

# Elementary and Early Childhood Education

## Student Teachers Roles and Responsibilities

Through the student teaching experience, Queens College teacher candidates will develop their capacities to be highly effective professionals in the field.

The specific roles and responsibilities for student teachers are highlighted below, framed within the four domains of the Danielson Framework for Teaching.

### **Domain 1: Planning and Preparation**

Throughout their student teaching experiences, candidates will have extensive opportunities to augment their understanding of seminal content- and pedagogical-focused principles through the direct application of these principles in their classroom practices. Candidates will foster their capacities to construct comprehensive and well-scaffolded lesson plans, highlighted by the construction of lesson-appropriate goals and objectives as well as a focus on the incorporation of the appropriate NYS, professional, and local standards. The students' overall socio-academic development will be further fostered through the lesson plan-focused feedback received from the cooperating teacher and field supervisor.

### **Domain 2: The Classroom Environment**

Supported and guided by the cooperating teacher and field supervisor, student teachers will develop their capacities to foster classroom learning communities grounded in mutual respect between teacher and students and among the students themselves. This environment accentuates the principles of equity and curricula inclusivity, while promoting an atmosphere grounded in high socio-academic expectations. Additionally, candidates will learn to manage student behavior and classroom protocols, as well as to structure their classrooms and resources in a way which will optimize student learning and safety.

### **Domain 3: Instruction**

At the core of candidates' student teaching experience is their role and responsibility as instructional leaders—ones who are able to engage students in the learning of content through a varied and thoughtful incorporation of diverse tasks, activities, materials, and resources. Candidates will promote student participation and knowledge acquisition through the effective incorporation of varied discussion and questioning techniques, while providing feedback which is supportive, constructive, accurate, and timely in nature.

#### **Domain 4: Professional Responsibilities**

Through their student teaching experience, candidates will deepen their understanding of the professional obligations of membership in the field. Such responsibilities include but are not limited to the following: adherence to the rules, regulations, and schedules of the school; collaboration with other members of the school community; participation in professional and school activities; and, impactful home-school communication.

Professional dispositions, such as positive peer relations, professional advocacy, and mature decision making must be fostered and demonstrated in order for candidates to fulfill their professional obligations. Additionally, student teachers will continue to develop their capacities to reflect on their own socio-pedagogical potential and progress, identifying areas of particular strength, as well as areas for subsequent growth.