

Role of the Student Teacher

During the student teaching experience, student teachers will begin the transition to their professional roles as teachers. These roles are defined using Danielson's *Framework for Teaching* and its four domains:

Domain 1: Planning and Preparation. During the student teaching experience, student teachers will have the opportunity to apply their content and pedagogical knowledge in the classroom as teachers. They will learn to select instructional goals appropriate to their students and to develop lesson plans that demonstrate knowledge of content; students; State, professional and local standards; and use of educational resources. **Written lesson plans are required of all student teachers.** Such plans must be developed using an acceptable format which is used in EDUC 461 and EDUC 481 and must be submitted in advance to cooperating teachers and supervisors, within an agreed-upon schedule. In short, thoughtful planning is deemed essential and will help student teachers focus on the goals of each lesson and how those goals will be reached.

Domain 2: The Classroom Environment. With the help of their cooperating teachers and supervisors, student teachers will learn to create a learning environment that demonstrates mutual respect between students and teacher and among students. This involves creating a culture where content is valued and expectations for learning and achievement are high. Student teachers will learn to manage classroom procedures and student behavior and to organize their classrooms and resources in ways that promote both safety and learning. As part of this responsibility, they will learn to work with classroom aides, guidance counselors, social workers, psychologists, and other professionals to best meet the needs of students.

Domain 3: Instruction. Inherent in the title of "teacher" is the role of instructional leader. Therefore, student teachers are expected to engage students in learning content through activities, assignments, grouping, materials, resources, structure, and pacing. They will learn and implement questioning and discussion techniques that promote student participation and knowledge acquisition. They will be expected to communicate clearly and accurately and to provide accurate, substantive, constructive, specific, and timely feedback to students. Perhaps most importantly, given their novice status, student teachers are expected to be responsive to the suggestions of their cooperating teachers and supervisors and to demonstrate flexibility and persistence.

Domain 4: Professional Responsibilities. Finally, student teachers will learn the obligations of membership in a profession, such as adherence to the rules, regulations, and schedules of the school; clear and accurate record-keeping; effective home-school communication; participation in school and professional activities; and collaboration with other professional team members. Apparent in these responsibilities is the demonstration of professional dispositions such as mature decision-making, positive peer relationships, and professional advocacy. Lastly, student teachers are expected to reflect on their own performance and to identify improvements to enhance their own professional growth and development.

Role of the Cooperating Teacher

Assuming that the program has proceeded as planned, the student teacher will have had many experiences with the cooperating teacher during the pre-student teaching semester, and both will be anxious for the student teaching semester to get underway. As was the case during the previous semester, however, the transition to student teaching can be intimidating. Once again, this is a point at which cooperating teachers can be of great assistance. The counseling, the understanding, the “you did a good job” provide great impetus in moving the student teacher toward his/her goal to be an effective teacher.

At the beginning of student teaching, you should discuss your expectations with the candidate, as well as listen to his/her expectations. Following are some questions that may be on the mind of the new student teacher:

When will I teach my first class?

What results will you look for in determining when I am ready to completely take over my first class?

How long will you continue to stay in the classroom while I am teaching?

Will I be expected to teach from your lesson plans, or will I be allowed to follow plans that I have written and had approved by you?

What are some strategies you have found successful in dealing with/preventing discipline situations in the classroom?

As the student teaching experience progresses, it is important to:

- Provide daily opportunities for the student teacher to ask questions and to review progress and goals. Joint planning time is essential (Note expectations for student planning above).
- Encourage student teachers to reflect and self-evaluate their personal and professional progress on a regular basis.
- Periodically observe your student teacher and provide feedback regarding strengths, as well as areas for improvement. Written feedback is especially powerful (see Reflection on Teaching below).
- Confer with Siena College’s student teaching supervisors. Their understanding and assessment of student teachers will be enhanced by your insight.

In addition to the Teacher Certification Exams, an Educative Teacher Performance Assessment (edTPA) must be completed and submitted to the State. Students must receive a passing grade before certification is awarded. Siena College will provide guidance to the cooperating teachers regarding the types of support they can provide to assist their student teacher relative to completing this task.

Expectations of Student Teachers. Given the field experience that occurred during the previous semester, Siena assumes that student teachers will begin teaching their first class during the first week of the student teaching experience. From this point on and as soon as practical, student teachers should begin to assume additional classroom and extracurricular duties so that they gradually experience what it means to have full-time teaching responsibilities. In addition, student teachers should assume, gradually and as completely as practical, all of the obligations assigned to the cooperating teacher. The cooperating teacher, the student teacher, and the Siena clinical supervisor will plan the pace at which these duties are assumed.

Reflection on Teaching. Particularly in the early stages of student teaching, a follow-up conference on lesson presentation is essential. Student teachers will need guidance in reflecting on their presentation and on their students' responses. Some questions that may help student teachers reflect on their teaching might include:

- What did you hope students would get out of the lesson?
- What evidence do you have that students met this objective during the lesson; i.e., what behaviors did you notice, what quality of work was produced, etc.?
- How did you relate the lesson to the students' experience or prior knowledge?
- Was the lesson planned to actively engage all students in learning?
- Was the class motivated? Did all students participate?
- Did you have provisions for students of varying ability levels? How might you more effectively differentiate your instruction in the future?
- How did you perceive your classroom management?
- Were the students on-task and focused?
- Were you prepared for those who might finish activities early?
- What do you think were the most successful aspects of the lesson? What aspects would you want to incorporate in future lessons?
- What aspects of your teaching would you like to improve?
- How will this be evident in your next lesson?

