

Document 3.5

COOPERATING SCHOOL ROLES			
↗ JOINT TEAM EFFORT ↘			
COOPERATING TEACHER → {CT}	MENTOR →	UNIVERSITY SUPERVISOR {US} On-site advantages and thoughts:	ALL ROLES
All are professional role models	Introducer: a. Packet b. Meetings [all school]	At the junior high level the US has helped coordinate all the preservice candidates in the building	Confidentiality <b>IMPORTANT</b> at all levels [materials; colleagues, etc.]
Basic information & discipline strategies provided	Meet for lunch	Observes / evaluates YET Always gives support	Encourage all faculty to participate in the endeavor
Meet daily / may depend upon each schedule	Faculty information sharing	Teachers and preservice candidates like due to a comfort level that is established	Assess each group coming through jointly
	Confidant	No longer do preservice candidates need to do a “dog and pony show” for their supervisor	Help find the proper match for the university candidates
	Conduit between the school and university	Broader classroom experience ranges are viewed by the on site US	
	May act as the “liaison” between CT and US	Straight talk with the CT seems to yield more respect & be in evidence	
		Share with others [candidates & colleagues] and able to provide their expertise	
		Knows the CT and has constant information about university candidates	
		Problem solving issues are more effective	
<i>October 21, 2000 Mentors comments about the various roles. All seasoned &amp; new mentors from all districts and the university were invited to provide input!</i>		Time Commitment issues the US may have:  a. Covering each others classes [option]  b. Planning - lunch time may be sacrificed	
Goals 2000 / Project Connect 10/00		On site meetings are unique to each school and district	