



Welcoming Your Teacher Candidate

- Arrange to meet with your teacher candidate before the official start of the experience. Spend time learning about one another as people, not just as educators.
- Introduce the teacher candidate to other faculty members, support personnel, and administrators.
- Tour the school including staff work areas, the lounge, adult restrooms, etc.
- Post the teacher candidate's name (*Mr./Ms. Smith*) along with your name near the classroom door.
- Send a note to families to let them know you will have a teacher candidate coteaching with you.
- Provide a desk (*preferably not a student-size desk*) or designate a work area for the teacher candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
- Provide a picture of the class or individual students to help the teacher candidate learn names more quickly.
- Review items in the faculty handbook that directly affect the teacher candidate: the contractual day, issues related to school security, etc.
- Share that “bit of information” that matters: *“There is a ‘Peanut Free’ table in the cafeteria”* or *“Staff members never park in Lot A.”*
- Explain any staff activities or special events the teacher candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
- Assemble a binder with useful information including class list, daily schedule, classroom rules, discipline referral forms, etc.
- On a calendar or planner, mark important dates for faculty meetings, your week for an instructional duty, school-wide music programs, etc.
- Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your teacher candidate to add to it throughout the experience.
- Leave an inspirational quote or article related to teaching on the teacher candidate's desk that might spark an interesting discussion.
- Gestures of kindness, no matter how small, have a positive impact.

Note: This handout has been modified from a handout provided by St. Cloud State University (Bacharach & Heck)