

## **RESPONSIBILITIES OF THE STUDENT TEACHER**

- A. **Observe the regulations of the cooperating school and responsibilities of the Cooperating Teacher**
1. On your first day, report to the main office and introduce yourself to the school secretary and principal.
  2. Daily programs and established routines developed by the Cooperating Teacher.
  3. Physical facilities including equipment and furniture available.
  4. Established district policies regarding attendance of teachers and students, teacher hours in school, faculty meetings, communication with parents, rules and regulations for pupils and teachers, organization of extra-curricular and professional activities.
  5. Characteristics of the community within the attendance area.
  6. Present, past and potential performance and needs of students.
  7. Learning student names during the first week.
- B. **Adhere to attendance and on-duty demands**
1. Be on duty in the cooperating school daily in the same manner that is expected of the Cooperating Teacher. Normally this will be at least one-half hour prior to the opening of the school day and one-half hour after the school day ends.
  2. Be as involved in the regular school schedule and various activities as any regular faculty member. Use your Cooperating Teacher as the example. With the exception of seminars, student teachers should arrange to attend and participate in faculty meetings, professional association meetings and conferences, curriculum meetings, student out-of-school activities, etc.
  3. Take the initiative to notify the Cooperating Teacher, the Education office (939-5232), and the school office promptly when illness or emergency makes absence necessary. Do not leave a message-talk with the teacher personally.
  4. Avoid, without special permission from the Director of Teacher Education, making commitments to such outside of school responsibilities as part-time work and evening classes. Student teaching is a full-time load.
- C. **Be punctual at scheduled meetings with the Cooperating Teacher and University Supervisor**
1. Regular meetings/conferences with Cooperating Teacher and University Supervisor.
  2. EDUC 456-Management & Professional Practices. Make plans with the Cooperating Teacher to leave school in time to attend these seminars. All student teachers are expected to attend each of these seminars.
  3. Orientation meetings, observation conferences, closing seminar sessions.
  4. Faculty and department meetings.
- D. **Work cooperatively with the Cooperating Teacher**
1. Seek opportunities to help the Cooperating Teacher with classroom procedures, with use and arrangement of supplies and equipment, with extracurricular work where appropriate, with preparation, scoring of quizzes and tests, grading of daily assignments.
  2. Use time allocated for daily preparation constructively.
  3. Accept increased responsibilities as confidence is gained through successful experience.
  4. Discuss promptly and thoroughly with the Cooperating Teacher and University Supervisor, any problems, constructive criticisms, disappointments and frustrations. Avoid circulating non-constructive criticisms.
  5. Demonstrate professional ethics in use of confidential information and in all relationships.
  6. Observe and analyze the Cooperating Teacher's techniques.
  7. Avoid "dumping" personal problems on the Cooperating Teacher.

E. **Prepare lesson plans**

1. Complete written lesson plans for every planned lesson which is taught.
2. Submit lesson plans to the Cooperating Teacher at least **24** hours in advance of actually teaching the lesson. The Cooperating Teacher will establish the time and procedure for reviewing and critiquing the lesson plans.
3. Lesson plans will be adapted and adjusted to meet the suggestions and expectations of the Cooperating Teacher and the University Supervisor.
4. The Cooperating Teacher will check lesson plans throughout the semester for completeness-clear objectives, reasonable concept, appropriate activities, reasonable time allotments.
5. Student teachers will develop clear, precise objectives for lessons. The student teacher is to define objectives consistent with the Illinois Learning Standards.
6. Daily lesson plans will be written using the format prescribed by the University Supervisor (Appendix B). These plans are to be approved by the Cooperating Teacher **24** hours in advance of teaching them and filed in the lesson plan notebook.
7. Maintain a personal notebook of all lesson plans, written comments from the University Supervisor and Cooperating Teacher and personal observations, which, when carefully studied, provides evidence of professional growth or lack of it.

F. **Organize unit instruction**

1. Unit organization will follow the prescribed pattern expected of students by Olivet Nazarene University with whatever modifications are appropriate to fit the policies and procedures of the school and/or of the Cooperating Teacher .
2. The Cooperating Teacher will provide a situation which enables the student to plan and teach at least one complete unit for which he/she is responsible. (It is desirable to have more than one.) The unit is normally two to three weeks in length.
3. The Cooperating Teacher will insist on written (typed) complete unit plan at least one week before start of the teaching time.
4. The unit must be submitted to the University Supervisor at least one week before it is taught.
5. The completed unit will be resubmitted to the University Supervisor after it has been taught.

G. **Consider these suggestions for maximum results**

Maximum effort usually produces maximum results. Paying close attention to responsibilities and expectations will enhance growth as a teaching professional.

