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ABSTRACT

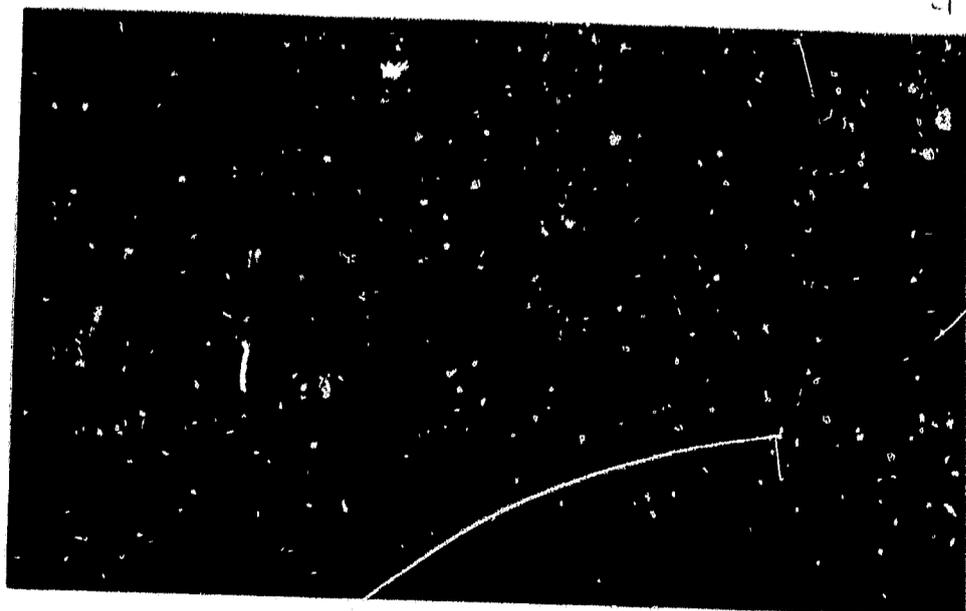
The history of teacher education and the policy of the State Department of Education are briefly outlined. Criteria are given in Part 1 for professional laboratory experiences, selection of school centers, selection and preparation of supervising teachers, and certification and compensation policies. Part 2 details the financing of student teaching and related services, while Part 3 explains the roles and responsibilities of those involved in the program, including the Georgia Department of Education, the Division of Teacher Education and Certification, college staff members and public school staff members, Part 4 sets out the procedures followed in selecting, placing and training the student teachers. Three appendixes list professional organizations related to teacher education, institutions of higher education in Georgia which train teachers, and definitions of the terminology used in the guide. (MBM)

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a guide for the  
**STUDENT  
TEACHING**  
program in georgia



SP003852

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# Foreword

Basic to the effectiveness of the student teaching program is the involvement of the state, college and school in the cooperative formulation of policies and procedures. This guide delineates the distinctive roles of each agency involved in this vital phase of teacher education. It also offers suggested standards for the various phases of the program - the students, the supervising teachers, the college coordinators of student teaching and the cooperating schools and student teaching centers.

The Georgia Department of Education offers leadership and cooperation to the colleges, schools and professional organizations related to teacher education in planning, implementing and evaluating student teaching programs. Within the statewide framework, colleges and schools are encouraged to adapt student teaching procedures to meet their own specific needs, providing for unity as well as diversity. Each college and/or cooperating school usually has a guide for its own program of operational policies and procedures which is evaluated and revised periodically to meet current standards of high quality in education.

It is hoped that this guide will facilitate the cooperative efforts of colleges and schools in preparing well qualified teachers. Improving this program will help not only to curtail Georgia's teacher shortage, but also to eliminate the discouraging pitfalls of a new teacher's first year of teaching experience. It is during this first year that many drop out of the profession because of the confusion of translating learning theories into practical application.

Appreciation is expressed to all persons - public school personnel, personnel of higher education and State Department personnel--who have assisted in developing this guide.

Jack P. Nix  
State Superintendent of Schools

# Preface

The heart of the professional preparation of teachers is student teaching, according to the majority of teachers themselves. Consequently, programs of student teaching are emphasized and student teaching's importance is recognized by the professional teamwork of colleges, the public schools and the Georgia Department of Education. As we seek to improve the quality of student teaching, we enlist the support of all persons responsible for teacher education.

