

Defining Roles

Student Teaching Roles and Responsibilities Chart
University of Scranton

<i>Individual</i>	<i>Role Description</i>
<i>Student Teacher</i>	<ul style="list-style-type: none"> • Functions as a representative of The University of Scranton and as a guest in the host school • Displays professional manner and positive working relationship within the assigned school • Submits complete lesson plans and accompanying materials to the cooperating teacher at least three days before the lesson is to be taught • Gradually assumes teaching and non-teaching duties as assigned by the cooperating teacher, teaching full-time for at least three (3) full weeks • Maintains confidentiality • Abides by all rules and requirements that apply to full-time faculty of the assigned school • Abides by all policies and procedures within The University of Scranton Student Teaching Handbook • Attends student teaching orientation meetings and weekly seminar meetings • Fulfills all program-specific requirements of student teaching
<i>Cooperating Teacher</i>	<ul style="list-style-type: none"> • Provides the student teacher with a wide variety of learning and teaching opportunities • Mentors the student teacher • Observes and evaluates the student teacher • Reviews and approves lesson plans at least three days before the lesson is to be taught • Provides the student teacher with formal and informal feedback • Engages in at least four (4) formal lesson observations • Provides summary evaluations at both the mid-point of the semester and at the end

	<p>of the experience, using given University-designed forms</p> <ul style="list-style-type: none"> • Works closely with the university supervisor • Contacts the university supervisor if areas of concern are noted
<i>University Supervisor</i>	<ul style="list-style-type: none"> • Acts as a liaison between the University of Scranton and the school setting • Visits the school site at least five (5) times during the 12-week student teaching assignment • Mentors the student teacher • Observes the student teacher and provides formal feedback at least four(4) times • Conducts weekly, on-campus seminar meetings for student teachers • Works closely with the cooperating teacher • Acts to maintain communication, problem-solve, and provide resources when problems arise • Acts to remove student teachers in accordance with criteria established in the handbook • Completes the PDE-430 evaluation at mid-semester and at the end of the semester • Confers with the cooperating teacher to determine the student teacher's final grades in student teaching
<i>Content Supervisor</i>	<ul style="list-style-type: none"> • Functions as a consultant in the area of his/her specialty • Observes and evaluates the secondary education student teacher on at least three occasions • Notifies both the university supervisor and education department chair if content knowledge is found to be weak
<i>Director of Field Placement</i>	<ul style="list-style-type: none"> • Oversees student teaching placements • Oversees selection of cooperating teachers and university supervisors • Serves in an advisory role as the contact person for cooperating teachers, university supervisors, and student teachers • Maintains paperwork documenting completion of the student teaching

	experience
<i>Department Chairperson</i>	<ul style="list-style-type: none"> • Is to be notified in the case of serious concern with student teaching