

STUDENT TEACHING

KEY PERSONNEL

IDENTIFICATION AND ROLES OF CERTAIN KEY PERSONNEL IN THE TEACHER EDUCATION PROGRAM

Dean, School of Education

The Dean of the School of Education is responsible for curriculum and personnel assignments within the department. He or she prepares and organizes data concerning Teacher Education candidates. The Dean of the School of Education directs the program for majors in Early Childhood, Elementary and Secondary Education. The Director of Teacher Education is also the Dean of the School of Education.

The Director of Teacher Education

The Director of Teacher Education coordinates the entire Teacher Education Program of the University. The Director serves as Chairman of the Teacher Education Executive Committee and as the Executive Secretary of the Teacher Education Faculty. The Teacher Education Faculty Committee approves policy and screens candidates for teacher education. The Director also serves as university representative to the public in matters pertaining to teacher education.

The Clinical Placement Coordinator

The Clinical Placement Coordinator arranges all field and student teaching experiences for Early Childhood, Elementary, Secondary, and M.A.T. students.

The Superintendent of Schools

The chief administrative officer in each school system is the person to whom requests are sent for the placement of student teachers unless he or she designates someone else to look after that matter.

The School Principal

The School Principal will:

1. recommend teachers for participation in student field experience,
2. explain student field experience programs to his or her teachers and other school personnel,
3. participate with university personnel in long range planning activities,
4. help develop and take leadership in "total school" phases of student teaching and other field experiences,
5. interview applicants for student field experiences,
6. welcome teacher candidates and other field experience participants; orient them to the total school situation; acquaint them with school facilities, personnel, policies, rules, and regulations,
7. secure materials which will be needed by each teacher candidate such as textbooks and manuals, see that facilities such as cloak room space and a work table near the teacher's desk are provided, and make sure that such facilities and materials are made available to each teacher candidate in his or her building,
8. join in the activities of supervising and evaluating as time and inclination allow,
9. report to the Clinical Placement Coordinator, the Education office (939-5232) or the Director of Teacher Education any problems or needs for conferences which may arise, and
10. consult with university personnel to make improvements in field experiences.

The Cooperating Teacher

A variety of factors enter into the selection of cooperating teachers for the student teaching program. The following criteria must apply:

1. It is recommended that the teacher have at least three years, preferably five years of teaching experience, one of which is to be in the system where the field experience is to occur.
2. The teacher must have the approval or recommendation of an administrator or supervisor in the school system. Such recommendation or approval implies that the teacher has a good reputation as a professional teacher.
3. The teacher must have the approval of university personnel involved in the teacher education program.
4. If possible, an attempt is made to secure a cooperating teacher with a Master's degree.

The cooperating teacher will

1. introduce the teacher candidate to the school situation, the personnel, and the community; provide the teacher candidate with the necessary manuals, textbooks, and other materials needed for the assignment; help the teacher candidate to become acquainted with school facilities, instructional texts, rules, and regulations,
2. supervise the teacher candidate daily, keeping him or her regularly informed of progress and needs,
3. plan classroom experiences appropriate for the teacher candidate according to the field experience expectations.
4. evaluate the teacher candidate's performance and share the results with the student.

Career Center Specialist

This individual assists the students in every aspect of job seeking including resume preparation, job availabilities, strategies for seeking a job, cover letters, teaching applications, professional credential files, interviewing skills, portfolios, and legal ramifications of signing a teacher contract.