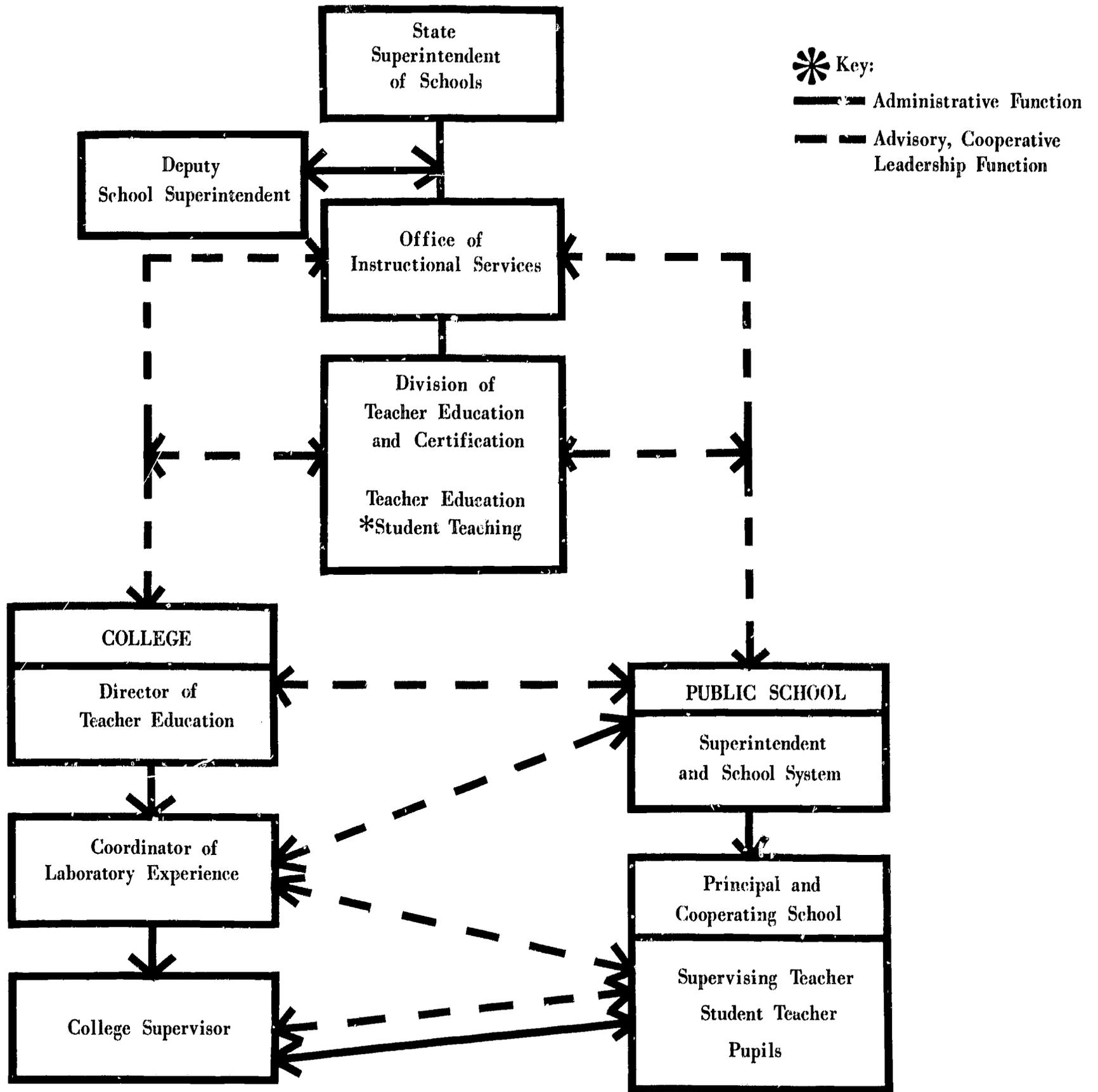
The guide is designed to promote better communication and a common understanding of the student teaching program, as well as to focus professional efforts toward improved student teaching experience. It is hoped that it will promote an active team effort among public schools, teacher education departments and the Georgia Department of Education. Such an effort will require a high level of cooperation for the formulation of well-conceived guidelines, setting forth statewide policies.

The guide gives a comprehensive review of how student teaching programs are carried on in Georgia. The organizational structure, State Board Policies, various leadership roles for student teaching and other matters of concern to the student teaching program are presented. It is hoped the guide will be of interest and value to all professional educators concerned with student teaching. From time to time we will need to review and evaluate our teacher education programs and to revise the guide.

