

Student Teacher/Intern and Cooperating Teacher Guidelines

The Prospective Educator

The student teacher/intern is a college student who has met all the prerequisites and works under the guidance of a certified teacher in a Professional Development School (PDS) or an approved setting. It is important for her/him to understand and embrace the mission and conceptual framework of the College as well as understand the philosophy, culture, and programs of the school in which s/he is placed. The prospective educator has a responsibility to look upon the culminating clinical field experience as fertile ground to observe, and learn the art and science of teaching from all members of the school's learning community.

The prospective educator (student teacher/intern) is expected to:

1. be responsible for transportation to and from the culminating clinical experience. The College cannot arrange transportation for the student;
2. inform the school nurse of any physical health issues;
3. follow the school district's calendar. The College assigns the first and last day of student teaching/internship;
4. attend school daily and report to school on time. If illness prevents the student teacher from being at school, s/he must notify the school, cooperating teacher and supervisor as early as possible and provide lesson plans;
5. meet with the cooperating teacher in advance of the clinical field experience to discuss roles and responsibilities;
6. dress in accordance with the professional standards established by the school;
(Business attire is always acceptable. No T-shirts, tank tops, flips flops, or baring midriff tops. Body art and tattoos should not be exposed.)
7. demonstrate professionalism in all interactions with school staff and all matters of confidentiality;
8. familiarize herself/himself with district policies and regulations which might include sexual harassment, intimidation & bullying, substance abuse, discipline and fire drills;
9. attend faculty meetings, parent conferences, school board meetings, when appropriate;
10. if school policy permits, attend the College's scheduled student teacher/intern workshops and familiarize herself/himself with the technological services and/or instructional materials available in the school. Any electronic communication, i.e., email and texting, to students and parents should be done only with the approval of the cooperating teacher. Personal internet and other technological applications should reflect ethical language;
11. observe many different teaching situations and note instructional strategies and classroom management techniques used by the teacher(s);
12. develop written lesson plans in advance of instruction and discuss with the cooperating teacher and/or supervisor;
13. assume responsibility for the classroom, including planning and teaching lessons/unit, and evaluating students' work according to the timetable established by the prospective educator, cooperating teacher and supervisor;
14. teach in all content areas (elementary education majors) and work with learners of all abilities;
15. be adventurous and practice new ideas and approaches within a supportive environment;
16. practice self-reflection and self-evaluation continually to refine and improve practice;
17. follow the exit procedures and capstone course requirements that synthesizes all course work and prepares her/him for induction into the profession as well as preparation of a comprehensive portfolio tied to the conceptual framework; and
18. follow the direction of the cooperating teacher and the school districts' policies and regulations.

Checklist for the Prospective Educator

(STUDENT TEACHER/INTERN):

The following checklist highlights some of the expectations, roles and responsibilities of the student teacher/intern. It is meant to be used as a guide as you work with your cooperating teacher and/or supervisor.

Did you...

1. familiarize yourself with school/district policies and procedures?
2. familiarize yourself with the physical plant and facilities at the school?
3. meet with the cooperating teacher in advance of the clinical field experience to discuss and establish roles and responsibilities?
4. acquaint yourself with the school staff?
5. attend faculty meetings or participate in parent-teacher conferences?
6. observe a variety of classrooms and note teaching strategies and classroom management skills used?
7. develop written lesson plans and confer with the cooperating teacher and/or supervisor before instruction?
8. assume responsibility for the classroom?
9. engage in self-reflection and work towards improving practice?
10. contact your supervisor if you need assistance in addressing issues related to your adjustment within the school setting?

