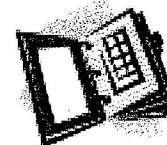


Roles and Responsibilities of Student Teachers



- ❑ *Always* be the professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- ❑ You must arrive on time each day. No excuses.
- ❑ Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.
- ❑ If you are experiencing any sort of difficulty in your placement, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.
- ❑ Enjoy your field experience. It will be short time in the long range of your teaching career. Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester.
- ❑ Be sure to provide Student Services and the Director of Student Teaching a current address and phone number where you can be reached in case of an emergency. Provide the Cooperating Teacher the Student Teaching Data Sheet.
- ❑ Once you are student teaching full-time, adhere to your Cooperating Teacher's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- ❑ Be sure to advise your Cooperating Teacher if and when an absence becomes necessary. For extended absences lengthening your experience will be required.
- ❑ Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the Cooperating Teacher and supervisor to see.
- ❑ Your university supervisor may issue an early warning if consistent and/or serious concerns arise. (Please refer to the Form Section of this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- ❑ Prior to the conclusion of student teaching, be prepared to participate in a three-way evaluation conference during the last week of your practicum placement. Your Cooperating Teacher and Supervisor will prepare a draft of your evaluation prior to that meeting.

Roles and Responsibilities of University Supervisor



- During the first of the semester arrange a meeting time with cooperating teacher, student teacher and school administrator to review expectations of student teacher and school.
- Submit your assignment sheet to the Field Experience Coordinator.
- Attend and participate in facilitating student teaching seminars.
- Act as a liaison between student teachers, Cooperating Teachers, school administrators and CSUCI.
- Assure that each student teacher is clear about the requirements and responsibilities, as well as critical dates, for student teaching.
- Communicate with the Field Placements Coordinator to assure that all placements are appropriate.
- Arrange an observation schedule with the cooperating teacher and student teacher.
- Observe the student teacher the appropriate number of times. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your notes from each observation to the student teacher and cooperating teacher. See Clinical Supervision Model for details.
- Read and respond to the student teacher's journal during each classroom visit.
- Review student teacher's coursework and, if needed, assist the student teacher in finding resources in the field placement to complete the assignments.
- Facilitate the student teacher's assumption of classroom responsibilities.
- Conduct an Evaluation of Professional Dispositions and a midterm and final evaluation.
- Write a letter of recommendation for each of your student teachers if requested and if appropriate for you to do so.
- Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator.

Roles and Responsibilities of Cooperating Teachers



- ❑ Introduce student teacher to faculty and staff at school and acquaint him/her with the physical facilities of your school.
- ❑ Provide student teacher explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- ❑ Develop a teaching and professional responsibilities schedule with the student teacher that allows him/her to gradually assume responsibilities.
- ❑ Provide the student teacher with a workspace in the classroom.
- ❑ Model good teaching techniques and methods, making explicit to the student teacher the reason for using the techniques you have chosen.
- ❑ Arrange a conference time for planning, evaluation and suggestions with the student teacher. Assist the student teacher in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your program.
- ❑ Share ideas about lesson planning. Share IEPs and behavior plans with student teacher as appropriate.
- ❑ Give student teachers a tour of the building. Familiarize the student teacher with resources available to them. i.e. copy machine, codes to use, supply room and policies.
- ❑ Observe the student teacher; provide written or oral feedback as often as possible.
- ❑ Communicate regularly with University supervisor to assist in solving field-related challenges or individual needs.
- ❑ Invite student teacher to IEP meetings, parent conferences, family nights or other school related activities as appropriate.
- ❑ Provide the student teacher with opportunities to observe formal assessments.
- ❑ Allow student teacher to gradually take over teaching responsibilities for designated instructional areas according to initial or advanced placement status.
- ❑ Complete Evaluation of Professional Dispositions and the midterm and final evaluation for the student teacher.
- ❑ If appropriate, offer to write a letter of recommendation for your student teacher at the end of the semester.