The guide was prepared by a Georgia Department of Education Committee in cooperation with the Georgia Teacher Education Council. Representatives of the Committee which made this publication possible were from three cooperating agencies — colleges, public schools and the Department of Education — and from the Georgia Association for Student Teaching. Special thanks and appreciation are given to all those who have contributed to this effort.

John A. Wimpey, Director  
Division of Teacher Education  
and Certification

# Organizational Structure for Student Teaching in Georgia



# Part I

## Policies of the State Board of Education

The Georgia Department of Education has served as the central coordinating and service agency, in cooperation with the elementary and secondary schools and the colleges and universities, for the development and improvement of teacher education in Georgia since its beginning in 1893.

Impetus to education of teachers was given by both private and public institutions in the state. However, the first state-supported school for the education of teachers was established at the University of Georgia in 1891. Since the establishment of the early training and normal schools, education has grown in scope and quality to its present status, which comprises 31 institutions preparing teachers, strategically located throughout the state.

The State of Georgia provides for the certification of all professional employees of the public schools and for the accreditation of all teacher preparing institutions through the State Board of Education. Be-

ginning September 1, 1950, student teaching was required of all beginning teachers for the professional certificate. In February

1948, the State Board of Education adopted the four year professional teacher's certificate as the standard credential; the policy went into effect in 1950. Since this time, student teaching has been required as a significant phase of professional education in Georgia.

Georgia was one of the first states to develop standards for student teaching. These standards were developed by the State Advisory Council on Teacher Education and subsequently adopted by the State Board of Education as policies. These policies include standards for professional laboratory experiences, standards for selection of school centers, standards for selection of supervising teachers, standards for in-service education of supervising teachers, a plan for certification and a plan for payment of honoraria for supervising teachers in the public school systems in Georgia.



## Criteria for Professional Laboratory Experiences

Throughout the entire program of professional study, learning should be given added meaning through a carefully planned sequence of laboratory experiences.

- Provision should be made for directed observation, participation, full-time student teaching and, as needed, graduate internships.
- Where campus facilities for laboratory experiences are used these should be supplemented by carefully chosen off-campus centers.
- Schools chosen for laboratory experiences for college students should give evidence of discharging their obligations to the community and their learners through a sound educational program.
- The campus laboratory school and cooperating off-campus centers should be equipped with an adequate supply of appropriate teaching media.
- Personnel responsible for supervising laboratory experiences should have special preparation for their supervisory duties. At the same time, they should be capable of directing a superior program in the area in which they are supervising college students.
- The personnel responsible for supervising laboratory experiences should receive recognition for their professional services and appropriate remuneration for supervisory responsibilities.
- The administrative organization should provide for the coordination and direction of a superior program of laboratory exper-

iences with adequate placement of responsibility.

- The professional laboratory experiences should be under the direction of college supervisors who understand the relation of these experiences to the total program and who have such competencies as will enable them to provide leadership and guidance in the development and supervision of the program. In the assignment of personnel to this program and computation of individual staff work load, consideration should be given to the amount of supervisory responsibilities of each person assigned.
- Laboratory experiences should provide opportunities for the student to observe, participate, record and analyze individual and group behavior under the direction of staff members qualified to give the necessary guidance.
- The student teaching program should provide for the student to have at least one full quarter of work in an approved student teaching center. During the student teaching assignment, the student should be carefully guided into beginning teaching. As readiness is indicated, he should have increased teaching responsibilities with provision for experiences in planning, developing and evaluating a full day's program over an extended period.
- The student teaching experience or field experience should be so carefully planned and evaluated that the college would have reliable information on which to base its recommendation for certification.<sup>1</sup>

## Criteria for Selection of School Centers

The quality of professional laboratory experiences depends upon many complex factors. The various agencies concerned with student teaching need to work for similar goals, discharge their specific respon-

sibilities, understand the roles they play and communicate with each other. State agencies as well as colleges have a responsibility in the selection of school centers. School centers and colleges need to collab-

<sup>1</sup> Adapted from "Criteria for Teacher Education Programs" in Criteria for Approving Georgia Institutions and Programs for Teacher Education, Georgia Department of Education, Atlanta, 1969.

orate on roles and responsibilities. School centers collaborating with colleges should possess the following characteristics.

- The school should be exemplary of the policies, philosophy and objectives necessary to achieve the optimum goals of American education.
- The school should assume an active role in teacher education as a legitimate part of its public and professional obligation.
- The school should select its staff especially for fulfilling its obligations in teacher education.

