

Chapter 2

ROLES & RESPONSIBILITIES/ EFFECTIVE INTERACTION

ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN THE STUDENT TEACHING EXPERIENCE

Director of Student Teaching

The Director of Student Teaching is the University official who has the primary responsibility for the organization and administration of the student teaching program. The complexity of this program has increased considerably from the time when a campus laboratory school was the primary student teaching facility to the present time when student teacher/candidates are placed in many of the schools in Northwestern Pennsylvania. Specifically, the duties and responsibilities of the Director of Student Teaching include:

1. Assignment of student teacher/candidates to school districts.
2. Administration of the overall student teaching program.
3. Maintaining a constant monitoring of the student teaching program in cooperation with the University supervisors, cooperating teachers, and other public school officials.
4. Assignment of University supervisors and the coordination of their efforts.
5. Direction of in-service training for cooperating teachers.
6. Conferring with University supervisors and student teacher/candidates regarding specific problems encountered by candidates.
7. Maintenance of wholesome professional relationships between the University and participating schools.

Responsibilities of University Supervisor

As a liaison between the University and the participating schools, the University supervisor's role is to foster the development of a positive experience for all participants.

1. Visit the student teacher/candidate at least once every three weeks and no fewer than five times per a 7.5 week placement.
2. Included in the five visits you must conduct a minimum of three written observations during each half of the semester.
3. Write observation reports of the student teacher/candidate, noting strengths, and offering suggestions for improvement where appropriate.
4. Conduct conferences with the student teacher/candidate and cooperating teacher immediately following, or as soon as possible thereafter, all lessons observed.
5. Confer with the cooperating teacher concerning letter grade and evaluation report. As a liaison between the University and the participating schools, the University supervisor's role is to foster the development of a positive experience for all participants.
6. Complete the evaluation of the student teacher/candidate using the online Teacher Candidate Performance Profile (TCPP) and/or final evaluations based upon academic discipline. The TCPP and final evaluations are due by the Friday following the end of the semester.
7. Using the PDE430 forms evaluate the student teacher/candidate for each placement and submit to the Office of Student Teaching by the Friday following the end of the semester.

8. Complete the Evaluation Summary for each student teacher/candidate by the Friday following the end of the semester.

Responsibilities of the Cooperating Teacher

Providing effective supervision is the most important responsibility of the cooperating teacher. Supervision requires that the teacher work one-on-one with the student teacher/candidate, providing honest communication concerning strengths and areas needing improvement.

1. Supervise the student teacher/candidate throughout each school day and during appropriate extracurricular activities.
2. Communicate daily, verbally and/or in writing, with the student teacher/candidate.
3. Communicate with the University supervisor, as appropriate.
4. Complete appropriate paperwork including lesson observations, weekly analysis, midterm and final evaluations, and evaluation summary.
5. Submit appropriate evaluations and evaluation summary to Edinboro University as per the semester calendar.

Responsibilities of the Student Teacher/Candidate

Student teacher/candidates are placed in classrooms on a full-time basis so they are able to experience the total life of a teacher. This means they are responsible for devoting their time and energy to the teaching experience.

1. Assume a professional role in the school by being punctual, prepared, and appropriately dressed.
2. Submit all lesson plans and instruction materials to cooperating teachers at least 24 hours in advance of teaching.
3. Initiate arrangements for videotaping, observations of teachers, and all other course assignments.
4. Prepare written lesson plans for all lessons taught.
5. Write diagnostic self-evaluations following every lesson taught.
6. Maintain a student teaching notebook with lesson plans, all course materials, and have the notebook available every day at school.
7. Complete the Instructional Plan online in LiveText. See Chapter 4.
8. Complete the online TCPP at the completion of each placement.
9. Supply cooperating teacher with necessary forms.
10. Inform cooperating teacher of unavoidable absence, inform University supervisor of schedule changes as soon as possible.

