not have completed all partsand/or Goals are not measurable and/orStrategies are not doable or relevant to the context	Incomplete action plan Unrealistic goals or strategiesNo reference to adult learning principles.

Part 3. Reflection

300 - 500 word limit

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

How has the incorporation of positive professional relationships affected your current practice?

How did the goals and strategies outlined in the action plan specifically affect your practice?

What impact will it have on your practice in the future?

- **Passing:** Reflection is complete, organized, and easy to understand. Answers include specific examples from the

action plan and next steps that are relevant to the characteristics of positive professional relationships.



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