- The school should continuously promote curriculum development and instructional improvement to insure a vital program.
- The school should encourage research, experimentation and innovation in education.
- The school should organize for and promote in-service education of supervising teachers. Staff members of the schools, colleges and the Georgia Department of Education should jointly plan and staff in-service education programs.
- The school should meet state accreditation standards.

## Criteria for Selection of Supervising Teachers

Classroom teachers selected as supervising teachers should possess competence necessary for the supervision of student teaching. Criteria for assessment of the supervising of teachers should be based on demonstrated behavior. In addition, classroom teachers need special preparation in supervision. The necessary qualifications of supervising teachers should be clearly defined by school and college staffs. The qualifications for initial selection should include the following--

- a four-year professional certificate;
- one year of successful teaching experience in the field of preparation (three or more years is desirable);
- an attitude of desire to work with school

and college officials in planning and implementing the appropriate professional laboratory experiences;

- good working relationships with pupils, teachers, other school personnel and community;
- adequate planning in preparation for teaching.

- Through continuous in-service study the supervising teacher should be able to--
- analyze his own classroom behavior;
  - guide a student of teaching in the analysis of his teaching through the use of a variety of systems;
  - employ a student of teaching in a team teaching setting;
  - make wise use of community resources.

## Criteria for Preparation of Supervising Teachers

The primary purpose of in-service education is to provide selected teachers with sufficient understanding of the skills and knowledge required for effective supervision of student teaching and other professional laboratory experiences. The following criteria were developed by the Georgia Teacher Education Council and adopted by the State Board of Education.

### Organization

- Planning a program for the professional preparation of supervising teachers should involve the cooperative efforts of the sponsoring teacher education institution, the cooperating school staff and the Georgia Department of Education.
- A teacher education institution, in esta-

blishing a program for the preparation of supervising teachers, should develop clearly stated purposes for its program and outline specific procedures and content for meeting its purposes.

- A program for the preparation of supervising teachers should provide time allotted for professional study that would satisfy the college credit or the equivalent.<sup>2</sup>
- A program for the preparation of supervising teachers should include in the design for professional study provision for internship experiences for the supervising teacher.

## Content

The program for the preparation of supervising teachers should include professional experiences which will provide opportunity for the participants to--

- clarify their concepts of the roles of the various participants in the student teaching program;
- develop knowledge of the problems involved in the successful orientation of the student teacher to the student teaching experience;
- acquire the supervisory skills necessary to help the student teacher in planning, developing and evaluating effective learning experiences for and with pupils;
- develop the supervisory skills necessary to help the student teacher identify his strengths and weaknesses and to evaluate his progress;
- understand the importance of helping the student teacher recognize that the application of the principles of human growth

- A program should be under the direction of a person well qualified by experience and preparation and aided by a competent staff in sufficient number to insure adequate instruction for the size of the group receiving preparation.
- The teachers selected to participate in a program for the preparation of supervising teachers should be chosen on an invitational basis only and should consist of superior teachers in those schools serving as cooperating centers in the student teaching program.

and development is basic to effective teaching;

- help the student understand the contributions that effective school organization can make to an instructional program;
- define ways and means for helping the student teacher see more clearly the purpose of education in this society;
- define ways and means of helping the student teacher understand the importance of technical and routine activities in an instructional program;
- help the student teacher mature into a teacher with high standards of professional ethics;
- develop increased skill in the use of the democratic process;
- identify weaknesses in their own teaching competencies and be introduced to resources that could alleviate such weaknesses.

<sup>2</sup>Note: This program usually includes (1) a beginning workshop, (2) an internship during the following year and (3) a final workshop seminar during the next summer. The total credit is 15 quarter hours or one full quarter of graduate study which is the minimum acceptable standard for preparation in this area. This quarter's work can be planned as a part of the regular master's program for those who wish to complete requirements.

