

ROLES RESPONSIBILITIES OF THE SCHOOL AND SUPERVISING PERSONNEL

The School Principal (or designee), Cooperating Teacher and College Supervisor significantly impact the quality of the student teaching experience. The following describe the roles and responsibilities of these three figures.

A. The Principal/Designee

The role of the principal is to provide leadership and to initiate the Student Teacher into the culture of the school. The Principal/Designee facilitates and promotes professional development for the Student Teacher by:

1. Developing with the faculty the concept that participation in pre-professional training the growth and development of a teacher- is a stimulating professional opportunity community. This assistance may include:
 - a. Placing the Student Teacher's name on sign-in sheets, etc.
 - b. Encouraging Student Teachers to attend teachers' meetings.
 - c. Introducing the Student Teacher to school personnel, custodians, nurses, central office personnel, etc., as appropriate.
 - d. Assisting in the scheduling visitations to other classrooms, central resource centers, etc. Providing for the selection of a qualified cooperating teacher, fully certified, preferably with 5 years of teaching experience in the teaching field, and with a genuine willingness to accept and supervise a Student Teacher.
2. Orienting the Student Teacher to the philosophy; policies and procedures of the school; physical plant; staff and community.
3. Acquainting the Student Teacher with special services provided for students.
4. Providing ongoing assistance and support to the Student Teacher in the development of appropriate professional relationships with faculty, staff, parents, students and
5. Participating, if possible, in the observation and evaluation of the Student Teacher's progress. This may include:
 - a. Conferring with the College Supervisor and Cooperating Teacher on the progress of the Student Teacher.
 - b. Ensuring that any conflicts are resolved swiftly and amiably.
6. Refraining from utilizing any Student Teacher as a substitute teacher. The Michigan State Board of Education policy (R 390.1105) states:

...student teachers cannot be used legally as substitute teachers in those cases where a supervising teacher is absent from the school or unavailable for other reasons, except in those cases where the absence of the supervisor from the classroom is necessary for the promotion of a student teacher program.
7. Providing for the selection of a qualified cooperating teacher, fully certified, preferably with 3-5 years of teaching experience in the teaching field, and with a genuine willingness to accept and supervise a Student Teacher.
8. Orienting the Student Teacher to the philosophy; policies and procedures of the school; physical plant; staff and community.
9. Acquainting the Student Teacher with special services provided for students.
10. Providing ongoing assistance and support to the Student Teacher in the development of appropriate professional relationships with faculty, staff, parents, students and

11. Participating, if possible, in the observation and evaluation of the Student Teacher's progress. This may include:
 - a. Conferring with the College Supervisor and Cooperating Teacher on the progress of the Student Teacher.
 - b. Ensuring that any conflicts are resolved swiftly and amiably.

B. The Cooperating Teacher

The Cooperating Teacher models, guides, challenges, and mentors the Student Teacher, initiating the Student Teacher into the profession of teaching and into the role of the teacher by helping the Student Teacher develop effective classroom practices and a stimulating learning environment. The Cooperating Teacher provides intensive support to the Student Teacher through the following venues:

Orientation. The Cooperating Teacher provides opportunities for the Student Teacher to become familiar with the classroom, the facilities, the staff and the policies of the school. This is accomplished through:

1. Providing a general tour of the building(s), including the faculty lounge.
2. Introducing the Student Teacher to the principal, faculty and staff.
3. Explaining procedures for faculty parking, meals or other faculty details.
4. Explaining location and procedures for using the learning center and/or library, faculty resource center, computers, paper and other instructional materials.
5. Making available curriculum guides and course outlines, especially for courses the Student Teacher will be teaching.
6. Allowing the use of teaching manuals and other materials to augment lesson plans.
7. Discussing student attendance, tardiness and discipline policies within both the classroom and the school. Providing copies of the student handbook and the faculty handbook.
8. Providing necessary background information on students to assist in creating appropriate learning environments and lessons.
9. Discussing the school and classroom grading procedures.
10. Reviewing procedures for accessing student records.
11. Reviewing the daily/weekly classroom work schedule and school calendar in place during the period of student teaching assignment.
12. Reviewing observation/evaluation forms and establishing mutual goals.
13. Providing a work space for the Student Teacher within the assigned classroom.
14. Providing a calendar of scheduled events such as faculty meetings, PTA/PTO meetings. etc. so that the Student Teacher can attend them.
15. Discussing and demonstrating effective methods for working with parents.

