



Positive Professional Relationships

Competency

Cooperating teachers demonstrate the ability to establish and maintain positive professional relationships.

Key Method

The cooperating teacher uses 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, 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 setting expectations.

Typical problems that develop during student teaching/internship experiences are misunderstandings about entry-level knowledge, lack of cultural awareness, differing expectations regarding 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.

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Component of Positive Professional Relationships

Building Professional Relationships

- **Initial Time Investment:** Address typical issues, common concerns, and expectations at the beginning to form a trusting professional relationship.
- **Professional Conduct:** Review school and program rules and policies relating to professional expectations.
- **Who We Are:** Consider your roles and responsibilities apart and together—positive interdependence is needed.
- **Diversity Issues:** Differences can exist across generations, backgrounds, life experiences, perspectives, and cultures.

Maintaining Professional Relationships

- **Professional Consideration:** Assist and help arrange space for the student teacher/intern.
- **Regular Check-in:** Regularly check in with the student teacher/intern; 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 Rationale and Research

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.

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>

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

Readings

[6 Ways to Help Student Teachers Succeed](#)

[9 Tips for Supervising Student Teachers](#)

[Building Great Work Relationships](#)

[Principles of Good Practice-Teachers and Supervisors of Teachers](#)

[The Student and Cooperating Teacher Relationship](#)

Templates & Submission References

[Action Plan Template](#)

[Case Study](#)

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.

Using the components of building and maintaining a positive professional relationship (listed in the Method Components section), please answer the following:

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- What characteristics do your positive professional relationships have in common?

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

- What was your initial introduction like?
 - How did your initial interactions account for diverse perspectives?
 - What specific components were present that put your relationship on the right path?
 - What actions do you or your colleague take to maintain this relationship?

Passing: Responses completely answer each question using specific examples from personal experience. Answers should include how the components of a positive professional relationship were either evident or not in these examples. Writing should be organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following two artifacts as evidence of your learning. You may use templates linked in resources.

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

Artifact 1: Action Plan

Create an action plan to set:

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

Please use the [Action Plan Template](#)

Artifact 2: Case Study

After reading the [case study](#), re-write the scenario to demonstrate a positive cooperative teacher relationship (Case Study link found in the Resources section)

- What components of building a positive professional relationship were present?

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- Rewrite the scenario to show how you would have handled the situation better.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Action Plan	<p>Applies components of a positive professional relationship to each of the goals and:</p> <p>All parts of the action plan are complete.</p> <p>Goals need to be measurable.</p> <p>Strategies must be relevant to the context and doable</p>	<p>Components of a positive professional relationship were applied to only some of the goals and/or may not have completed all parts and/or</p> <p>Goals are not measurable and/or</p> <p>Strategies are not doable or relevant to the context</p>	<p>Incomplete action plan</p> <p>Unrealistic goals or strategies</p> <p>No reference to adult learning principles</p>
Artifact 2: Case Study	<p>Explicitly identifies and applies all of the components of a positive professional relationship to demonstrate Ms. Anderson being successful with her student teacher.</p>	<p>Rewrites the scenario to demonstrate that Ms. Anderson has improved success, but the six adult learning principles should be explicitly used.</p>	<p>The scenario was rewritten, but there is no evidence of improved success for Mrs. Benson and her student teacher.</p>

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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.

Reflect on what you learned using the following guiding questions:

- How has the incorporation of positive professional relationships affected your current practice?
- How will you intentionally account for diverse perspectives?
- What impact will it have on your practice in the future?

Passing: Reflection is complete, organized, and easy to understand. Answers include specific examples and next steps relevant to the components of positive professional relationships.