## Certification and Compensation Policies

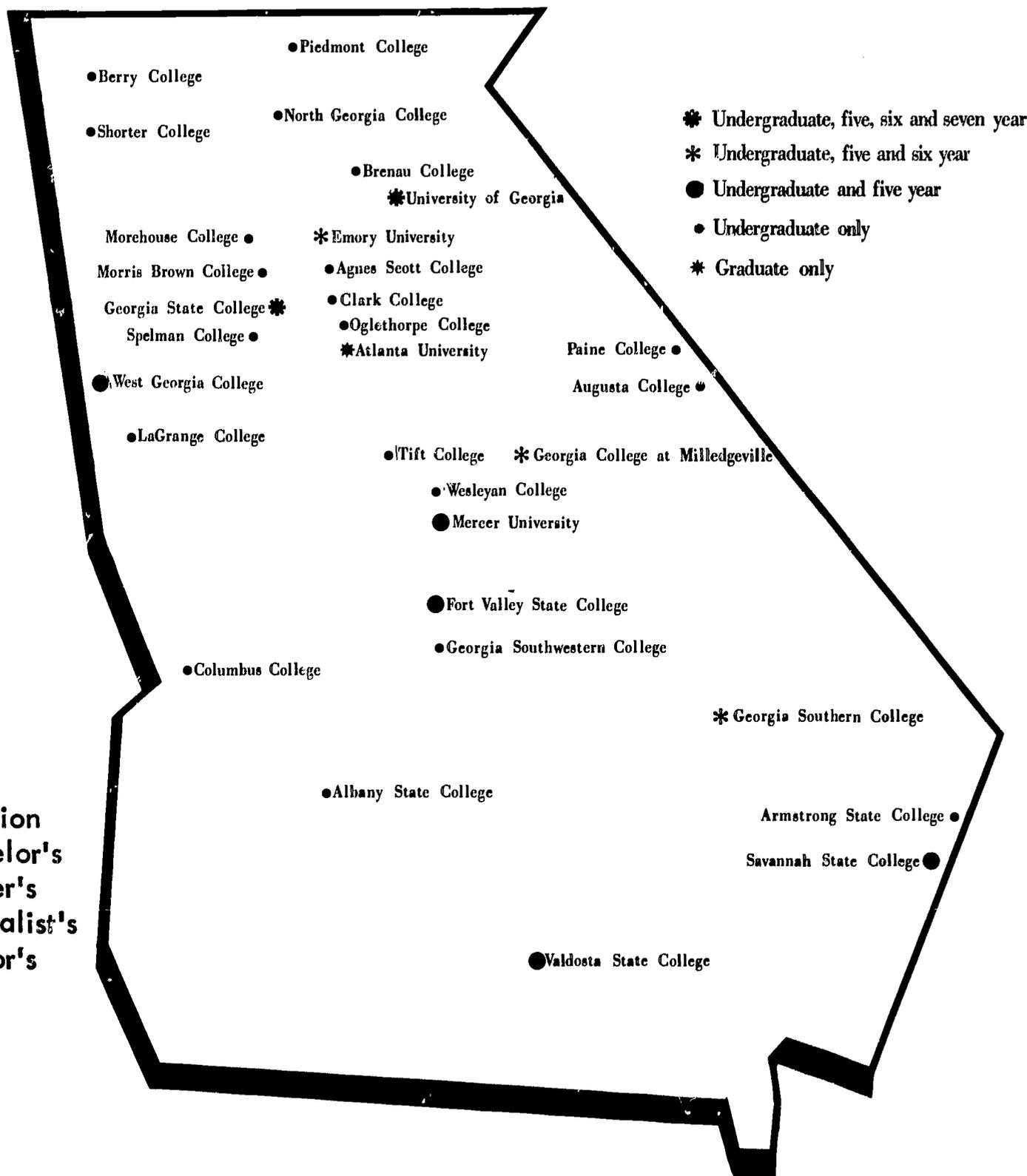
Since 1956 an endorsement for STS (Supervising Teacher Services) has been shown on certificates. When the supervising teacher has completed the three course sequence for Supervising Teacher Services, the teacher receives, upon application, a duplicate teacher's certificate with the endorsement, STS (Supervising Teacher Services), added. It is necessary for the teacher to submit an application in order to have STS added. Although there are three levels of compensation for supervising teachers, no recognition is given on the certificate until the completion of the three course sequence in the supervision of student teaching.

The Georgia Department of Education provides a small honorarium as a salary

supplement to each teacher who supervises a student teacher. Each teacher must be selected on the basis of the criteria outlined in this guide. The amount paid by the state varies according to the special preparation the supervising teacher has had through the planned program for Supervising Teacher Services. A teacher who has had no special preparation is on permit status and receives compensation at the first level. A teacher who has completed the workshop or initial course in supervision of student teaching has provisional status and receives compensation at the second level. A teacher who has completed the full sequence in supervision of student teaching has professional status and receives compensation at the third level.



# Institutions of Higher Education Preparing Teachers



**Degree Designation**  
 4 Year-Bachelor's  
 5 Year-Master's  
 6 Year-Specialist's  
 7 Year-Doctor's

There are 31 colleges and universities located strategically throughout the State with outstanding teacher education programs.