The Cooperating Teacher

The overarching goal of TCNJ School of Education is to create agents of change. The cooperating teachers play a vital role in this effort and in TCNJ's professional education programs. There are times when the cooperating teachers act as a role model, facilitator, peer, counselor, evaluator, instructor, and/or learner. They should be experienced and certified in their fields of teaching, meet the standards set forth by TCNJ, and view the teaching profession in a positive light. The cooperating teachers must personally exhibit high quality teaching performance and commitment to ongoing professional growth, including participation in college sponsored orientation sessions or other pertinent and relevant professional development opportunities for cooperating teachers. These individuals are a critical link in the chain of teacher preparation. Through thoughtful guidance and diligent supervision, they will be able to provide invaluable direction to the activities, methods, and techniques developed and implemented by the prospective educator and model the tenets of the conceptual framework.

The cooperating teacher is expected to:

1. provide the STEP office with personal information to facilitate the payment of all stipends. Cooperating teachers will complete and return an online Teacher Information Form which will include the submission of a W-9 form. These forms are used to facilitate the cooperating teacher stipend payment. If you were not initially identified as the cooperating teacher, please complete the Coop. Add/Drop Form and return it to the STEP Office;
2. contact the student teacher's/intern's department at the College if you do not see the supervisor once every two weeks;
3. be familiar with the mission and Conceptual Framework for Professional Education;
4. recognize that the professional and legal responsibility of the classroom remains in the hands of the cooperating teacher;
5. accept and nurture the student teacher/intern as a professional;
6. participate in orientation of the prospective educator to the school, organizational structures, and support services;
7. familiarize the prospective educator with communities, families and cultures represented within the classroom and the school;
8. give the prospective educator an idea of what has happened to date in the educational life of a student, when appropriate, to understand the uniqueness of students;
9. explain the classroom curriculum so that the prospective educator can integrate personal experiences with fields of knowledge;
10. acquaint the prospective educator with the yearly plans and work collaboratively to decide what her/his responsibility will be in regards to the overall plan;
11. establish a policy, in collaboration with the supervisor, regarding when to submit lesson plans to be reviewed and

discussed with the cooperating teacher. Familiarize him/herself with the expectations of TCNJ for its teacher candidates as outlined in the TCNJ Dispositions Rubric and Lesson Observation Rubric found on the STEP website (<http://step.tcnj.edu/forms/>);

12. discuss with the prospective educator and supervisor a timetable for assuming responsibilities in the classroom:
Typically,
 - a. Week 1 – orientation, observation and familiarization with schedules, students and staff. At the discretion of the cooperating teacher, teach 1 or 2 classes;
 - b. Week 2 – students should begin planning and implementing lessons per the directions of the cooperating teacher;
 - c. Week 3 - assume more and more responsibility as readiness to do so is exhibited;
 - d. Ideally, the teacher candidate should be teaching full-time during the last three to four weeks of her/his experience.
13. provide opportunities for the prospective educator to gain experience in a variety of instructional contexts;
14. provide the prospective educator with opportunities for practicing a variety of functions, such as participation in team or department meetings, record keeping, using guidance services, one-to-one pupil conferences and parent conferences;
15. encourage the prospective educator to develop her/his own teaching style;
16. encourage the prospective educator to incorporate inquiry, critical thinking, creativity, independent thinking, and interdisciplinary approaches in planning for instruction;
17. work in consultation and collaboration with the supervisor(s) about the prospective educator's progress and alert the supervisor(s) when any problem emerges. If the teacher candidate is experiencing great difficulty, the cooperating teacher must inform the TCNJ supervisor and outline the specific issues of concern. This should result in a telephone or in-person conference with the supervisor. The issues should be addressed as early as possible in order for the appropriate intervention to be designed;
18. guide the prospective educator to analyze and interpret her/his experiences to see relationships among theory, principles and practice, and to engage in reflection;
19. provide regular conference time to discuss with and provide feedback to the prospective educator on matters related to instructional strategies, classroom management, and lesson/unit planning;
20. make any specific request concerning changes in dates of the culminating experience according to "Calendar and Schedule" policy, to be approved by the department chair and coordinator. These requests cannot be approved by the supervisor(s);
21. complete two formal mid-term and final evaluations of the prospective educator. These forms may be downloaded at: <http://step.tcnj.edu/forms> share with the supervisor(s) and return it to the appropriate department of the College. For the secondary education teacher candidate, mid-term and final evaluations must be returned to the Office of Secondary Education and the Secondary Education Department will photocopy and forward copies to the subject departments; and
22. demonstrate positive human relations and professionalism.