Supervision. The professional modeling by the Cooperating Teacher is vital to the student teaching experience. The Student Teacher will initially learn through observing the Cooperating Teacher. However, in order to implement the agreed-upon goals, Cooperating Teachers should gradually encourage the student to assume full classroom responsibilities. Generally, it is expected that Student Teachers will not be left unsupervised while teaching.

However, it is expected ***that all student teachers will teach independently and without direct supervision for the entire day, no later than week 4 of the contact.***

Transition to Full-Time Teaching. The Cooperating Teacher is a professional who is willing to help guide and supervise the Student Teacher. The Student Teacher will be required to develop satisfactory plans for teaching, with the assistance of the Cooperating Teacher. All teaching plans will be approved by the Cooperating Teacher prior to implementation. A Lesson Plan Format is included in the Appendix of this handbook. Suggestions concerning instructional techniques, selection of materials, appropriate assignments, evaluation of pupil progress, management of classroom routines, classroom management, classroom discussions, etc. are many of the areas in which the Cooperating Teacher can facilitate the growth of the Student Teacher. The Lesson Delivery Checklist (see Appendix) can be used by the Cooperating Teacher to guide feedback to the Student Teacher.

The following are suggested tasks for the Cooperating Teacher to initiate and provide for the Student Teacher during the opening weeks of the student teaching assignment. The purpose of these experiences is to provide smooth transition for the Student Teacher to full-time teaching later in the assignment:

1. Tutor one-to-one
2. Instruct small groups
3. Lead short classroom activities
4. Perform teacher administrative tasks
5. Administer "make-up" tests or assignments
6. Correct, grade and record student work
7. Teach in a team approach with the Cooperating Teacher
8. Supervise pupils' work during independent study time
9. Assist in the organization and preparation of materials
10. Develop bulletin boards and instructional displays
11. Demonstrate use of technology

Conferences. Frequent conferences should be held with the Student Teacher to discuss and evaluate teaching and explore ways of developing greater teaching effectiveness. Although Cooperating Teachers provide feedback to Student Teachers on a daily basis, it is recommended that regular conferences be scheduled on a weekly basis to discuss the Student Teacher's progress. Regular conferences facilitate and assure on-going communication regarding the Student Teacher's strengths and weaknesses. The Cooperating Teacher is expected to communicate the Student Teacher's progress (or lack of) to the College Supervisor, usually during the College Supervisor's visitation. Problems which develop should be discussed with the College Supervisor, who will convey the situation to the Director of Certification and Field Experiences.

Professional Support. Cooperating Teachers may enhance the developing professionalism of student teachers by including them in non-teaching functions such as staffings (where appropriate), parent conferences, in-service activities, Individualized Education Program Committee meetings, etc.

Evaluation. Cooperating Teachers are requested to complete two evaluation forms, one at mid-term and the other at the conclusion of student teaching. College Supervisors rely upon this input from Cooperating Teachers for grading purposes. Student teachers may receive an "I" (Incomplete) grade until evaluation forms are returned. The deadline for returning evaluation forms is the last student teaching seminar. Cooperating Teachers should meet with students to discuss the evaluation form prior to returning it. The form must be signed by the Cooperating Teacher, Student Teacher, and College Supervisor. In signing the form, a student is acknowledging only that the evaluation was discussed and not that she/he is in agreement with the evaluation. In addition to the evaluation forms, College Supervisors welcome and appreciate informal comments from the Cooperating Teachers regarding student teachers' progress.

Stipend. UDM provides each Cooperating Teacher with a small stipend for the services that they provide the Student Teacher. The Cooperating Teacher will receive the stipend form and it must be returned to the Student Teacher Coordinator by the third week of the contact. Payment should be received within 6-8 weeks after the end of the term. No stipends can be processed without the stipend form.

