

# Student teaching

[Education](#), [University](#)



Student teaching is a requirement towards getting your teaching degree. I think that this gives you a good idea about what to expect when you become a teacher. It is a great learning experience. In my paper I will discuss —what the requirements are to start student teaching, who is involved with the experience and what their role/ responsibilities are, how it is evaluated, what to expect during the experience, and how you get it set up, does someone do it for you? If so who? Last but not least I will include some tips that I found from students and other teachers on student teaching and how to succeed at it. “ The purpose of the student teaching experience provides students with the opportunity to utilize their theoretical and professional knowledge in practical situations under the supervision of a trained cooperating teacher and a university supervisor” (Student Handbook for Southern Connecticut University pg. 7). It normally happens during the senior year of college and is done in two eight week segments. Normally by this time students have chosen the major in which they want to teach. Say I chose early childhood education, then for my student teaching I would be in a kindergarten or preschool. Student teaching goes by subject or grade level for elementary schools. “ You must submit an application for student teaching to the student teaching office coordinator. Prospective student teachers must be enrolled in a planned program and have satisfactorily completed the state requirements for acceptance into the department in which certification are being requested. All of the above must be completed a year prior to starting student teaching. The praxis II examination must be met prior to or during student teaching. A personal professional data form must also be submitted by October first to teach in the spring and by March first to teach in the fall.

The student may request to be placed in a certain school; three choices of areas are selected and turned into the department coordinator (Student Handbook for Southern Connecticut University pg. 6)". Many towns prohibit teaching in schools that you have attended. All placements that are made are made with teachers that have completed the cooperating teachers program. The university coordinator will make every effort to place the student in situations which will be beneficial to the student, the cooperating teacher, and the school system involved. After a placement has been confirmed it is up to the student to make contact with the person designated on the confirmation sheet. An appointment must be made to meet with them as soon as possible. All placements are uncertain until an interview is done. There is a cooperative effort among the student, cooperating teacher, and university supervisor. It is important that everyone involved has a mutual understanding about this phase of teacher education. The main function of the university supervisor is as a liaison between the university, the coordinating teacher and the student teacher. The cooperating teacher provides an overview of the students' performance and progress to the supervisor. The cooperating teacher through his/her willingness to accept a student teacher assures the university that valued guidance and direction will be provided to the student. The cooperating teacher is responsible for a majority of the evaluation of the students' progress. Things will start slowly, for the first week you will slowly be introduced into the responsibilities of teaching. At first you will help with attendance, handing out papers, teaching part of a lesson, and announcements. Depending on how confident and competent you are will determine when the coordinating teacher will let you

take over lessons and start to teach while they watch. At the end of the student teaching period, the cooperating teacher evaluates the overall performance of the student teacher. Grades are recorded in terms of pass-fail with no letter grade equivalents. The student must have proof that he/she passed the praxis II and must have a copy at the student teaching office or the student will receive an incomplete. While doing my research I came across some helpful tips that were put together by students and teachers. Although to me a lot of these are common sense I still thought I should include them. Be on time, dress appropriately, be flexible, follow the school rules, do not gossip, do not wait until last minute to call out, and be professional, to me are common sense. This goes for most jobs and training. Ones that I didn't think of include are maintain confidentiality, and befriend the office staff. I learned a lot about the student teaching experience. Everything from how you go about setting it up to how it is evaluated. I also read, but did not include, a lot of first hand experiences. I hope that this has helped you understand the workings of how the student teaching experience is done. References Fain, Stephen M. " Teaching." World Book Advanced. 2009. [Place of access.] 27 Jan. 2009 . Kelly, Melissa. " Top Ten Tips for Student Teachers" ask. com. 6 February 2009 [http://712educators. about. com/od/teachingstrategies/tp/studentteaching. htm](http://712educators.about.com/od/teachingstrategies/tp/studentteaching.htm) Mauro, Kathleen E. " Student Teaching Handbook" Southern Connecticut University. 8 February 2009 [http://www. southernct. edu/education/uploads/textWidget/wysiwyg/documents/ST\\_HANDBOOK\\_0809 . pdf](http://www.southernct.edu/education/uploads/textWidget/wysiwyg/documents/ST_HANDBOOK_0809.pdf) National Louis University. " Student Teaching" 8 February 2009 [http://www. nl. edu/academics/nce/departments/SECED/studentteacing. cfm](http://www.nl.edu/academics/nce/departments/SECED/studentteacing.cfm) <https://assignbuster.com/student-teaching/>