How to Begin the First Day...

An introductory conference should be planned between the cooperating teacher and prospective educator at a time that is mutually convenient. During this meeting, both parties should discuss how they would work together as a team.

Suggestions for the first day:

1. Acquaint the student teacher/intern with the classroom and other school facilities such as the media center, cafeteria, offices, restrooms, and parking;
2. Provide the student teacher/intern with the school's policy manual or faculty handbook. Particular attention should be made regarding the school's electronic communication policy with students, parents and staff;

3. Prepare a desk or work station for the student teacher/intern. It is important that s/he has a place to put professional and personal belongings;
4. Supply the student teacher/intern with texts and other materials and information s/he will be using;
5. Have the student teacher observe you at work and take note of the general classroom routine; and
6. Have the student teacher/intern begin to learn students' names.
7. Student Teacher's Load: Each department will provide teaching load requirements which will identify the student teacher's teaching load during the semester.

In the Weeks that Follow...

The beginning weeks should be an orientation process for the prospective educator. This is a crucial time, for these weeks set the stage for the remainder of the clinical field experience.

Have the prospective educator:

8. acquire background information on students with whom s/he will be working and review cumulative records, if school policy permits;
9. gain a general understanding of the various techniques associated with classroom management and those that foster self-discipline;
10. gain an understanding of the school environment and the responsibility of the teachers to the school, community, and profession;
11. observe instruction to see how students react and respond. It is important to have the observer look for certain behaviors that have been identified;
12. observe other classrooms in the school or district;
13. acquaint herself/himself with available technologies and other resources that will enhance instruction;
14. perform routine classroom procedures and assume instructional and managerial responsibilities for the classroom when appropriate; and
15. develop daily lesson plans for short instructional periods.

The cooperating teacher's leadership and guidance will enable the prospective educator to construct and implement effective and appropriate instruction. One of the goals of TCNJ's program is for its students to demonstrate excellence in practice. The cooperating teacher can assist the prospective educator to realize this goal by:

1. sharing "helpful hints" based on her/his own experience;
2. being flexible in responding to changing needs and concerns of the prospective educator;
3. being a good listener;
4. modeling reflective practice that revolves around skills of instruction and knowledge of subject matter;
5. guiding the prospective educator toward using a problem-solving approach;
6. structuring conferences with clear goals and objectives;
7. being clear, direct, specific and honest when communicating with the prospective educator;
8. explaining the reasons behind decisions and suggestions given to the prospective educator;
9. providing encouragement and praise when warranted;
10. encouraging self-confidence and self-reliance;
11. modeling collegiality and professional ethics;
12. being an active learner; and
13. meeting and communicating with the College supervisor to discuss the candidate's progress to date.

Checklist for Cooperating Teacher:

The following checklist highlights some of the expectations, roles and responsibilities of the cooperating teacher. It is meant to be used as a guide as you work with your prospective educator.

Did you...

1. have an initial conference with the student teacher/intern before the start of his/her clinical field experience?
2. share classroom routines, procedures, policies (including electronic communications with students, parents and staff) and faculty handbook?
3. orient the student teacher/intern to the building, community, and resources within the building and community?
4. introduce the student teacher/intern to the school staff and the class?
5. review the grade level curriculum guides and overall plans for the semester?
6. sequence teaching responsibilities so that the student teacher/intern becomes involved gradually in the operations of the classroom?
7. model effective teaching?
8. review lesson/unit plans and provide feedback before the student teacher/intern teaches the lesson?
9. set aside regular conference time to discuss theory and practice?
10. encourage the student teacher/intern to be a reflective practitioner?
11. complete necessary assessments and evaluations of the student teacher/intern?
12. alert the College supervisor if any problems were evidenced and inform the student teacher/intern of same?