C. The College Supervisor

Student Teachers are supervised by qualified University personnel who interact in a collaborative manner with the Student Teacher and the cooperating school administration and faculty. It is the responsibility of the College Supervisor to visit the classroom of the Student Teacher at intervals to observe teaching, to make such suggestions and evaluations as may be needed, and to confer with the Cooperating Teacher concerning the work and progress of the Student Teacher.

In order to carry out these objectives, the College Supervisor will:

1. Develop dialogue between the University and the school by introducing her/himself to the Cooperating Teacher and the Principal and informing the school of her/his presence in the building each time a visit is made.
2. Assist the Student Teacher by presenting the supervision requirements to the Cooperating Teacher.
3. Present difficulties or problems pertaining to the student teaching experience to the Director of Certification and Field Experiences.
4. Assist in the evaluation and revision of the student teaching program.
5. Attend all meetings for College Supervisors.
6. Attend and participate in the three student teaching seminars
7. Submit Travel Reimbursement Forms each month.
8. Adhere to all due dates for filing classroom observations, mid-term and final evaluations and the final narrative. (All completed and signed forms should be submitted to the Student Teacher Coordinator.)

9. Make a ***Courtesy Call*** within the first three weeks of the contact to assure that the placement is satisfactory, that no major problems exist, and to enable the Director of Certification and Field Experiences to make a change in placement, if necessary, in a timely manner. During this visit, an introduction to the Principal and Cooperating Teacher should be made, as well as an expression of the University's gratitude toward those helping to make this student teaching experience possible.
10. Maintain student teaching records and transmit them and the final grade (P or F) on the Final Narrative Form to the Student Teacher Coordinator. (Also submitted at this time is the Cooperating Teacher's Final Evaluation. All signatures must be affixed to each form before submitting.)

Observation duties of the College Supervisor include:

1. Visiting and observing the Student Teacher a minimum of four times during the student teaching experience in order to:
 - a. Supervise the Student Teacher for the entire instructional period per observation.
 - b. Review lesson plans and log.
 - c. Provide the Student Teacher with concrete pedagogical recommendations during post-observation conferences. A copy of the completed observation form is provided the student (and frequently the Cooperating Teacher) at this time.
 - d. Collaborate with the Cooperating Teacher to formatively and summatively evaluate the Student Teacher, including meetings with the Student Teacher present, mid-term evaluation of the Student Teacher and a final evaluation upon which the student's grade is assessed.
2. Conferring with both the Student Teacher and Cooperating Teacher (individually and/or together)
3. Determining the level of performance of the Student Teacher and conveying any unsatisfactory performance or behavior to the Student Teacher Coordinator and the Director of Certification and Field Experiences.

APPENDIX

- A. Lesson Plan Format
- B. Lesson Delivery Checklist for Cooperating Teacher
- C. Student Teacher Observation of Master Teacher
- D. Courtesy Call Form
- E. College Supervisor's Observation Form
- F. Cooperating Teacher's Mid-Term / Final Evaluation of Student Teacher
- G. Cooperating Teacher's Final Assessment Form
- H. College Supervisor's Final Narrative Assessment Form
- I. Provisional Certificate Applicant Checklist

Provisional Certificate Applicant Checklist

Please allow this to serve as a checklist for yourself. This will help you to ensure that the proper items are in order to complete your certification file. After the following items are received by the University of Detroit Mercy, please allow 4-6 weeks for your application to be processed. As a reminder, transcripts for certification are separate from transcripts for your student file. It is the applicant's responsibility to make sure that all items are sent to the Certification Officer at the University of Detroit Mercy.

Your application will be complete upon receiving the following items:

- _____ Teacher's Oath
- _____ Official UDM transcript*
- _____ Official transcripts from all other universities or colleges attended
- _____ Degree posted on transcript
- _____ Successful completion of Michigan Basic Skills Test

Elementary Provisional Applicants:

- _____ Successful completion of elementary both major content examination
- _____ Have taken both content exams for major and minor
- _____ Successful completion of either (or both) major or minor content exams(s)

Secondary Provisional

- _____ Successful completion of and minor content exams

Please have all information sent to:

***Certification Officer - Box 34
College of Education and Human Services
University of Detroit Mercy
P.O. Box 19900
Detroit, MI 48219-0900
Phone (313) 993-6310 Fax (313) 993-6303***

*Transcript must have final grades for all courses posted