Section 3

Roles and Expectations
WILLIAM PATERSO UNIVERSITY
College of Education
Office of Field Experiences

Qualifications:
1. New Jersey Department of Education Permanent Teaching Certification;
2. A minimum of five (5) years experience in the area(s) of certification;
3. Master's Degree;

ROLE OF THE STUDENT TEACHER SUPERVISOR

1. Attend orientation program and meet with assigned student teachers.
2. Contact cooperating teachers prior to student teacher’s arrival.
3. Introduce yourself to the principal on the first visit to the school.
4. Conduct a minimum of eight (8) observations for each student teacher. Observe the student teacher while she/he teaches an entire lesson. (Contact someone at the school to make sure the student teacher will be teaching at the time of your arrival.) Review the student teacher’s lesson plans. Meet with the student teacher and cooperating teacher (separately, together, or both) after each observation. During the conference with the student teacher, provide a constructive evaluation of the student’s teaching and progress.
5. Document each observation by recording and identifying information, classroom appearance, evaluation of lesson taught – both content and method of presentation, pupil conduct, student teacher appearance, and student teacher’s overall contribution to the school.
6. Document each conference with the student teacher and with the cooperating teacher. Record the cooperating teacher’s assessment about the progress of the student teacher.
7. If a student teacher is having great difficulty, notify the OFE immediately. Make very detailed reports on each of your observations. Have the cooperating teacher write an assessment of the student teacher’s problem(s) and write weekly progress reports. As the principal to visit the classroom and record her/his observations. Meet with the principal to obtain a verbal assessment of the situation. Document this conference with the principal. Send copies of all documentation about this student teacher to the OFE.
8. Turn in the interim report (refer to the Handbook) for each student teacher.
9. Turn in the documentation, final report and grade (refer to the Handbook) for each student teacher.
10. Prepare travel expense voucher and turn into OFE office. Please note that under a new policy, travel vouchers not turned in on time may not be paid by the WPUNJ Business Office and all travel vouchers must be generated from the WPUNJ website, printed by you and then sent to the OFE office. (Instructions are included in your folder). This policy applies to both faculty and adjunct supervisors.
11. Complete and return the evaluation that the OFE office will send you.
12. Inform the OFE office if you wish to serve as a student teacher supervisor for the next semester.
William Paterson University
College of Education
Office of Field Experiences

Qualifications
1. New Jersey Department of Education Permanent Teaching Certification;
2. A minimum of five (5) years experience in the area(s) of certification;
3. Master’s Degree;

ROLE OF THE PRACTICUM SUPERVISOR

1. Attend orientation program and meet with assigned practicum students
2. Send cooperating teachers a letter with the student.
3. Introduce yourself to the principal on the first visit to the school.
4. Conduct a minimum of two (2) observations for each practicum. Observe the practicum student while she/he teaches an entire lesson. (Contact someone at the school to make sure the student will be teaching at the time of your arrival.) Review the practicum student’s lesson plans. Meet with the practicum student and cooperating teacher, (separately, together, or both) after each observation. During the conference with the practicum student, provide a constructive evaluation of the student’s teaching and progress.
5. Document each observation by recording identifying information, classroom appearance, evaluation of lesson taught – both content and method presentation, pupil conduct, student teacher appearance, and practicum student’s overall contribution to the school.
6. Document each conference with the practicum student and with the cooperating teacher. Record the cooperating teacher’s assessment about the progress of the practicum teacher.
7. If a practicum teacher is having great difficulty, notify the OFE immediately. Make very detailed reports on each of your observations. Have the cooperating teacher write an assessment of the practicum teacher’s problem(s) and write a weekly progress reports. Ask the principal to visit the classroom and record her/his observations. Meet with the principal to obtain a verbal assessment of the situation. Document this conference with the principal. Send copies of all documentation about the practicum teacher to OFE.
8. Turn in the documentation, final report and grade (refer to the Handbook for each practicum student.
9. Prepare travel expense voucher and turn into the OFE office. Please note that under a new policy, travel vouchers not turned in on time may not be paid by the WPUNJ Business Office and all travel vouchers must be generated from the WPUNJ website, printed by you and then sent to the OFE office. (Instructions are included in your folder). This policy applies to both faculty and adjunct supervisors.
10. Complete and return the evaluation that the OFE office will send you.
11. Inform the OFE office if you wish to serve as a practicum teacher supervisor for the next semester.
Expectations for Student Teachers and Practicum Students

To be reviewed and signed during the initial meeting between the student cooperating teacher and university supervisor.