Becoming a reflective teacher is not easy. It takes time and patience on the part of student teachers, cooperating teachers, and supervisors. While its use by cooperating teachers is optional, we encourage the use of Form B – Student Teaching Observation Form (see Appendix I). This is the same form used by the Clinical Supervisors assigned from the Education Department. Like the questions above, this form is based on the Danielson model and provides a framework for discussing and reflecting on the lesson observed. College supervisors will also strive to develop the student teacher's reflective practice by holding conferences before and after their own observations.

Student Teacher Evaluation. The cooperating teacher formally evaluates the student teacher twice—midway through the student teaching experience (after about 3 weeks) and again at the conclusion of each placement. Student teachers in business education will be formally evaluated by their cooperating teachers at the mid-point of their student teaching

experience and again at the conclusion. The Director of Field Experiences will provide the cooperating teachers with a Student Teaching Calendar at the beginning of each student teaching experience. The calendar will include all of the dates relevant to the evaluation of the student teachers.

Cooperating teachers use *Form C – Mid-Experience Evaluation for Student Teaching* for the mid-experience evaluation. This form will be submitted electronically according to the directions provided by the Director of Field Experiences. After completing this form, the cooperating teacher and student teacher should discuss areas of strength and areas needing improvement. At this point, it is important for the student teacher to be clear regarding expectations and goals for the remainder of the placement. It is also a good time to reinforce to the student teacher the progress that has been made.

During the final week of student teaching, the cooperating teacher will complete *Form D – Final Evaluation of Student Teaching*. Similar to the mid-experience evaluation Form C, this form will be submitted electronically according to the directions provided by the Director of Field Experiences. In addition, the cooperating teacher is asked to recommend a final student teacher grade to the Director of Field Experiences (*Form F*). This grade should be based on the cooperating teacher's overall assessment, using the rubric found in the Appendix as a general guide.

The student teacher's final grade is a compilation based on the final evaluations and recommended grades received from the cooperating teacher, the subject area supervisor, and the clinical supervisor. The subject area and clinical supervisors meet with the Director of Field Experiences to determine these final grades. If there are significant discrepancies among the three recommended grades, the cooperating teacher may be asked to provide additional, specific

information regarding the recommended grade.

**Students with an a final grade of B- or lower in either EDUC 487
or EDUC 488 will not receive a recommendation for
teacher certification from Siena College.**

Substitute Teaching. Because student teachers have so many responsibilities and so many new experiences, and since student teaching is intended to be a guided learning experience, Siena student teachers may only serve as substitute teachers in very unusual circumstances. If an emergency necessitating that another teacher's classes must be covered, we suggest that the pre-service teacher remain with familiar classes, freeing the cooperating teacher to substitute for his/her colleague. Substitute teaching by a student teacher for more than one day requires the approval of the Siena College Education Department Chair.

Letters of Reference. Student teachers typically request a letter of reference from their cooperating teachers. Cooperating teachers may certainly decline if they feel unable to write a positive letter that would support the student teacher's job search. However, those who agree to write such letters are asked to write them on school stationery or on a form provided by the student teacher from the Siena College Career Center. These letters, if sent to the Career Center, will be designated as confidential or non-confidential, depending on the wishes of the student. It is important to remember that letters of reference from cooperating teachers are highly valued by prospective employers; therefore, promptness and clarity are important.

Letters of Understanding. Cooperating teachers are asked to sign a letter of understanding with Siena College at the beginning of student teaching indicating their willingness to work with a student teacher. This letter is presented to cooperating teachers by the Director of Field Experiences at the beginning of the student teaching experience. Once signed and returned, this letter allows the cooperating teacher's honorarium to be processed. Honoraria are mailed to cooperating teachers following the student teaching experience.

Role of the College Supervisors

Each student teacher is assigned two Siena College supervisors—one from the student's subject area (known as the subject area supervisor) and one from the Education Department (known as the clinical supervisor). These supervisors are expected to work closely with the cooperating teacher and the student teacher during the student teaching experience. Each will visit the student teacher at least twice during each student teaching experience (four times in the case of business education student teachers). Some of these observations may be unannounced.

Each lesson observation completed by a subject area or clinical supervisor will be recorded using either *Form B – Student Teaching Observation Form* or a form specific to the student's subject area. All such observations/evaluations will be discussed with the student teacher following each observation. When possible, the observations/evaluations will also be discussed with the student's cooperating teacher.

At the end of each placement, each supervisor completes a final evaluation (Form D) and makes a final grade recommendation (Form F), using the same forms required of cooperating teachers. At the end of the semester the subject area and clinical supervisors meet with the Director of Field Experiences to determine the final grades for each student teacher taking into account the grades assigned by the cooperating teachers. If there are significant discrepancies among the three recommended grades, the cooperating teacher may be asked to provide additional, specific information regarding the recommended grade.

In addition to the Teacher Certification Exams, an Educative Teacher Performance Assessment (edTPA) must be completed and submitted to the State. Students must receive a passing grade before certification is awarded. Siena College will provide guidance to the Academic and Clinical Supervisors regarding the types of support they can provide to assist their student teacher relative to completing this task.