

Thank you to all who took the time to read the Student Teaching Handbook and offer suggestions to make it better. Your help is very much appreciated.

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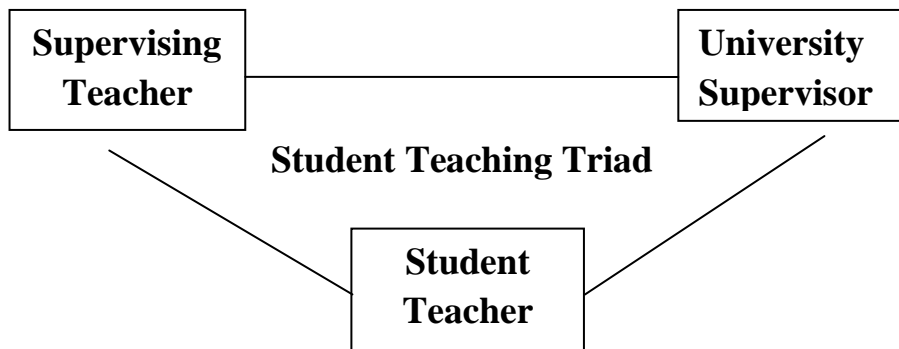
SECTION I

OVERVIEW

Definition of Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence for beginning professional educators. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing student teachers in schools with carefully selected and qualified supervising teachers. Supervision is regarded as absolutely essential and is the mutual responsibility of the supervising teacher and the university supervisor, who are proven successful classroom teachers. The extent of actual student teacher or practicum student involvement and the assumption of full class responsibilities rest upon the mutual agreement of the candidate, the supervising teacher, and the university supervisor, who make up the **Student Teaching Triad**.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.



Student teaching is a full-time, full-day responsibility for the student teacher. Students are NOT to take any courses while student teaching except in rare cases when approval has been granted. In addition, student teachers are strongly discouraged from holding part-time, evening and weekend jobs, as these added demands will diminish time that should be spent planning and preparing lessons and materials, and will minimize opportunities for involvement in after-school meetings and extra-curricular activities. Participation in the total education activities of the school is regarded as an integral part of the student teaching experience and neither optional nor supplemental. Given that it is the culminating experience, student teaching and all the associated responsibilities are the student teachers' number one priority throughout the experience.

Fundamentally, student teachers must consider themselves and behave as beginning professionals. The student teacher is expected to act professionally, work with the supervising teacher, the university supervisor, professional colleagues, and students to strengthen skills and knowledge.