An ever expanding and rapidly growing system of public and private schools and colleges provides Georgia residents with many and varied opportunities for quality education.

# Part II

## Other Services and Financing of Student Teaching

Expenses incurred in the program of student teaching are shared by the local school system, the college and the supervising teachers. Services and contributions take various forms. The expenditures in higher education generally exceed the income to the college from tuition fees, which are based on the ratio of 15 to 20 student teachers to each college supervisor.

The college budget for student teaching includes salaries and travel for the administration and supervision of student teaching and related professional laboratory experiences. Funds are also allocated for secretarial services, supplies, equipment and other miscellaneous costs. The college often assumes responsibility for such activities as--

- in-service programs jointly sponsored with local systems;
- payment of tuition for courses, workshops, seminars, etc., for supervising teachers serving the college in student teaching centers;
- payment of travel expenses for supervising teachers to attend professional meetings, participate in student teaching seminars, serve on teacher education councils and visiting committees;

- recognition given supervising teachers in the form of luncheons, receptions and banquets; listing their names in the college catalog with faculty status.

Local school system services and costs may include--

- provision of substitute teachers so that the supervising teacher may attend professional meetings;
- payment of tuition for a group of supervising teachers to take courses in the supervision of student teaching.
- conducting in-service programs planned jointly with consultants from cooperating institutions and, in some instances, consultants from out of state;
- designating a staff member to work with colleges in the student teaching program and coordination of professional laboratory experiences.

The supervising teacher makes the major contribution to the program of student teaching in going beyond his regular teaching duties to help the student teacher. The supervising teacher is the vital link in service to the student teaching program.



# Part III

## Leadership for Student Teaching (Roles and Responsibilities)

The preparation of the student teacher in Georgia requires the effort and cooperation of representatives of the Georgia Department of Education, teacher education institutions, administrators and staff of local school systems which provide professional laboratory experiences. To make student teaching effective it is necessary that the roles of all persons participating be clearly defined and understood by all.

In defining roles for student teaching leadership, no fine delineation is attempted. Rather, the broad, general roles and responsibilities of each agency are identified. Each agency will administer its own plans, taking into account individual differences in implementing the program.

### Role of the Georgia Department of Education

The Department of Education operates within the framework of existing state laws regarding education and policies as prescribed by the State Board of Education. The Department is the state agency through which State Board policies are administered. It is the responsibility of the Department to cooperate with teacher education institutions in furnishing supervision to the entire teacher education program. Student teaching is a significant part of the teacher education program and requires the leadership of the Department of Education in coordinating efforts between the public schools and colleges. A major function of the Department is to act as a catalyst in the development of new programs in teacher education. This can be accomplished through bringing together staff members of colleges and public schools to examine, plan and implement innovations in the field. The State Board of Education is responsible for teacher education and has authority for--

- prescription of types of teaching certificates and policies governing their issuance (these policies should not restrict the interstate

- movement of well qualified teachers);
- regulations for the invalidation or reinstatement of certificates held by former teachers;
- development of curricula for the education of teachers in cooperation with teacher education institutions;
- periodic evaluation of approved curricula for the education of teachers;
- approval of institutions for the education of teachers in cooperation with the American Association of Colleges for Teacher Education;
- leadership in professional and official planning for the improvement of instruction, teacher education and certification;
- cooperation with local administrative units and institutions for the preparation of teachers to provide for effective in-service education of teachers;
- administration of scholarships for teachers and administrators;
- studies of teacher supply and demand, teacher preparation and teaching effectiveness.

# Division of Teacher Education and Certification

The responsibilities for teacher education programs are delegated to the Division of Teacher Education and Certification by the Georgia Department of Education. The leadership and coordination essential to the

total teacher education program in the state are provided by the Division. Within the Division and under the supervision of the Division are preservice teacher education and student teaching.

