

## Role of The Sponsor Teacher

Timeframe	Expectations
<p style="text-align: center;"><b>General</b></p>	<p>The sponsor teacher is a key person in the student teaching program and should:</p> <ul style="list-style-type: none"> <li>• possess a sincere commitment to students;</li> <li>• have a skillful approach to human relations; and</li> <li>• be certified and tenured.</li> </ul>
<p style="text-align: center;"><b>Before the Student Teacher Arrives</b></p>	<p>The sponsor teacher should:</p> <ul style="list-style-type: none"> <li>• review the student's résumé, autobiographical sketch, and lesson plan;</li> <li>• read the <i>Role of the Sponsor Teacher and Checklist</i>;</li> <li>• call the <a href="#">Office of Field Experiences</a> if the student does not call and schedule to meet;</li> <li>• attend the Office of Field Experiences' Professional Development for Sponsor Teachers (Canadian sponsors are invited to the supervisors' student teaching Orientation);</li> <li>• meet with the student teacher before the placement begins;</li> <li>• inform the pupils that they will have a student teacher join the class;</li> <li>• provide the student teacher with a work station;</li> <li>• inform the student teacher what topics and/or themes will need to be covered during his or her placement; and</li> <li>• discuss available educational resources, supplies, equipment, and procedures for reserving rooms and equipment, etc.</li> </ul>
<p style="text-align: center;"><b>During the Student Teaching Placement</b></p>	<p>The sponsor teacher should:</p> <ul style="list-style-type: none"> <li>• welcome and integrate the student teacher, including introductions to district personnel;</li> <li>• complete <i>Stipend/Waiver Form</i> provided by the supervisor and return by deadline date to supervisor (See Appendix C for policy on <i>Stipend/Waiver Forms</i>);</li> <li>• review and provide feedback for every lesson plan before the student teacher presents the lesson;</li> <li>• delegate increasing responsibilities to the student teacher;</li> <li>• develop a long-range plan for the student to assume increased responsibility in preparation for student teacher to solo teach for Weeks 6 and 7;</li> <li>• be a resource on unit planning and assessment for the student teacher as he/she prepares the Teacher Work Sample (data base teaching unit);</li> <li>• encourage the student teacher to seek advice from the supervisor regarding the Teacher Work Sample;</li> <li>• accept a partnership with the supervisor;</li> <li>• identify with the fears and joys of a beginner in the profession;</li> <li>• give encouragement when morale is waning;</li> <li>• assess the student teacher's strengths and weaknesses and offer suggestions;</li> <li>• complete the <i>Student Teaching Assessment Form</i> at mid-placement and end-of-placement;</li> <li>• provide written and verbal feedback after observations;</li> <li>• give daily guidance;</li> <li>• carefully evaluate progress;</li> <li>• conference with the supervisor as needed;</li> <li>• include the student teacher in parent conferences whenever possible;</li> <li>• encourage the student teacher to develop his or her own potential;</li> <li>• immediately consult with the supervisor when there are major concerns; and</li> <li>• be aware that the supervisor may contact the Coordinator of Student Teaching to request a Student Teaching Review Committee meeting.</li> </ul>
<p style="text-align: center;"><b>The Last Week of Placement</b></p>	<p>The sponsor teacher should:</p> <ul style="list-style-type: none"> <li>• complete and submit the on-line <i>Sponsor Teacher Evaluation Form</i>, and <i>Evaluation of the Supervisor</i>; and</li> <li>• complete a <i>Letter of Recommendation</i> for the student teacher and mail it to SUNY Potsdam, Office of Career Planning, Sisson Hall, Potsdam, NY 13676.</li> </ul>

# Sponsor Teacher Checklist

(Please feel free to use this as appropriate for your school setting/environment.)



1. \_\_\_ Student should contact you in May if student teaching in the fall or December if student teaching in the spring.
2. \_\_\_ You can require the student to meet with you prior to the first day of student teaching.
3. \_\_\_ Designate a desk or work space for the student teacher in your classroom.
4. \_\_\_ Introduce your student teacher to colleagues.
5. State your expectations for the following on the first day you meet with the student teacher:
  - \_\_\_ Arrival time
  - \_\_\_ Departing time
  - \_\_\_ Sign-in procedure, IDs, keys
  - \_\_\_ School entry door access - which doors remained locked at all times?
  - \_\_\_ Dress code
  - \_\_\_ Copy policies
  - \_\_\_ Computer use
  - \_\_\_ Cell phone use
  - \_\_\_ Letter of introduction to parents
  - \_\_\_ Lesson plans – when do you expect to receive them?
  - \_\_\_ Classroom management strategies – should they follow your policies?
  - \_\_\_ Emergency procedures
  - \_\_\_ Breakfast/Lunch time/Recess Duty
  - \_\_\_ Parking
  - \_\_\_ Contact procedure after school hours - should the student use home phone, cell phone, or e-mail?
  - \_\_\_ Snow day or other cancellations notification process
  - \_\_\_ Parents/visitors issues - any custody issues?
  - \_\_\_ Student issues - any allergies?
  - \_\_\_ Sponsor teacher accessibility when out of classroom
  - \_\_\_ Planning and conferencing times – when do you expect to meet with the student, before school, after school, or planning period?
  
  - \_\_\_ Sponsor teacher supplies and materials – are there restrictions for what a student can take home?
  
  - \_\_\_ Parent/teacher conferences, faculty and CSE meetings – is the student able to attend?
  - \_\_\_ Nurse/first aid kits
  - \_\_\_ Other \_\_\_\_\_
  - \_\_\_ Other \_\_\_\_\_
  - \_\_\_ Other \_\_\_\_\_

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Sponsor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

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Student Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_