



COLLABORATING TEACHER GUIDELINES

*Roles and Responsibilities for Teacher
Candidates and Collaborating Teachers*



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Roles and Responsibilities of Participants in the Yearlong Clinical Experience

The Yearlong Clinical Experience (YCE) is designed to help the teacher candidate transition from student to teacher.

Responsibilities of the teacher candidate include:

1. Exemplify the attitudes and actions of a professional in training rather than those of a student.
2. Conform to the regulations and policies of the partner schools and to those found in these guidelines.
3. Attend school faculty and PTA meetings as appropriate, various extracurricular events, and required on-campus meetings with the university supervisor.
4. Report on time for all school appointments and duties.
 - Professionalism
 - Perfect attendance
 - Punctuality
 - Professional dress in keeping with faculty standards
 - Communication – written and verbal communication (including email)
 - Honesty
 - Initiative
5. Complete all assignments and reports promptly and accurately. No late assignments.
6. Plan all work thoroughly, prepare necessary materials, and submit plans to the Collaborating Teacher (CT) prior to the teaching of the class as requested.
7. Assume responsibility for evaluating student work during assigned teaching.
8. Demonstrate attention to equity and fair-mindedness consistently, thoroughly, and intentionally.
9. Initiate parental contact only with the approval of the CT.
10. Refrain from making unfavorable remarks about the University program, the partnering school, and the community, except to university supervisor.
11. Be courteous toward and cooperate with all school personnel, students, and members of the community, showing an appreciative attitude for all advice and services rendered.
12. Seek the help and guidance of the CT and the university supervisor as soon as problems arise.
13. Provide the university supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.
14. Proactively address areas of growth, striving for personal and professional development through continued study and effort.
15. Attend **all** seminars held on campus during the yearlong clinical experience.

Responsibilities of the Collaborating Teacher include:

1. A school employee must always be present in the classroom.
2. The CT has the primary responsibility for directing and assisting the teacher candidate daily. The CT provides for continuous evaluation of the teacher candidate's performance through frequent observation followed by oral or written feedback, regularly planned conferences, the mid-semester report, and the monitoring of professional growth plans.
3. Plan for the orientation of the teacher candidate in classrooms and to the school, familiarizing the teacher candidate with classrooms, schools, and school system policies as well as expectations of CTs.
4. Acquaint the teacher candidate with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the teacher candidate with a place to work and study.
5. Acquaint the teacher candidate with student personnel records and the manner in which they are kept and used.
6. Assist the teacher candidate to schedule observations in other classrooms, as the schedule allows.
7. Assist the teacher candidate in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class/es, and in establishing a positive classroom environment.
8. Schedule the teaching experience of the teacher candidate, gradually introducing responsibility for classroom routines and instructional procedures.
9. Provide opportunities for the teacher candidate to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences. Encourage the teacher candidate to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings, and extra-curricular school activities.
10. Show a willingness to consider new and different techniques. When appropriate, allow the teacher candidate the opportunity to test theory in practice.
11. Confer and work with the university supervisor in solving problems that may arise during the yearlong clinical experience, and in evaluating the progress of the teacher candidate.
12. Discuss the teacher candidate mid-semester report and the final evaluation with the teacher candidate.
13. Complete assessments during assigned time frames (CAPS, etc.)

Responsibilities of the University Supervisor include:

1. Disseminate and explain materials about YCE to partnering school personnel.
2. Assist assigned teacher candidates in the orientation to their assigned schools and classrooms.
3. Check the sign-in logs to ensure teacher candidates are using the appropriate sign-in

system, arriving and departing as specified by program guidelines and ensuring candidates are not absent from the field.

4. Establish an effective collegial relationship with the CTs.
5. Advise and assist assigned teacher candidates in their professional development through observation visits to the classroom and subsequent individual conferences.
6. Consult and cooperate with teacher candidates, CTs, and other school personnel in resolving problems that may arise during YCE.
7. Enforce the official regulations and policies pertaining to teacher candidates found in these guidelines.
8. Distribute and collect all forms required during clinical experience.
9. Evaluate all assigned teacher candidates for grading purposes.
10. Gather all evaluations of teacher candidates in order to determine the final course grade.
11. Create Professional Development Plans [PDPs] as needed, in conjunction with CTs and Program Coordinators.
12. Assist qualified candidates in obtaining professional employment upon request.

