Responsibilities of Cooperating Personnel to the Student Teacher

The University recognizes that the cooperating teacher’s first responsibility is to his/her pupils rather than to the teacher education students. It is important for the cooperating teacher to remember, however, that the clinical experience should afford the candidate an opportunity to reflect upon and evaluate his/her educational practice as well as to cope with the responsibility of teaching. With this in mind, responsibilities of cooperating personnel are the following:

1. To orient the candidate to the total school setting, including any safety concerns, school policies, and duties or responsibilities of the faculty;

2. To help the candidate understand his/her role as it relates to his/her teaching assignment and the total school program and to define the extent of his/her responsibility and authority;

3. To discuss the district program with the candidate so that he/she will understand classroom activities in relation to immediate and long-term teaching goals;

4. To provide opportunities for the candidate to gain experience in management of regular school duties as soon as advisable and with as much initiative and responsibility as the situation will permit;

5. To provide an opportunity for full management—planning, preparation, instruction, and evaluation—for a sufficiently long period to provide a representative total teaching experience;

6. To work with the University supervisor in guiding the progress of the candidate throughout the field experience;

7. To cooperate with University personnel to assure that academic assignments/requirements are completed;

8. To evaluate the candidate’s progress on a continuing basis, gathering and recording information for the following purposes;
   (a) Regularly conferring with the candidate for purposes of analysis, feedback, and guidance;
   (b) Providing data and evidence in writing for the University supervisor to use in determining the candidate’s grade;

9. To serve as a model and information source, helping the candidate improve teaching skills, strategies, student-teacher rapport, and understanding of both cognitive and affective aspects of teaching.