Overview:
The first visit between the student, cooperating teacher and university supervisor is to review expectations and procedures (see Handbook); communicate and collect emergency contact information and set up observation schedules (2 for practicum & 8 for student teaching).

Cooperating teacher received a copy of the Practicum/Student Teaching Handbook and the student has printed a copy.

The Practicum/Student Teaching Handbook, including the Guide for the Student Teaching Experience, was reviewed and discussed.

After each observation there will be a post-observation conference to discuss strengths, areas for improvement and goals for the next observation. These will be done as a triad when possible. Plans for a joint observation (cooperating teacher and university supervisor) were made.

The cooperating teacher and supervisors have exchanged contact information and will communicate frequently about your performance.

Attendance:
Be on time and follow the school district's time schedule.

Notify the cooperating teacher and university supervisor immediately of any unavoidable absence.

Planning:
Provide a written lesson plan (in the recommended format) to the cooperating teacher and university supervisor at least two days before date of lesson, so that it can be reviewed and feedback can be provided.

Discuss classroom management and any different techniques planned to be used by the student beforehand.

Use the resources located in the school, but also show initiative in finding outside resources such as those available in the WPUNJ Curriculum Library.

Check with the cooperating teacher before making important decisions (e.g., parent communications, grades, tests and assignments, snacks and allergies).

Put up and take down monthly bulletin board displays.

Follow the district/cooperating teacher's curriculum and schedule.

Be familiar with the New Jersey Core Curriculum Content Standards.

Dispositions:
Display a positive attitude and dedication to teaching.

Be familiar with and follow all school district policies (e.g., report cards, dress, field trips, demonstrate confidentiality and behave in a professional manner at all times.

Seek to improve teaching skills and ask for both positive feedback and constructive criticism.

Treat all children equitably – with caring and fairness. (This is especially important given diverse school populations.)

A copy of this form must be submitted to the Office of Field Experiences and be signed by the student teacher, cooperating teacher and university supervisor.

STUDENT TEACHER_________________________________________ DATE_________

COOPERATING TEACHER________________________________________ DATE_________

UNIVERSITY SUPERVISOR________________________________________ DATE_________
The Triad

Cooperating Teacher – Field Experience Student – University Supervisor

The triad is comprised of the cooperating teacher, field experience student, and university supervisor – the individuals who work closely together throughout the course of the professional internship. The cooperating teacher and supervisor will help the student develop effective instructional strategies and management techniques, as well as the ability to thoughtfully reflect upon practice.

The Cooperating Teacher – The cooperating teacher’s primary goal is to assist the student teacher in comprehending the competently assuming the complex work of classroom teaching. The cooperating teacher accomplishes this task through modeling, offering explicit verbal explanations for instructional decisions and actions, and by providing specific, developmentally appropriate, performance feedback. Effective cooperating teachers graciously welcome student teachers into their classrooms and quickly begin to establish a positive working relationship.

The Field Experience Students - Over the course of the internship, the field experience student will gradually assume responsibility for lesson planning, student learning, and classroom management. With the help of the cooperating teacher, the student teacher will become a full time teacher in a position of responsibility.

The University Supervisor – As a liaison representing the University, College of Education, and Teaching Performance Center, the university supervisor will observe and assess the field experience student and confer with the cooperating teacher throughout the semester. The supervisor provides support to both the cooperating teacher and field experience student and encourages each team member to develop optimum working relationships. University supervisors also act as co-facilitators of the field experience. Therefore, they have the responsibility for reviewing and assessing the field experience requirements.