



Student Teacher (ST) Roles & Responsibilities Summary

Introductory Activities:

1. Contact cooperating teacher (CT) before student teaching begins. Ask to visit classroom and school. If you are student teaching in the fall, participate in opening school activities. If you are student teaching in the spring, but know your placement, offer to participate in opening school activities as well.
2. Research the school and district by exploring their websites.
3. Always dress professionally.
4. Discuss daily schedule/routines/procedures.
5. Learn students' names quickly.
6. Ask for important school rules.
7. Introduce yourself to the principal. Write a note thanking the principal for accepting you as ST.
8. Write letter introducing yourself to parents with consent of teacher. Be sure your teacher reads it before you send it out.
9. Getting started:
 - a. Show initiative. Be proactive.
 - b. Think of ways to integrate into the classroom that go beyond observing.
 - c. Share background experiences and teaching philosophy with the teacher.
 - d. Ask the teacher about:
 1. Lessons
 2. Curriculum goals/objectives
 3. Lesson planning
 4. Activities that a ST can handle immediately (i.e. taking attendance, calendar activities, reading to students, assisting 1:1 with student, correcting homework and providing feedback)
 - e. Discuss possible extracurricular interactions with students, staff, and parents.
 - f. Establish a mutually acceptable schedule for meeting one on one with CT to discuss teaching and learning. Be flexible.
 - g. Discuss the ways CT intends to deliver feedback: in writing, verbally, ongoing.
 - h. Discuss future units of study that ST can research ahead of time.

Ongoing Activities:

Establish a Collaborative Teaching Model

Decide how the two of you can work collaboratively to deliver whole group, small group and individual instruction.

1. Rider University advocates a co-teaching/collaborative model for student teaching. In this model the teacher and student share the responsibilities for teaching and assessing students. The goal is not for the cooperating teacher to relinquish the classroom to the student teacher but instead for the ST to take advantage of the unique opportunity to work side by side with a highly qualified teacher for the semester.
2. The Cooperating Teacher serves as a model, coach and facilitator.
 - a. **As a model**, the cooperating teacher demonstrates methods, management strategies, assessment practices, record keeping, best practice and ongoing professional growth through professional reading, participation in conferences and study groups. The astute ST carefully notes the teacher's behavior and is prepared to ask questions that tease out the processes, procedures and strategies the teacher employs throughout the day to manage, motivate students and teach.
 - b. **As a coach**, the cooperating teacher is expected to help the student prepare for teaching responsibilities that include reviewing and commenting on lesson plans, observing ST, and providing regular feedback. STs are required to maintain a binder containing all lessons plans and reflections. A template for written plans can be found in the appendices and online at https://www.rider.edu/sites/default/files/files/edust_Lesson_Planning_2012.doc. There are many possible lesson plan formats. Your supervisor will decide which lesson plan format you will use.

Together, the CT, supervisor, and ST should set goals with a strategic plan reflecting student's needs. For instance, if classroom management is an area that the ST needs to improve, CT will discuss specific activities that the student teacher can employ to improve classroom management such as calling students by name, make learning interesting, walk around the room, call on all students, have students repeat directions, use cooperative learning techniques, etc.. The ST benefits most if he/she reacts to the CT's suggestions, feedback and comments without taking offense or becoming defensive. Be positive and attempt to incorporate suggestions. Don't be reluctant to ask questions for clarification purposes. Remember that, in order to learn, you must take risks.

- c. **As an evaluator**, the cooperating teacher assesses ST performance. The process should lead to improvement and encourage the ST to engage in thoughtful self-evaluation. Discussion should take the form of thinking together about what transpired and deciding together on the skills and knowledge needed for growth and improvement. Focus on program and individual goals. Seek to understand and implement suggestions. If you disagree with a CT's evaluation, discuss your concerns with your Rider supervisor.

3. Handling Conflicts: Ideally, the CT and ST are able to establish a relationship based on mutual respect and common interests. Steps for establishing rapport are:
 - a. Act and behave professionally.
 - b. Conform to classroom/school expectations.
 - c. Be aware of school culture and act accordingly.
 - d. Never speak negatively of any member of the school community.
 - e. Discuss and share educational philosophy. Respect differences.
 - f. Learn from each other.
 - g. Listen and be open to new ideas.

If problems surface that cannot be resolved easily, the ST should consult the Rider supervisor. Please call or email your supervisor to discuss any situation about which you feel uncertain or uncomfortable. Do not let a problem or situation compromise your student teaching experience by failing to consult with the supervisor or seminar leader. Most issues can be solved with the appropriate intervention. If, after consulting with your supervisor, you still feel the situation is not resolved, contact the Office of Field Placement. Remember that communication is the key to a successful student teaching experience.

4. Supervisor Visits: Over the 15 week semester, the Rider supervisor will do six formal observations of the student teacher.

The Rider Supervisor will:

1. Meet with ST to discuss the lesson(s) observed. Conversations should lead the ST to rehearse, examine and reflect on planning, learning environment, interactions with students, instructional strategies employed, student engagement, and assessment of student work. The supervisor will provide the student teacher with a written evaluation of the observation. Generally, the first visit is used to establish and review expectations.
2. Confer with the CT to discuss progress and establish short-term and long-term goals.
3. Resolve issues or concerns.
4. Review and comment on lessons and reflections including those filed in Lesson Binder.
5. Read and comment on ST self-reflection of lesson supervisor observed.
6. Mentor the ST by actively listening, providing encouragement and support, and identifying resources both at Rider University and in the wider community.

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