

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 5440 P-2

GUIDELINES FOR THE TRAINING OF COLLEGE/UNIVERSITY
STUDENT TEACHERS

The Ferndale School District supports the Washington State approved college and university training programs for prospective school teachers and instructional support personnel in the hope of benefiting the student teacher, the school district, and educational in general.

The training of student teachers is extremely important to the future success of the student teacher as well as to the students and district. Following are procedures for the training of student teachers.

A. Cooperating Teacher

The cooperating teacher has the primary responsibility for teaching a group of students in a particular building in accordance with established building and district policies. Cooperating teachers cannot be relieve or their basic responsibilities by the student teacher. When ready, the student teacher can be expected to assume various delegated responsibilities, with the full knowledge and consent of the cooperating teacher.

Typical expectations of the cooperating teacher are:

1. Provide student teachers with an outline of course objectives, class schedules, and established classroom and building rules and/or procedures.
2. Arrange experiences in class(es) which enable the student teacher to gain teaching competence such as:
 - a. Review lesson and unit plans of the cooperating teacher.
 - b. Assume management or housekeeping roles in lessons taught by the cooperating teacher.
 - c. Pace appropriately the student teacher's development, leading to increased responsibilities as readiness is demonstrated.
 - d. Require a review lesson and unit plan of the student teacher.
 - e. Make systematic assessments of the student teacher's work, using careful observation techniques to be followed by post-observation conferences. The assessment shall total 12 hours.

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 5440 P-2

- f. Participate in evaluating the student teacher's growth and teaching skills prior to mid-term and final evaluation conferences.

B. College Supervisor

The college supervisor is primarily responsible for the student teacher. However, the supervisor also gives guidance and direction to the cooperating teacher and principal as needed.

Typical expectations of the college supervisor are:

1. Communicate program objectives and evaluative procedures to student teacher(s), cooperating teacher(s), and principal.
2. Plan with building staff an appropriate schedule of training experiences for student teachers.
3. Guide appropriate pacing of the student teacher's training.
4. Make regular, systematic observations of the student teacher's instruction, followed by post-observation conferences.
5. Participate in evaluating the student teacher's growth in teaching skills prior to mid-term and final evaluation conferences.

C. Principal

The principal is responsible for the overall educational program and setting in the building.

Typical expectations for the principal with regard to student teachers are:

1. Observe each student teacher at least once per quarter to be followed by a post-observation conference.
2. Troubleshoot as needed.
3. Plan with cooperating teacher(s) and college supervisor an appropriate schedule of training experiences for student teacher(s).
4. Meet with student teachers as needed.
5. Participate in the evaluation of the student teacher's growth in teaching skills prior to mid-term and final evaluation conferences.

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 5440 P-2

Implemented	01-26-88
Revised	04-08-92