

Description of Roles

The Role of the Student Teacher

The student teacher is expected to function according to the guidelines established for professionals in the school. It seems appropriate to consider the student teaching experience as divided into three types of activities: orientation, observation and participation, and actual teaching. It is expected that these types of activities would blend into each other and that the level of student teaching (I or II) as well as individual student teacher differences would affect the time spent in each activity. For example, the EDU-3811 student teacher would typically need more time for orientation and observation than the EDU-4820/4850/6850/6830 student teacher.

At the orientation level the student teacher will be responsible for the following:

1. Acquainting himself/herself with staff of the cooperating school.
2. Becoming familiar with the physical environment of the building.
3. Establishing a working relationship with school personnel.
4. Becoming familiar with the students as well as the instructional materials used by the cooperating teacher.
5. Becoming familiar with the cooperating school program and policies as well as regulations such as those concerning school calendar, teachers' schedules, faculty meetings, and appropriate dress.
6. Learning school policies and regulations that apply to student teachers.
7. Developing and projecting a professional image.
8. Developing a schedule of at least weekly conferences with the cooperating teacher for planning and feedback purposes.
9. Developing a schedule of visits and observation for the college supervisor.
10. Recording impressions and observations in a field notebook.

In the area of observation and participation the student teacher will observe the Cooperating Teacher and gradually increase participation in teaching and other professional activities. The rate of involvement will depend upon the individual's level of experience and ability and is at the discretion of the Cooperating Teacher and the College Supervisor.

Activities for this level include:

1. Observing various teaching-learning situations (perhaps even with another teacher or grade).
2. Demonstrating the interpersonal skills necessary for working effectively with pupils.
3. Developing techniques of sound classroom management based on those used by the cooperating teacher.
4. Working with individual students or small groups.
5. Performing tasks which are normally the responsibility of a classroom teacher (creating bulletin boards; correcting papers; keeping records; operating instructional equipment; etc.)
6. Recording impressions and observations in a field notebook.

The third area of responsibility for the student teacher, curriculum development and lesson formal instruction, should begin on a "one to one" or small group basis. Instructional duties increase gradually until the student assumes primary responsibility for the classroom. The specific time and length of this teaching period will be determined by the Student Teacher in consultation with the Cooperating Teacher and the College Supervisor.

Responsibilities for this phase include:

1. Research, write, and teach a unit plan with at least five lessons. Confer with the Cooperating Teacher and College Supervisor while designing the unit.
2. Analyze the lessons through a review of the student work and achievement.

The Role of the Cooperating Teacher

Typical duties of a Cooperating Teacher include the following:

1. Provide an orientation for the student teacher.
2. Assign specific responsibilities.
3. Introduce the student teacher to the school and its staff.
4. Serve as a model of successful teaching.
5. Supervise and provide feedback for performance.
6. Arrange a regular meeting schedule with the student teacher.
7. Plan lessons with the student teacher.
8. Help the student teacher evaluate his/her instruction.
9. Arrange a variety of learning experiences for the student teacher.
10. Communicate directly with the college supervisor in all matters relating to the student teaching experience, particularly any concerns.
11. Assist the student teacher with a digital recording of two lessons.
12. Provide a formal observation and assessment of two lessons.
13. Provide feedback to help improve the teacher education program.
14. Complete the JSC Professional Skills and Dispositions Assessment at least once and discuss with the student. Place a copy in h/h file at JSC.

The Role of the College Supervisor

The College Supervisor serves as the official link between the teacher preparation program and the Cooperating Teacher.

Typical duties of a College Supervisor include the following:

1. Communicate the responsibilities and expectations of the student teaching experience.
2. Visit the student teacher and cooperating teacher **at least once every ten work days**.
3. Assist Cooperating Teacher in understanding and performing h/h role in the teacher preparation program.
4. Conduct regularly scheduled conferences with student teacher.
5. Review evaluation feedback from the cooperating teacher and evaluate the on-going progress of the student teacher.
6. Assist the student with issues concerning the licensure portfolio.
7. Provide the student with a mid-semester performance evaluation.
8. Maintain open lines of communication by conferring regularly with the cooperating teacher and the student.
9. Serve as a resource person to both the student teacher and the cooperating teacher.
10. Maintain practices consistent with the protocol of the cooperating school.
11. Complete the JSC Professional Skills and Dispositions Assessment twice and discuss with the student. Place a copy in h/h file at JSC.
12. Assign the final grade after consultation with the Cooperating Teacher.