EFFECTIVE INTERACTION

The roles of the University supervisor, the cooperating teacher, and the student teacher/candidate should be well-defined if appropriate interaction is to take place and successful results achieved. These are interacting roles, and the role of each can often change because of these interactions.

University Supervisor

The University supervisor is the liaison between the University campus and the public school classroom. He or she facilitates the transition of the student teacher/candidate from a University student to a public school teacher and he or she will work more closely with the student teacher/candidate than any other member of the University faculty. The University supervisor is expected to visit and/or observe the student teacher/candidate every two to three weeks during the semester. The supervisor's role includes the following:

1. Providing group leadership and guidance to the student teacher/candidate by means of seminars for the discussion of common problems and the continuing development of teaching skills.
2. Providing individual guidance for the student teacher/candidate by means of:
 - a. Personal observation and written feedback of his/her activities in the classroom and school facility.
 - b. Individualized conferences to provide analysis and insight into the problems encountered.
 - c. Conferences with individual cooperating teachers.
 - d. Group conferences, as necessary, with the cooperating teacher, student teacher/candidate, and director of student teaching.
3. Providing the cooperating teachers as a group or as individuals with:
 - a. An understanding of the University program.
 - b. An understanding of the purposes of field experience.
 - c. Information about the student teacher/candidate's academic background.
 - d. Suggested solutions for problems encountered.
4. Providing feedback to the University on the effectiveness of field experience assignments and activities.
 - a. Providing cooperating teachers with the necessary evaluation forms.
 - b. Following up on all messages concerning problems as soon as possible.

Cooperating Teacher

The cooperating teacher has voluntarily accepted the task of directing the field experience of a student teacher/candidate in such a manner that optimum teacher growth can result. The cooperating teacher does this by assigning tasks through a process that is challenging, yet attainable, for the candidate. He or she serves as a role model, mentor, counselor, and many times, as a friend.

It is recognized that the cooperating teacher is always responsible for the learners in the classroom. The student teacher/candidate is subordinate to the cooperating teacher even though teaching responsibilities will shift during the candidate's assignment. However, early recognition of the University student as a student teacher/candidate and not a student is essential to a successful field experience. The easiest way to accomplish this is to regard the student teacher/candidate as a co-teacher from the beginning and to introduce the candidate to the students as a co-teacher and not as a student from Edinboro University. This co-teacher role is significant for a number of reasons:

First, the recognition of the candidate as a co-teacher will help to relieve initial apprehension so prevalent among most student teacher/candidates. Early in the field experience, the student teacher/candidate can become involved in performing management tasks such as taking roll, making announcements, or assisting students with homework assignments.

Second, the cooperating teacher should begin to elicit the opinions about classroom matters from the candidate in an attempt to share the decision-making role. The open initiation of this process in the classroom can help to expedite the candidate's transition into the teaching process. Learners tend to be more willing to accept the candidate's role when the transition into the classroom decision-making process is supported by the cooperating teacher.

Third, during the early weeks of the assignment, the student teacher/candidate is required to undertake many professional tasks that can be completed outside the classroom. These might include studying student records, doing research in the library, duplicating materials, tutoring individuals, conducting co-curricular activities, etc., which are occasionally required of the cooperating teacher. Learners can easily become accustomed to someone passing into or out of the room at odd moments and soon learn to accept the occasional absence of either the cooperating teacher or the student teacher/candidate as a normal procedure.

Fourth, the gradual shifting of responsibility in a cooperative teaching effort presents the opportunity for professional assessment of teaching competencies. If the student teacher/candidate is unsure of himself/herself, the cooperating teacher should make comments or suggestions during a presentation to, for example, guide a digressed discussion back to the intended instructional purposes at the proper moment without demeaning the candidate's stature before the group.