Sample Schedules for Yearlong Clinical (see your Program Coordinator for your schedule)

The schedule for activities during the period of clinical experience should be flexible but must include time for observation, gradual assumption of teaching and auxiliary duties, co-teaching, full-time teaching, and culminating activities.

The rate at which a teacher candidate assumes responsibility for various activities should depend upon the judgment of the cooperating teacher and the university supervisor. Such decisions are generally determined by the teacher candidate's readiness and what is in the best interest of the students and the teacher candidate; however, minimum classroom teaching requirements are set by each program. To achieve all responsibilities required, support from the supervisor can be provided by implementing a PDP. Programs may use this field schedule as a guide, but the program coordinators must have the ability to modify schedules to best fit the need of their program. The following schedule for clinical experience is offered as a guide for the assumption of duties during the clinical experience:

Opening School: The first week of the student teaching semester provides orientation to the following: the assigned classroom/s, the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the teacher candidate will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the CT's expectations during clinical experience.

During Opening School, the teacher candidate should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials that could be effectively utilized in teaching a unit during the year.

The teacher candidate will complete additional assignments as determined by the department and/or the university supervisor.

Week 1: The teacher candidate will observe the CT's methods of instruction and classroom management. Teacher candidate will start to develop his or her Context for Learning for edTPA.

Weeks 2-3: The teacher candidate will start to co-teach with the CT using the one-teach, one-observe or the one-teach, one-assist model. The teacher candidate will start to build relationships with students and document personal, community, and cultural assets of the students as well as assess for prior knowledge.

Weeks 4-6: The teacher candidate will continue to observe in the assigned classroom/s. The teacher candidate should assist the CT in instruction by working with individual students or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring tests, and preparing materials. The teacher candidate and the CT may want to use differentiated and parallel co-teaching strategies.

Weeks 7-9: The teacher candidate should increase teaching responsibility for planning and teaching one instructional session per day. Teacher candidate and the CT may want to use team teaching. Ancillary duties and assistance to the CT will also increase.

Weeks 10-end: Teaching responsibilities should include teaching two periods per day. Teacher candidates should take the lead in the co-teaching model.

Yearlong Clinical Experience II

Weeks 1-2: Teaching responsibilities should continue to expand. The teacher candidate will continue to assume teaching responsibilities. Specific objectives should be set at this time. The teacher candidate will strive to reach the objectives set forth at the Mid-Term/Interim Evaluation in YCE I. **Co-teaching strategies are encouraged. The Teacher candidate is encouraged to be the lead teacher in the co-teaching model.**

Weeks 3-5: The teacher candidate should teach full-time. Teaming with the CT to share in planning for instruction and analyzing assessments is encouraged. **Teacher candidates are encouraged to be the lead teacher in the co-teaching model and must solo teach before teaching his or her learning segment.**

Weeks 6-12: The teacher candidate should have sole responsibility for the planning, instruction, and assessment of the students. The teacher candidate should teach his or her learning segment during weeks 6-9. **Teacher candidates are encouraged to be the lead teacher in the co-teaching model and must solo teach before teaching his or her learning segment.**

Weeks 13—end: During week thirteen, the final evaluation of the teacher candidate's work will be completed by the CT and the university supervisor. The teacher candidate will return all teaching responsibilities to the CT by the final week. Observations will be scheduled for other classes and/or grade levels in the school after conferring with the CT. Materials used

during student teaching will be returned.

Co-Teaching Models

Co-Teaching is defined as two teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or CT) could take on both roles.

One-Teach, One-Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.

Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student-to-teacher ratio.

Team Teaching – Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From students' perspectives, there is no clearly defined leader because both teachers share the instruction, are free to interject information, and available to assist students and answer questions.