

## **RESPONSIBILITIES OF THE STUDENT TEACHER**

- I. To become acquainted with the cooperating school, the **student teacher** should accomplish the following during the **first days** of student teaching:
  - A. Learn the names of students and school personnel (as feasible).
  - B. Become familiar with policies of the school concerning the following:
    1. Teacher's schedule
    2. Attendance records
    3. Emergency drills
    4. Assemblies
    5. Teacher responsibilities
    6. Report cards
    7. In-school accidents
    8. Permanent records
    9. Textbooks
    10. Discipline/Management
    11. Dismissal
    12. Use of school facilities
    13. Testing programs
    14. Signing in/arrival time
  - C. Observe teacher-student relationships, noting in particular the various teaching and learning styles that prevail in the school.
  - D. Become familiar with the school's process for reporting attendance to the state, and the teacher's responsibilities related to that report.
- II. To understand the activities, forces, and ideas operating within the cooperating school, the **student teacher** should:
  - A. Develop an understanding of the students.
    1. Give instructional support through intervention and/or enrichment to students.
    2. Work with groups of students of varying abilities.
    3. Work with cumulative records.
    4. Participate in parent-teacher conferences.
    5. Discuss students with the guidance counselor.
    6. Discuss students' problems with the cooperating teacher.
    7. Observe students in various activities.
    8. Observe the cooperating teacher and other teachers in other disciplines/grade levels.
  - B. Become familiar with classroom organization and management.
    1. Distribute and collect materials.
    2. Check roster and record attendance.
    3. Discuss management policies with the cooperating teacher.
    4. Keep record of homework and student grades.
  - C. Use instructional materials.
    1. Prepare classroom materials.
    2. Use available materials.
    3. Bring in supplementary materials.
    4. Locate visual, reference, and other teaching materials in library or other school sources.
    5. Learn to use educational equipment and appropriate uses of technology for instruction.
    6. Examine courses of study and textbooks.
    7. Set up demonstrations.

D. Plan for class instruction.

1. Learn proper use of instructional materials.
2. Prepare an instructional unit.
3. Prepare daily lesson plans for all classes.
4. Plan activities with/for the class(es).
5. Instruct classes; guide class discussions.
6. Develop assignments.
7. Monitor classroom study.
8. Check notebooks, workbooks, and supplementary work.
9. Use a variety of appropriate teaching methods.
10. Utilize a variety of appropriate evaluative techniques.
11. Provide formative feedback to students.

E. Evaluate student progress.

1. Grade student work.
2. Make a student progress chart.
3. Assist with report cards.
4. Hold conferences with students.
5. Use data to inform instruction.
6. Design and implement the assessment cycle with pre/post assessment of content.

F. Engage in wider school activities.

1. Assist with extra-curricular and/or after-school activities.
2. Supervise school-day functions.
3. Learn school routines.
4. Attend faculty meetings.
5. Attend ARC meetings.
6. Attend PTA/PTO meetings.
7. Attend School-Based Decision Making (SBDM) Council meetings.
8. Eat lunch with other teachers.
9. Confer with cooperating teacher and university supervisor on a regular basis.
10. Work with faculty committees, if appropriate.
11. Attend selected school related athletic and cultural events

G. Develop professional characteristics.

1. Be punctual, dependable, cooperative, and professional.
2. If you are ill or have an emergency and cannot report to your assignment on that day,  
call and advise your cooperating teacher and university supervisor by 7:00 AM.  
(This time may vary based on instructions from the university supervisor and/or school start time).
3. Be dressed appropriately and be well-groomed at all times.
4. Cultivate a pleasant voice with a command of the English language.
5. Become familiar with professional literature.
6. Project a positive disposition with a growth mindset during student teaching.

- III. To help the student teacher identify his/her strengths and weaknesses as a potential teacher, the student teacher should participate in **cooperating teacher/student teacher** conferences.
- A. Make a definite and regular time should be established the student teacher and cooperating teacher conferences. A proper place for conferences should be provided and arranged by the cooperating school.
  - B. Both cooperating teacher and the student teacher should have notes to guide the conference discussion.
  - C. The cooperating teacher should take a positive approach with the student teacher, emphasizing the student teacher's assets as well as areas for growth.
  - D. Arrangements should be made for other staff members or teacher development personnel to attend conferences when needed.
  - E. Objective reflection and self-analysis on the part of student teachers should be cultivated.

- IV. The following statement issued in 1963 by the Attorney General of the Commonwealth of Kentucky is quoted below to clarify classroom authority and responsibility of the student teacher:

KRS Chapters 157 and 161 require the employment of competent certified teachers, but there is no express or implied exclusion of an assistant or student teacher. The student teacher cannot be employed by the local board of education, can receive no compensation from said board or exercise any authority in the management or control of the class. While a student teacher is working with the class, the regularly employed certified teacher must remain in a supervisory capacity to see that the recitations are heard and instructions given according to his/her own judgment and discretion. There can be no delegation of this authority and responsibility.

The student teacher may be devoted to his/her pursuit of the art of teaching, but he/she is not a teacher within the meaning of the law, which has undertaken to insure that school children shall be taught only by those who have met, not by those seeking to attain, a certain standard of proficiency.

Therefore, it is the opinion of this office that a student teacher may not legally take charge of a classroom in the absence of the regular teacher.<sup>1</sup>

A January 1975 opinion of the Attorney General<sup>2</sup> not only reaffirms this opinion but further states that a student teacher is not authorized to teach except under the supervision of a certified teacher.

In response to the Attorney General's statement, the following policy statements will guide Western's university supervisors and student teachers.

1. A student teacher has no legal authority as a certified teacher either in or out of the classroom. The student teacher may not be used as a substitute for his/her supervising teacher or for another certified teacher.
2. A student teacher may not legally assume full or unassisted responsibility for any activities (such as field trips, debate contests, etc.) that occur away from the cooperating school.

3. Absence from the classroom on the part of the supervising teacher for any period of time is governed by the policies of the local Board of Education

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<sup>1</sup>Opinion of Attorney General of the Commonwealth of Kentucky, April 2, 1963. 63-269.

<sup>2</sup>IBID. January 27, 1975. 75-70