## General Functions of the Division

- Assist the public schools in procuring an adequate supply of competent professional personnel through recruitment, scholarships and placement.
- Exercise leadership at the state level in the development of high quality programs of teacher education in the colleges and universities in the state
- Determine and fix through democratic processes the qualifications that teaching personnel should have at both the pre-service and in-service levels; certificate personnel according to these qualifications
- Administer the rules and regulations of the State Board of Education for the certification and rating of professional personnel
- Furnish leadership and planning at the state level in developing and carrying out programs of in-service education for teachers
- Provide leadership and coordination at the state level for the student teaching program in the state

## Specific Functions of the Division

- Appoint committees in cooperation with the State Advisory Council on Teacher Education and Certification to develop policies relating to professional laboratory experiences
- Appoint committees in keeping with State Board of Education policies to evaluate teacher education programs offered by colleges and universities; insure that each committee has at least one member who is knowledgeable of laboratory experiences
- Assist the colleges and universities in the state in reaching greater agreement in such matters as course terminology and the amount and nature of prescribed work in teacher education.
- Consult with college administrators, faculty committees and college faculties concerning standards and improved practices in the preparation of teachers and administrators and the continuous improvement of the student teaching program
- Maintain records on the actions of the State Board of Education regarding institutions and their programs of teacher education
- Serve as a central coordinating and service agency for local school systems, colleges and universities preparing teachers in the development, improvement and evaluation of their programs for teacher education
- Organize and assist committees in studying various problems in teacher education in cooperation with the State Advisory Council on Teacher Education and Certification
- Represent the Georgia Department of Education in working with teacher education institutions, local system administrators and supervising teachers in planning a variety of in-service activities for both student teachers and those concerned with their preparation.

## Functions of the Division Directly Related to Student Teaching

Responsibilities for student teaching include work with teacher education colleges and school systems in coordinating the student teaching program to insure a meaningful experience for students in their preparation to become full-fledged classroom teachers.

The Division Director has the responsibility to--

- administer the Georgia Department of Education program for the payment of honoraria for supervising teachers;
- coordinate the program of off-campus student teaching;
- conduct studies and appropriate research on problems related to student teaching;
- determine, in cooperation with colleges and public schools, criteria for selection of centers and supervising teachers;
- develop materials with colleges and public schools for use in explaining and improving the student teaching program;
- encourage and promote the development of research projects involving cooperative ventures in student teaching;
- evaluate and research the effectiveness of the student teaching program;
- hold regular meetings of coordinators of student teaching to solve problems in the program;
- initiate state conferences on student teaching;
- keep informed on student teaching procedures by reading current literature in the field and by participating in state, regional and national professional meetings;
- help recruit and encourage good prospective supervising teachers to enroll in the sequence on the supervision of student teaching;
- meet with groups of public school people such as superintendents, principals and curriculum directors to develop understanding of the responsibilities of the public schools in the student teaching program;
- promote continuous improvement in public schools used for demonstration, participation and student teaching;
- study and plan for the establishment of additional acceptable student teaching centers as needed;
- serve as a liaison between the colleges and public schools in the implementation of the student teaching program;
- visit workshops for supervising teachers and groups of supervising teachers enrolled in internship;
- work with colleges in planning, organizing and evaluating continuous, non-credit, in-service experiences for supervising teachers and other public school leaders having responsibility for professional laboratory experiences before and during student teaching.

## Role of College Staff Members

The teacher education institution has responsibility for providing the necessary preparation of the future teacher in the areas of general education, specialization and professional education. The institution also provides a plan for selection and admission of students to the student teaching program. Each institution is responsible for setting up its

own plan, so designed that the student teacher will have acquired a background of general preparation, knowledge of subject matter to be taught, an understanding of human growth and development, knowledge of the instructional material to be used, techniques and methods of instruction and an understanding of the responsibilities and obligations of student teachers.

## Director of Professional Laboratory Experiences

The director of professional laboratory experiences in the colleges--

- acts as liaison between the college and selected school systems in promoting and administering the student teaching program;
- assumes leadership in developing programs of student teaching and other laboratory experiences in the school systems and has responsibility for overall coordination of the programs so that they meet and maintain standards set by the State Board of Education and teacher education institution;
- interprets the program to local school officials, provides information concerning the overall program of student teaching and participates in the selection and placement of student teachers;
- coordinates the program by working with school system staff members in defining the various roles of people involved in the student teaching program at both the college and the local levels;
- places students in cooperating schools with the help of superintendents, principals, supervising teachers and college personnel such as chairmen or department heads, student advisers and student teachers;
- plans and conducts conferences and/or seminars with student teachers;
- assists public schools in planning and promoting programs for supervising teachers and other school staff members;
- informs public school personnel of the beginning and terminating dates on which student teachers are expected to report to the school centers;
- sets up and maintains records of all aspects of the student teaching experience and assists in carrying out a systematic evaluation of the student teaching program;
- coordinates the travel involved in the supervision of student teaching;
- prepares for each participating school system the requests to be sent to the Georgia Department of Education for payment of honoraria for supervising teachers;
- plans with all college supervisors in his college to insure a program of high quality throughout the college;
- provides supervisory preparation programs for college supervisors and department heads;
- encourages the conduct of research studies in student teaching and the supervision of student teaching;
- coordinates the program for the preparation of persons for Supervising Teacher Services.