1. Be punctual and dependable.
2. Prepare thoroughly for each day. Search out potential emergency possibilities.
3. Learn names for all students. Develop rapport with students.
4. Become knowledgeable of individual student abilities, skills, physical condition and personality.
5. Follow school policy in all areas.
6. Conduct conversations and attitudes in a professional manner. Avoid contributing to negative faculty room conversations.
7. Become involved in managing the physical aspects of the classroom.
8. University activities should not interfere with preparation and obligations to student teaching.
9. Be available to assist students beyond the normal class period.
10. Be receptive to suggestions for improving. Avoid defensive attitudes.
11. Observe the Cooperating Teacher when teaching. Identify how the Cooperating Teacher uses learning principles, employs steps to effective instruction, creates interest, changes pace to meet attention spans, transitions from one activity to another, involves students in planning and evaluating, handles "off target" comments and actions, develops discussion and participation, groups students, uses questions to stimulate thinking, gives assignments and duties, makes provision for fast and slow "finishers," gains attention of the entire class, employs humor and voice.

12. Develop an attractive learning environment. Neat and appropriate bulletin boards contribute significantly.
13. Dress moderately and professionally. Appropriate dress and grooming contributes to student learning.
14. Read the handbook on policies and procedures for school employees. There may be both district and building handbooks.

H. **Make an orderly transition into teaching**

1. Assist Cooperating Teachers by constructing bulletin boards, displays, and materials.
2. Eagerly assume responsibility for work with individuals and small groups.
3. Take every opportunity to be in front of class, even briefly.
4. Learn student names in first week.
5. Obtain scope and sequence of subject matter for the 12-week period.
6. Work out tentative plans for assigning teaching responsibilities with the Cooperating Teacher.
7. Collect and prepare teaching materials and resources to be used.
8. Observe the Cooperating Teacher teaching students. Specifically identify use of learning principles and lesson development.

I. **Be groomed appropriately for the professional setting**

1. Olivet Nazarene University student teachers are expected to maintain high standards of personal grooming. This includes cleanliness of body and neatness of clothing.
2. Normal accepted "university dress" may not be appropriate for the professional setting.
3. Dress standards must be in harmony with the ONU expectations.
4. Modesty in dress and grooming is expected.
5. Hair for men should be well groomed and trimmed.
6. Hair styles for women should not be extreme.
7. "Blue-jeans" attire is normally inappropriate for the professional setting.

J. **Satisfy performance expectations in order to be recommended for certification. Each student teacher MUST meet all of the expectations as indicated**

1. Quantitative Expectations:
  - a. ALL lesson planning completed as requested by Cooperating Teacher and University Supervisor.
  - b. Attendance (punctuality included) at ALL seminars as scheduled.
  - c. ALL forms, assignments and other documents completed and submitted ON TIME (Time Sheet, Appendix A).
2. Qualitative Expectations:
  - a. Teacher performance and lesson design indicates openness in attitude
  - b. Desire to try new ideas.
  - c. Willingness to innovate.
  - d. Tolerance for differing points of view.
  - e. Lesson design and teaching performance demonstrate an understanding of the teaching process and of the elements of teaching.
  - f. Lesson presentations indicate skill in translating a lesson plan into action.
  - g. Rapport with students indicates understanding of human development.
  - h. Satisfying all commitments and obligations punctually indicates an understanding of the responsibility factor required in teaching.

Failure to complete quantitative requirements IN TOTAL or to perform below minimal qualitative expectations will prevent recommendation for certification. Alternative suggestions will include one or more of the following:

1. Repeat student teaching.
2. Repeat methods.
3. Both one and two.
4. Drop out of Teacher Education.

K. **Student Teacher's Code of Ethics**

The Student Teacher should:

1. do his/her best to sustain the ideals of the teaching profession.
2. seek constant improvement in knowledge and skill.
3. maintain courtesy and cooperation in all relations with the entire school personnel.
4. refrain from criticism of those with whom he/she works.
5. endeavor to develop not only the intellectual but also the moral and spiritual capacities of his/her pupils.
6. hold in strict confidence any personal information regarding pupils, such as examination scores or other evaluations.
7. strive to make his/her every effort, while on this assignment, to be of credit to the University, the supervisory personnel, and himself/herself.
8. consult with his University Supervisor or master teacher or some other member of the Education Department faculty whenever in doubt about any course of action that affects his/her students or his/her professional relationships.
9. dress appropriately!