Clinical Supervision Model*

The Clinical Supervision Model used at California State University Channel Islands is designed to:

- Create trust between the student teacher, cooperating teacher, and university supervisor
- Encourage the student teacher to analyze the lesson and student learning
- Encourage the student teacher to examine alternatives
- Encourage the student teacher to develop reflective skills

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference.

Clinical Supervision Process

This process described below is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this list provides a reminder of key elements of the model.

First week of the semester

- Meet with student teachers during seminar to introduce yourself and to let them know their placement.
- Establish contact with the cooperating teacher(s) during or prior to or during the first week of the semester.
- Arrange to meet with students the first observation day. May want to meet the first observation day after schools to go over responsibilities.

Readiness conference (First Visit)

Discuss with the student teacher and cooperating teacher:

- How will the student teacher take over responsibility from the teacher?
- What classes will the student teacher take first, second, and what is the timeline?
- What schedule has been set up for the student teacher and cooperating teacher to meet daily for planning? Short term, long term?
- How often will the cooperating teacher observe the student teacher formally? Informally?
- What arrangements can be made to have the student teacher meet with special education teachers to (a) discuss accommodations that need to be made for any of the student teacher's students who have disabilities? (b) arrange for the student teacher to attend a staffing (if appropriate and possible)?
- How does the student teacher prefer to receive feedback? How does the cooperating teacher prefer to give it? Is there a middle ground?
- Are there any concerns about the calendar for either the student teacher or cooperating teacher?
- What questions or concerns do the student or cooperating teachers have of the university supervisor?
- What structure has the teacher set up for classroom management?

- What questions or concerns does the cooperating teacher have regarding evaluation of the student teacher?
- How can the university supervisor, cooperating teacher and student teacher be reached if needed? (Exchange home and school numbers, e-mail addresses)
- What concerns does the student teacher have (e.g. financial or personal stresses, teaching stresses)?
- What concerns does the cooperating teacher have?
- What concerns does the student teaching supervisor have?

Pre-Observation Conference

Note: If possible, the university supervisor should arrange to have the student teacher leave his/her journal, planning book, lesson plan for the lesson to be observed, and any other relevant materials accessible in the classroom. The supervisor can then arrive early and review these materials prior to the pre-observation conference in preparation for the conference and observation.

- Review student teacher's planning book
- Ask the student teacher for an update on his/her progress towards the goals set during the supervisor's previous visit and towards interim goals set by the student teacher and the cooperating teacher
- Review journal and discuss issues arising from this
- Review and discuss lesson plan for lesson to be observed
- Discuss the focus/foci of the observation and what data the student teacher would like the supervisor to gather.

Observation

- Collect descriptive data on the student teacher's lesson (guided by the discussion from the pre-observation conference).
- Limit the data collected and focus of observation to the areas agreed upon in the pre-observation conference unless something happens during the lesson that gives the supervisor cause for concern about the student teacher's meeting the minimum standards of performance expected at this stage of the student teaching experience. Important: If a student teacher is at risk of not passing student teaching, the supervisor should discontinue use of the clinical supervision model (of guiding the student teacher to reflect on his/her performance) and adopt a more directive approach that clearly identifies what the student teacher needs to do in order to succeed. If serious concerns exist, contact Jacki Gilmore immediately and complete a Statement of Concern.

Post Observation Conference

- Meet with the cooperating teacher for feedback on the student teacher's performance.
- Provide the student teacher with a copy of the data gathered during the observation
- Guide the student teacher in analyzing and reflecting on the data
- Provide feedback on the observation (as a follow up to having the student self-reflect)
- Guide the student teacher in setting goals to work on before the supervisor's next visit
- Discuss the student teacher's progress in the development of his/her portfolio and the next steps that need to be completed

