

FAYETTEVILLE (AR) PUBLIC SCHOOLS
STUDENT TEACHING AND OTHER EDUCATIONAL
FIELD EXPERIENCES

The Fayetteville School Board of Education recognizes the need for opportunities for field experiences by persons engaged in educational study and research. It also recognizes the responsibility of professional teachers to assist in the training of new teachers. The Board therefore authorizes the superintendent to develop procedures for cooperating with persons wishing to engage in such educational field experiences.

It is hoped that such field experiences can be beneficial to all participants. If, in the opinion of the superintendent, the activity will hamper the educational program offered Fayetteville students, the request for the field experience will be denied.

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**STUDENT TEACHERS AND OTHER
EDUCATIONAL FIELD EXPERIENCES**

PROCEDURES

I. General Guidelines:

- A. Field experiences are activities such as observing, tutoring, teaching or conducting research by persons not ordinarily assigned to the students or staff to be involved in the activity.
- B. All field experiences must have the approval of either an assistant superintendent or the superintendent prior to carrying out the activity.
- C. Field experience requests by students or staff of the University of Arkansas shall be submitted by, or have the written approval of, the Director of Field Experiences designated by the president of the University of Arkansas and approved by the superintendent of Fayetteville Schools.

II. Teacher Education Field Experience Program:

- A. Responsibilities of Central School Administration:
 - 1. Initiate and coordinate field experience programs with college administration.
 - 2. Interpret field experience programs to school board and to general public.
 - 3. Coordinate the selection of cooperating teachers and assignment of students to field experiences.
 - 4. Modify situations that could be detrimental to the school program.
- B. Responsibilities of Building Principals
 - 1. Provide leadership necessary for success of and be responsive to the field experience program.
 - 2. Recommend to central administration teachers whom they consider competent, meet professional criteria, exhibit positive personality traits and

attitudes, and who have a strong desire to work with student teachers.

3. Consult with college supervisors when necessary or desirable.

C. Responsibilities of Cooperating Teachers

1. Establish an environment that is helpful in encouraging a successful experience.
2. Establish conferences and discussion sessions for daily contact with the student teacher.
3. Expect and encourage proper planning and organization.
4. Provide constant counseling and guidance as needed and requested.
5. Evaluate, on a continuing basis, the experience and discuss progress with the student teacher.
6. Make the student teaching program a valuable learning experience for the student teacher as well as the pupils and to assist the student teacher in every way possible to become a good teacher.
7. In cooperation with the University supervisor, evaluate the work of the student teacher at the end of the teaching period on forms provided.

D. Responsibilities of the Student Teacher:

1. Enter in activities with a full-time commitment.
2. Work within and support the policies of that district by following the rules and regulations designed for the teaching staff of the school assigned.
3. Participate in development of reasonable written planning for activities.
4. Participate in development of evaluative criteria for self evaluation and professional evaluation of his/her experience.

E. Responsibilities of the University Supervisor

1. Consult with cooperating teachers in the planning and functioning of programs to fit individual needs.
2. Counsel the student teacher during the student teaching assignment.
3. Provide service and participate in conferences with cooperating teachers as needed.
4. In corporation with the cooperating teacher, evaluate the work of the student teacher at the end of the teaching period.

F. Further Guidelines:

Two handbooks have been prepared to assist in the implementation of the teacher education program: 1) A Handbook For Cooperating Teachers, Fayetteville Public Schools; 2) Entering the Teaching Profession, University of Arkansas, College of Education

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