L. **Human Relations in the Classroom**

1. Develop a sense of responsibility for the entire classroom. Be alert of children in all areas of the room – not just the area where your small group is.
2. Show respect for your teacher and others. Always be considerate even though you may not agree with their ideas. Consider yourself a guest as well as a coworker in their classroom.
3. Try to give every child a chance to participate, not just the more verbal children.
4. Try to develop a friendly rapport with all personnel in the building. Smile and be friendly.
5. Be prepared for your teacher to leave the classroom frequently while you teach. This will aid you in gaining self-confidence and in assuming responsibility.
6. Ask permission to observe or have a conference with the principal, psychologist/counselor, reading specialist, hearing/speech teacher and learning disability teacher to gain a broader knowledge of the total school program.
7. Attend all school functions which may take place during your assignment (open house, P.T.A., special programs). Ask your teacher about the possibility of attending parent-teacher conferences.
8. Follow basic rules of courtesy and respect in your communication with faculty, staff and students. In this regard, never make unkind, critical, or complaining remarks in the faculty lounge, cafeteria, playground, or classroom. Your attitude reflects not only your college, but you.
9. Each morning, be thoroughly prepared that all assignments and preparations are completed before children enter the room. This frees you to greet each student as he arrives, thus beginning the day in a more organized and personalized fashion.
10. Plan your schedule so you will be well-rested and energetic each day; plan for sufficient sleep. This means that you will need to give your full time to student teaching and not expect to work. Any extra-curricular activities or work experiences which conflict with your functioning well either in preparation or in actual responsibilities will be a deterrence to your final evaluation and grade and could result in dismissal.
11. Every Cooperating Teacher will make different requirements. You are expected to accept these requirements in a professional manner. Your responsibility is to work with your teacher, not to compare notes with your friends.
12. When any guest or visitor enters your room, be gracious and hospitable about welcoming them. If you are busy, at least smile and acknowledge them. Since your University Supervisor, will be preparing observation reports during each of the five visits, please provide a chair and desk.

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**General Expectations**

1. Give your University Supervisor a copy of your classroom daily or weekly schedule before student teaching begins.
2. Ask your teacher for a desk for your own belongings.
3. Your appearance is very important; dress as a teacher would. No jeans. The example you set in grooming, cleanliness, attitude, and appearance may be reflected in the children you teach.
4. Keep your voice audible and clear, being alert of both your volume and diction. If possible, try a tape recording session at the beginning and end of student teaching to see your improvement.
5. Work hard to demonstrate to yourself that you, as a student teacher, are ready, able and willing to assume more responsibility and initiative.
6. Always keep the lines of communication open between you and your Cooperating Teacher and your University Supervisor. Find time to consult informally with your Cooperating Teacher several times each day and then spend a few minutes each day after the students are gone to evaluate your work that day. Toward the middle and again at the end of your student teaching experience your teacher will complete the evaluation form so you will be aware of your strengths and weaknesses. Feel free to call your University Supervisor if we can be of any help to you or your Cooperating Teacher. We are in a team effort and want to work together to make this a profitable experience for you.
7. Your University Supervisor will observe and design follow-up conferences with your Cooperating Teacher and you five times during the student teaching period. During that observation, the University Supervisor will complete an evaluation form which you will sign, verifying your having read it. You and your Cooperating Teacher will be given copies of the form to keep for your files.
8. You should not be on the playground alone because of legal liability in the event of accidents or injuries. When your teacher has playground duty, you should serve there with him/her.
9. When planning to use the gym, cafeteria, technology, etc., be sure to sign up for them in the school office well in advance. Do not expect your teacher to assume these responsibilities for you.
10. Always use proper oral and written communication: Standard English, good articulation, pronunciation, choice of vocabulary, sentence structure, avoidance of superfluous slang, correct spelling, punctuation, etc.
11. At the end of your student teaching (a) return all books, manuals and other materials which you have borrowed to the teacher or source which you obtained from them; (b) express your thanks to all in the school who have been helpful to you; (c) remind your Cooperating Teacher to return the evaluation materials to you or the Education office; (d) be sure that your timesheet is on file in the Education office by the last day of student teaching.
12. Continue to collect resources for teaching such as: games, bulletin board ideas, learning center ideas, activities and enrichment ideas. These do not need to be submitted to the Education Department but should be accumulated for your future use.

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**Suggested Participation Activities**

**CLERICAL:**

1. Take attendance, lunch count, etc.
2. Distribute materials
3. Operate school mechanical equipment (film, filmstrip projectors, tape recorder, duplicating machine, etc.)
4. File papers
5. Grade workbook, papers, record grades
6. Supervise playground with the teacher
7. Listen to individual children read to you
8. Administer reading or spelling tests to groups
9. Assist less able readers individually with flash cards or games

10. Assist children in preparing individual creative writing books, word books, class "Who's Who" book, dictionaries
11. Prepare vocabulary flash cards, transparencies, charts, etc.
12. Tell/read a story or poem using visual aids
13. Lead the class in a current events discussion
14. Assist a group in a creative dramatics project such as a play, a choral reading, pantomime, puppetry, etc.
15. Assist in an art project
16. Lead a science experiment; develop a center or exhibit using children's own work (such as paper mache objects related to such topic studies as mountains, volcanoes, oceans, rivers, valleys, hills, etc.)
17. Develop an aquarium or terrarium
18. Plan a field trip in conjunction with your unit