Roles and Responsibilities

The area of professional relationships is one of the most important in the student teaching experience, but at the same time, it can be one of the most difficult. The three individuals involved, the student teacher (ST), cooperating teacher (CT), and university supervisor (US) must give careful attention to developing collaborative relationships. The ST, CT, and US are to work as a team with the goal of developing a successful beginning teacher.

Student Teacher The student teacher is expected to:	*Cooperating Teacher* The CT is expected to:	*University Supervisor* The US is expected to:
▪ Contact the CT as soon as placement is arranged to begin mutual planning and scheduling for the experience and to acquire an understanding of the teaching assignment ▪ Maintain confidentiality regarding students and the school ▪ Become knowledgeable about students' backgrounds, academic achievement, and development, and respect the diversity of the students ▪ Recognize the legal responsibilities and authority of the CT and other school/district personnel ▪ Participate in school and community activities ▪ Know and follow school/district policy ▪ Meet regularly with the CT for planning, evaluation, and professional growth ▪ Report on student learning and growth ▪ Assist in maintaining cumulative records ▪ Use various teaching media ▪ Fully experience all aspects of the cooperating teacher's responsibilities ▪ Set an example for students in personal habits, conduct and dress ▪ Utilize proficient communication skills ▪ Maintain a professional attitude and positive manner ▪ Present own points of view without imposing a personal bias ▪ Be receptive of constructive feedback and continuous evaluation ▪ Engage in reflective thinking ▪ Exhibit a courteous, cooperative, and professional relationship with the entire school	▪ Help the student teacher feel accepted and wanted ▪ Conduct a tour of the school ▪ Provide information regarding classroom, school, and district policies ▪ Protect the best interests of the students ▪ Schedule the delegation of classroom responsibilities to the student teacher as he/she demonstrates capacity to fulfill them ▪ Provide constructive feedback to the student teacher ▪ Participate in conferences with the ST and US ▪ Establish weekly times to meet with the ST and discuss pertinent topics ▪ Introduce the ST to school administrators, fellow teachers, staff, and parents ▪ Help students see and accept the ST as a co-worker on the teaching staff ▪ Provide a location in the classroom for the ST to work and place personal and professional materials ▪ Become familiar with the ST's personal and educational background as it relates to his/her teaching ▪ Provide information regarding the ST's students ▪ Allow the ST to assume full-time solo teaching for a minimum of four (or more) weeks ▪ Initially share responsibility with the ST for planning activities, then gradually transfer responsibility to the ST ▪ Model for and encourage use of a wide variety of teaching methods ▪ Observe and critique the ST's performance on a regular basis	▪ Represent Malone University in matters affecting the student teaching experience ▪ Assist the ST in learning as much as possible during the student teaching experience ▪ Become knowledge concerning the personal and educational background of the ST ▪ Conduct regular visits to the ST's classroom (minimum eight (8), six (6) of which include formal, written observations ▪ Conduct an orientation meeting with the CT and the ST which includes a discussion of the typical student teaching schedule and continuous evaluation ▪ Regularly confer with the CT ▪ Encourage the ST to stay on track with completing all of his/her student teaching requirements ▪ Assist the ST in bridging the gap between theory and practice ▪ Monitor the efficacy of the student teaching placement ▪ Maintain positive, professional relationships with the school principal, staff, and teachers ▪ Conduct a midpoint and endpoint evaluation conference with the ST and CT using the Evaluation of Student Teaching form ▪ Submit evaluations, forms, credit/no credit recommendation, and mileage report to the Director of Field & Clinical Experiences in a timely manner ▪ Arrange for the removal of a student teaching if this becomes necessary

staff ▪ Attend required Student Teaching Seminars (EDUC 460) and fulfill all student teaching requirements ▪ Consistently exhibit professional behaviors and dispositions	▪ Remain in the classroom a majority of the time until the four or more weeks of soloing ▪ Assist the ST in evaluation of personal and professional growth ▪ Ensure the ST reports on student learning and growth ▪ Provide direction for the ST in maintaining cumulative records ▪ Model the use of various teaching media and ask the ST to follow suite ▪ Expect the ST to fully experience all aspects of the his/her responsibilities ▪ Complete formal midpoint and endpoint evaluations of the ST using the Evaluation of Student Teaching form ▪ Arrange for the ST to visit and observe other teachers in the building during the last week of student teaching	