- Review midpoint evaluation during the visit following the midpoint
- Check to see if the student teacher or cooperating teacher have any concerns
- If the student teacher is at risk of not passing student teaching and the supervisor has adopted a more directive approach to supervision, the supervisor should outline clearly in writing what the student teacher needs to do to be successful (Statement of Concern form). The supervisor should also discuss these concerns with the cooperating teacher and the coordinator of student teaching (Jacki Gilmore) so that additional support and guidance may be provided, if needed.
- It is not the role of the university supervisor to tell a student teacher that she/he should not become a teacher. The university supervisors role is to provide encouragement and support to the student teacher, identify areas where there are weaknesses or concerns and provide plans for improving the students performance. When serious concerns occur, contact Jacki Gilmore for further guidance about possible supports. This includes extending student teaching weeks, offering other student teaching sites, and any other changes to the student's placement. Some of these changes may incur financial responsibility on the part of the University, so it is critically important to have the Coordinator of Student Teaching involved.
- At the end of the post-conference the supervisor should provide the student teacher and the cooperating teacher with a copy of his/her notes taken during the different stages of the visit (pre-conference, observation, and post-conference). A copy of these notes must also be turned in by the supervisor to the Office of Field Experiences at the end of the term.
- If possible a joint meeting with the student teacher and cooperating teacher is always preferable but this is seldom available.
- At mid-term and final evaluation, the university supervisor should arrange a meeting with student teacher and cooperating teacher after school to review the evaluation of student performance.

* Note this model was adapted from the Clinical Supervision Model used at the University of Minnesota Duluth, 2003.

TEACHERS' LEGAL RIGHTS AND RESPONSIBILITIES

A. Supervision of students

1. All **certificated personnel at school act in parent role** when supervising. They are responsible for students while students are under their care.
2. A teacher can only be held personally liable for injury to a student if the teacher acts beyond his/her scope of authority.
3. A teacher is not responsible for students before or after school; however, **a teacher can be held negligent if a student is injured** while wandering off campus during the school day. The district would be held liable for teacher negligence.
4. The Education Code specifies that teacher assistants are there to assist the teacher. **The teacher is always primarily responsible**; therefore, if the teacher leaves the classroom during class time, even with an aide still present, he/she is still held responsible if a student is injured during the absence.
5. A student teacher **acting as a substitute for an absent teacher** violates credential requirements of the Education Code. If a student teacher is put in such a position, he/she can not be held personally liable if something happens to a student. In such a case the district would be held liable.
6. **Before giving medication** that has been brought from home to a student, refer the student to the school nurse. If there is no school nurse on site, check with the principal before administering any medication.
7. A teacher should **make every effort to be present** during assigned playground supervision. If a student is injured while an assigned teacher is not present, it is a case of teacher negligence. The district would be held liable.
8. A teacher should **avoid physically touching a child**. When working with early elementary children and students engaged in sports activities, use appropriate discretion.
9. A teacher should **never administer corporal punishment** - it is against state law and clearly outside a teacher's scope of authority. A teacher could be held individually liable for injuries caused by administering corporal punishment.

B. Student discipline

1. Reprimands and detentions

- a) Do not deny a student some nutrition during recess or lunch even though he/she is on detention.
- b) Always make direct contact with a parent before administering any before or after school detentions.

2. Suspensions from class

- a) The teacher has the right to suspend a student from class for the rest of the day and all of the following day. Grounds for class suspension may include the following:
 - 1) disruption of the instructional program
 - 2) continual willful disobedience
 - 3) habitual profanity or vulgarity
- b) The teacher must contact parents immediately after suspending a student and request a conference. The teacher should try to have a school counselor or psychologist in attendance at the conference.
- c) When working with special education students, the teacher should always consult with the principal before suspending the student from class as special conditions apply to these students.

3. Suspensions and expulsions from school

- a) A student may be suspended from school for any of the grounds listed above in 2a (suspension from class) if other means of discipline have not been successful.
- b) A student may be suspended for possession of weapons, drugs or commission of violent acts.
- c) Suspensions are frequently based on teacher recommendation.
- d) Suspensions from school may only be made by the principal.
- e) Expulsions may be done only on the recommendation of the principal and/or superintendent, or by action of the governing board.

- 4. Education Code 48900 delineates all grounds for suspensions and expulsions.
- 5. Education Code 48910 delineates all procedures a teacher must follow for suspensions and expulsions.

Education code Section 48900. Grounds for Suspension or Expulsion; Legislative Intent

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic Beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to cause damage to school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.