The cooperating teachers' responsibilities include the following:

1. Provide a full range of experiences, based on student teacher/candidate competencies, which cover all classroom responsibilities.
2. Write one or two classroom observations each week to the student teacher/candidate including strengths and areas to improve.
3. Arrange a scheduled sit-down conference time each week.
4. Submit written mid-point and final evaluations by the specified due dates.
5. Whenever a problem arises that the supervisor should deal with or know about when the supervisor is not in the building, the cooperating teacher should contact the supervisor at home or the contact the Office of Student Teaching.

Guiding the Student Teacher/Candidate

The student teacher/candidate learns by doing, and his/her competencies should grow to meet a gradually expanding role. A cooperating teacher's positive attitude at this time is of prime importance. To facilitate the development of cooperative teaching rapport, every effort should be made to include the candidate in one or two teacher tasks almost immediately upon his/her arrival. Examples of these initial tasks are:

1. Classroom procedures such as attendance.
2. Grading and scoring papers.
3. Assigning books and supplies.
4. Recording test and homework results.
5. Tutoring individuals or small groups.
6. Study of diagnostic and cumulative records.
7. Designing and producing a bulletin board display.

Success at these initial tasks generates a feeling of satisfaction for the candidate and should promote a desire to become more comprehensively involved with the classroom tasks. Part of this involvement should be directed toward information regarding general procedures, planning, scheduling, school policies, and the school calendar. In the early days of the assignment, the candidate should be introduced to other faculty, the administration, related building personnel, and of course, the students. Seating charts should be made available to the candidate so that he or she may learn student names quickly. The candidate should be familiar with school practices regarding the use of the faculty room, parking, duplicating facilities, library use, and school supplies.

The initial teaching experience might involve the candidate in developing a unifying theme in which he or she feels particularly competent. The cooperating teacher should lead the candidate into the teaching schedule gently as he or she feels the candidate is capable of handling the load. In most cases a candidate will begin teaching his/her first class after 3 or 4 days of observation and assisting. As the candidate gains expertise and confidence, the cooperating teacher will add classes one at a time until the candidate has had the opportunity to teach a two-thirds to a full load of classes for the final one or two weeks of the assignment period.

Lesson Planning Expectations

The student teacher/candidate is expected to have a written lesson plan for every lesson taught. There is a degree of flexibility inherent in all planning which may cause a variation in format to meet the needs of a particular situation. However, all plans must have stated specific instructional objectives that specify precisely what the learner is to learn. Plans must include a list of procedures to be implemented by the candidate. The procedures should lead toward the achievement of the stated objectives. Plans may also include a section stating motivational techniques and a section listing materials to be used. In many cases these two latter sections are included in the procedures section. Please refer to Chapter 4 for sample lesson plans. However, candidates and cooperating teachers are not restricted to using these formats.

All lesson plans must be dated and initialed by the cooperating teacher at least twenty-four hours in advance of the day on which the lesson is to be taught. All related tests, worksheets, etc. must also be initialed by the cooperating teacher twenty-four hours in advance. Such advance preparation is not only good planning but also allows the cooperating teacher to have input into the lesson plan and can help to broaden the candidate's perspective of the local curriculum and effective instructional techniques.

Methods and Classroom Management

Although the student teacher/candidate will have had considerable instruction in both methods and classroom management at Edinboro University, such instruction has not been in the practical environment of the public school classroom. It is the responsibility of the cooperating teacher to assist the candidate in making this transition from theory to practice. Often the student teacher/candidate will emulate the cooperating teacher's instructional methods. Initially, this does not usually create a problem, but the candidate should be encouraged to develop his/her own teaching style and methods of classroom management. The candidate is required by the University to self evaluate, in writing, the effectiveness of these developing techniques both on the lesson plan and in a weekly report on the "Student Teaching Weekly Analysis" form which follows.

