# Overview: Understanding the Supporting Role vs. Full Responsibility Role of a Teacher Candidate

 **CONTRIBUTOR**

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**WHAT is this resource?**

This resource explains and describes the difference between a Teacher Candidate’s supporting role in a classroom and their full teaching role during a practicum.

 **WHEN could this resource be used?**

This resource could be used prior to the practicum experience so that the Teacher Candidate and Supervising Practitioner - here referred to as a Mentor Teacher - have a clear understanding of how teaching roles and responsibilities evolve during the practicum.

 **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

There are two ways this resource is used:

1. It is shared with the Supervising Practitioner and the Teacher Candidate at the beginning of the Practicum to clearly delineate the roles and responsibilities.
2. In the college’s seminar/course that supports Teacher Candidates throughout the Practicum, the two categories of Supporting and Full Responsibility are defined. Then, students are given an envelope containing all the activities and are asked to sort them into the different categories. The summary sheet is then shared with the class, and a discussion/explanation follows to explain why each activity is categorized as such. The next step in the discussion moves to examining ways that an activity could potentially shift from the Supporting and Structural category to being considered as Full Responsibility if the Teacher Candidate took on more responsibility in the classroom.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Understanding the Supporting Role vs. Full Responsibility Role of a Teacher Candidate

* **Structural and Supporting Role** activities are the many things that educators do when students are not present, as well as time when the Supervising Practitioner (Mentor Teacher) is clearly the primary instructional presence.
* Activities that are considered as **Full Responsibility** entail intentional roles where students see the Teacher Candidate as a teacher. From DESE, “Full responsibility requires that candidates assume full control of all classroom duties regularly fulfilled by the Mentor Teacher and oversee responsibilities related to the education of all students on the classroom roster.”

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| **Structural and Supporting Role** | **Full Responsibility** |
| * Observing
* Preparing materials
* Meeting with Mentor Teacher
* Attending meetings
* Lesson planning
* Grading
* Watching the Mentor Teacher teach
 | Full responsibility refers to time spent working with children/students, such as: * Teaching a class
* Co-teaching (more responsibility than assisting – with specific responsibilities)
* Teaching part of a lesson
* Tutoring individual students
* Subbing for your Supervising Practitioner
* Other (please describe other activities where you are doing direct teaching or work with students).

Some additional examples include:* Leading reading groups
* Supporting a student 1:1 during instruction led by the Mentor Teacher when this is an ongoing and intentional relationship of support
* Facilitating transitions
* Taking the lead on “Do Now”
* Reteaching
* Taking a break-out group
* Providing orientation for a student who has been absent from class
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