

The full-time student teaching semester is designed to give the teacher candidate a full time experience under the supervision of a cooperating teacher. It is expected that the teacher candidate's total scholastic effort be devoted to the student teaching experience. The broad goal of student teaching is that the teacher candidate shall have the best possible introduction to the teaching profession. Under the supervision of a cooperating teacher, the student will be guided through a variety of experiences ranging from the practice of basic teaching skills to classroom management. The cooperating teacher and student should jointly decide on specific goals, objectives and timeline of the experience, under the support and guidance of the university supervisor. The student should also gain knowledge about the community in which they are teaching and attend all school functions and requirements alongside the cooperating teacher. It is required that all student teachers plan for, execute and submit the edTPA during their student teaching semester.

As with field study, student teaching can be broken down into three phases. Because every placement and environment is unique, the descriptions below are provided as a general guide, not a script to be followed.

First phase of student teaching: The teacher candidate becomes familiar with the cooperating teacher, the students, the curriculum and the classroom, school and community contexts, and gradually begins to build skills in curriculum planning and implementation. During this period the teacher candidate assists with routine classroom management activities and supervises works of individual students and small groups of learners. It is expected that the teacher candidate will be asked to take on some actual teaching duties, perhaps with a small group or presentation of a single lesson or take over responsibility for a specific content area. During this phase the amount of responsibility will vary depending on the classroom context and daily routine. Teacher candidates will gradually take on more and more responsibility for instruction. Because all teacher candidates have completed two or more field study experiences prior to the student teaching semester, they should be ready to assume a responsible role in the classroom. However, the teacher candidate, cooperating teacher and university supervisor should cooperatively develop a timeline and schedule that is context specific. During this phase the teacher candidate should prepare for and secure all necessary required elements for the edTPA including permission slips and lesson planning.

Second phase of student teaching: During the second phase the teacher candidate becomes more independent and the cooperating teacher assigns more responsibility to the teacher candidate for regular teaching duties. The teacher candidate should be taking on the routine aspects of classroom management activities such as attendance and routine grading or assessments.

The teacher candidate should be teaching entire lessons and planning units of study, gradually working up to partial day responsibility for the curriculum and assessment. It is important that

the cooperating teacher and teacher candidate continually re-examine the pace at which classroom responsibilities are assumed in relation to the teacher candidate's demonstrated abilities. Teaching responsibilities should be assumed gradually enough to allow the teacher candidate time to adjust, yet rapidly enough that the teacher candidate faces continuing challenges.

The cooperating teacher should be providing regular feedback and advice to the teacher candidate on planning skills, and actual classroom performance. The midterm evaluation and self-evaluation should be completed by the teacher candidate and the cooperating teacher. It is probable that the edTPA will also be executed during this phase.

Third phase of student teaching/Independence: During this phase the cooperating teacher assigns responsibility to the teacher candidate for all regular teaching duties. The teacher candidate teaches entire lessons and units of work as the lead or primary classroom teacher and is responsible for all assessment-related tasks and reporting. It is important that the cooperating teacher continue to provide the teacher candidate with feedback on planning skills and classroom performance. The edTPA, if not yet submitted, will be completed during this time. The final evaluation should be completed by the cooperating teacher.

The field study semesters and student teaching semester are critical in the development of pre-service teachers. It is expected that the cooperating teacher, university student and university supervisor will be in constant contact throughout these semesters to support the university teacher candidate along with developing partnerships between the UW-Whitewater College of Education and Professional Studies and the local schools.

Further details can be found in our on-line **Field Experiences Handbook**
<http://www.uww.edu/Documents/colleges/coeps/Field%20Experiences%20Handbook-Aug2016.pdf>