The cooperating teacher, in turn, is required to do written analyses of the candidate in order to provide encouraging comments and constructive criticism. These write-ups allow the candidate to perceive strengths and weaknesses and give him/her an opportunity to assess his/her progress. These written evaluations should be done at least on a weekly basis, reviewed with the candidate, and filed in the candidate's folder. The Report of Supervision is the form on which these observations are to be written. Further discussion of the evaluation process is included in the next section of this guidebook. Sample lesson observation formats are included there. The cooperating teacher and student teacher/candidate may select the format they feel most appropriate.

Student Teacher/Candidate

Although the student teacher/candidate has had other field experiences, none approach the significance of the student teaching field experience. The candidate is encouraged to meet with the cooperating teacher before the actual assignment begins to initiate a smooth adjustment to the teaching assignment.

During the first week of the experience, the candidate will be involved in an intensive orientation in which he or she will become familiar with school policies, teacher policies, student behaviors, and, in general, begin to become a functioning part of the educational team of which he or she is a member. Much of this initial time will be spent observing the cooperating teacher and other teachers to begin the development of a clear understanding of the teaching-learning situation. Such observations should be coupled with assisting the cooperating teacher with classroom activities. The student teacher/candidate should initiate arrangements for audiotaping, videotaping, school visitations, and assisting with other curricular activities. The candidate is

encouraged to blend into the classroom setting as quickly as possible so that learners accept him/her as part of the teaching team.

Within a few days, the candidate will be given the first opportunity to teach. This will usually become the candidate's class for which he or she has the responsibility until the culmination of the field experience. As the candidate demonstrates ability, additional classes and lessons will be added to the schedule.

In relation to the teaching-learning process, the candidate will maintain a folder/notebook for each subject taught throughout the semester. These folders/notebooks will contain the following:

1. Lesson plans - In the folder/notebook there must be a copy of the lesson plan used for each class taught as well as a copy of each test and work sheet constructed. As stated previously, all lesson plans, tests, and work sheets must be approved and initialed by the cooperating teacher 24 hours in advance.
2. Reports of Supervision - All reports of supervision written by the cooperating teacher and the University supervisor must be kept in the folder/notebook.
3. Other pertinent learning materials - Unit plans, reports of bulletin board displays, study guides constructed, etc. must be in the folder/notebook for easy reference.

The folder/notebook is to aid the cooperating teacher and the University supervisor in systematically evaluating and offering constructive criticism regarding the candidate's preparation and classroom procedures. It is to be made easily available to the University supervisor when he or she visits the classroom.

It is expected that, as the semester progresses, the candidate will take on an increasing number of the cooperating teacher's duties including taking attendance, managing homeroom, study halls, assisting with co-curricular activities, attending in-service workshops, meeting with parents, and in general, becoming comprehensively involved in the appropriate activities of the school.

The candidate must remember that he or she is always responsible to the cooperating teacher. The candidate may not act as a substitute teacher and may not be paid for teaching tasks performed for the school district.

Absences

During the semester the student teacher/candidate assumes both the technical and professional duties of the teaching profession and any laxity in attendance and participation will be considered indicative of a less than commendable professional attitude. If an absence is unavoidable, the candidate is required to notify the public school office and their University supervisor of his/her impending absence before the beginning of the school day. A doctor's report will be expected for the absence. **Absences in excess of three days may result in an extension of the student teaching experience or in the removal of the candidate from the assignment. Tardiness will not be tolerated.**

Dress

The candidate is to dress professionally at all times. Although the candidate will want to observe the mode of dress of the professionals with whom he or she works, he or she will not necessarily want to adopt a similar style of dress. The candidate should remember that he or she is attempting to build an image. That “image” can often make a significant difference in the candidate’s success in managing his/her classroom.

Professionalism

Throughout the semester, the student teacher/candidate should strive to develop skills necessary to be professional in all aspects including communication, responsibilities, punctuality, appearance, and self-confidence for effective teaching. The Grading Criteria provides detail about the components of professionalism necessary to be successful as a student teacher/candidate. The student teacher/candidate should be mindful of suggestions given by the cooperating teacher and the University supervisor regarding professional expectation and performance.