## The College Supervisor

The college supervisor is responsible for guiding and supervising the student teacher during the period of initial laboratory experiences and student teaching. His role is to--

- serve as a resource person to the supervising teacher and student teacher;
- furnish the supervising teacher with pertinent information about the student teacher and likewise provide the student teacher with information about the supervising teacher and school center;
- cooperate with the school administration and supervising teacher in helping the student teacher make the transition from a college student to a well-adjusted teacher;
- help establish policies regarding suggestions to student teachers and supervising teachers.
- serve as the college liaison person when the supervising teacher requests help in planning or evaluating the student teacher's work;
- visit the student teacher and supervising teacher on a regular basis and conduct individual and group conferences with them;

- become acquainted with educational programs and instructional personnel in the cooperating schools;
- assist the coordinator of professional laboratory experiences in securing qualified supervising teachers in cooperating school centers and assist in the placement of student teachers;
- submit to the office of the coordinator at

the designated time each quarter a list of the needs for placement of student teachers for the following quarter (earlier planning is recommended);

- be responsible for turning in final grades as a part of the final evaluation of the student teacher after conferring with the supervising teacher, principal and student teacher.

## Role of Public School Staff Members

It is important that the superintendent and board of education in cooperating school systems recognize the important role the

schools play in providing quality teaching through sound professional laboratory experiences for prospective teachers.

## Superintendent's Office

School systems vary in size and organizational structure. In smaller systems the superintendent may carry full administrative responsibility for the school system, while in larger systems there may be a number of associate superintendents and/or directors of specific areas such as curriculum directors and personnel directors. In systems with an expanded central staff the responsibility for administration of all or any part of the student teaching program may be delegated to an associate superintendent, curriculum director, personnel director or other designated member of the central office staff. The organization of the office staff and their responsibilities will be determined by the system superintendent. However, the superintendent's office should have the responsibility to--

- support the student teaching program through leadership in the development and adoption of policies for the student teaching program at the local and state levels;
- participate in the selection of cooperating schools and give active support to the teacher education program in the schools;
- provide leadership in developing good relationships among the cooperating schools, the teacher education institutions and the communities;
- plan for the preparation of supervising teachers;
- plan for some released time for supervising teachers to participate in meetings of professional organizations and in-service programs.

## Principal

The primary responsibility of the principal in the cooperating school is to maintain a program of quality education for his own students. He must participate in planning the student teaching program in his school in such a way as to insure that the student teaching program does not interfere with but

rather enhances instruction. He should constantly evaluate the student teaching program. He also has responsibility to--

- provide leadership in preparing the school and community for initiating the student teaching program and insuring its growth;
- show an interest in having student teachers

in the school and in working with supervising teachers, student teachers and college supervisors;

- encourage and recommend the best qualified teachers to supervise student teachers by providing necessary adjustments in their regular teaching loads;
- give assistance to the student teacher by interpreting school philosophy, policies, curriculum and community attitudes to the student teacher;
- help provide adequate facilities and mate-

rials for effective teaching and assist the supervising teacher in creating constructive attitudes toward student teachers;

- see that the supervising teacher, when he has a student teacher, has released time each day in order that the two of them may hold conferences and plan their work together;
- encourage and provide for preparation of supervising teachers;
- participate in the evaluation of the student teacher.

## Supervising Teacher

The supervising teacher is a very important person in the student teaching program as he guides the student teacher in moving from theory to practice, from the role of student to that of teacher. The supervising teacher should engage the student teacher in jointly planning and evaluating the learning experiences of the children. He has responsibility to--

- provide a school program adapted to the needs of pupils;
- provide a good learning experience for the student teacher;
- guide the student teacher in taking increased classroom responsibilities as his abilities and skills develop;
- provide the student teacher with necessary background information about pupils and prepare pupils to accept and work with the student teacher;
- guide the student teacher in planning, teaching and evaluation;
- provide the student teacher with opportunities for using varied techniques and media;
- assist the student teacher in finding appropriate housing if necessary;
- help the student teacher during the period of responsible teaching to--

accept responsibility for working with individuals and groups,

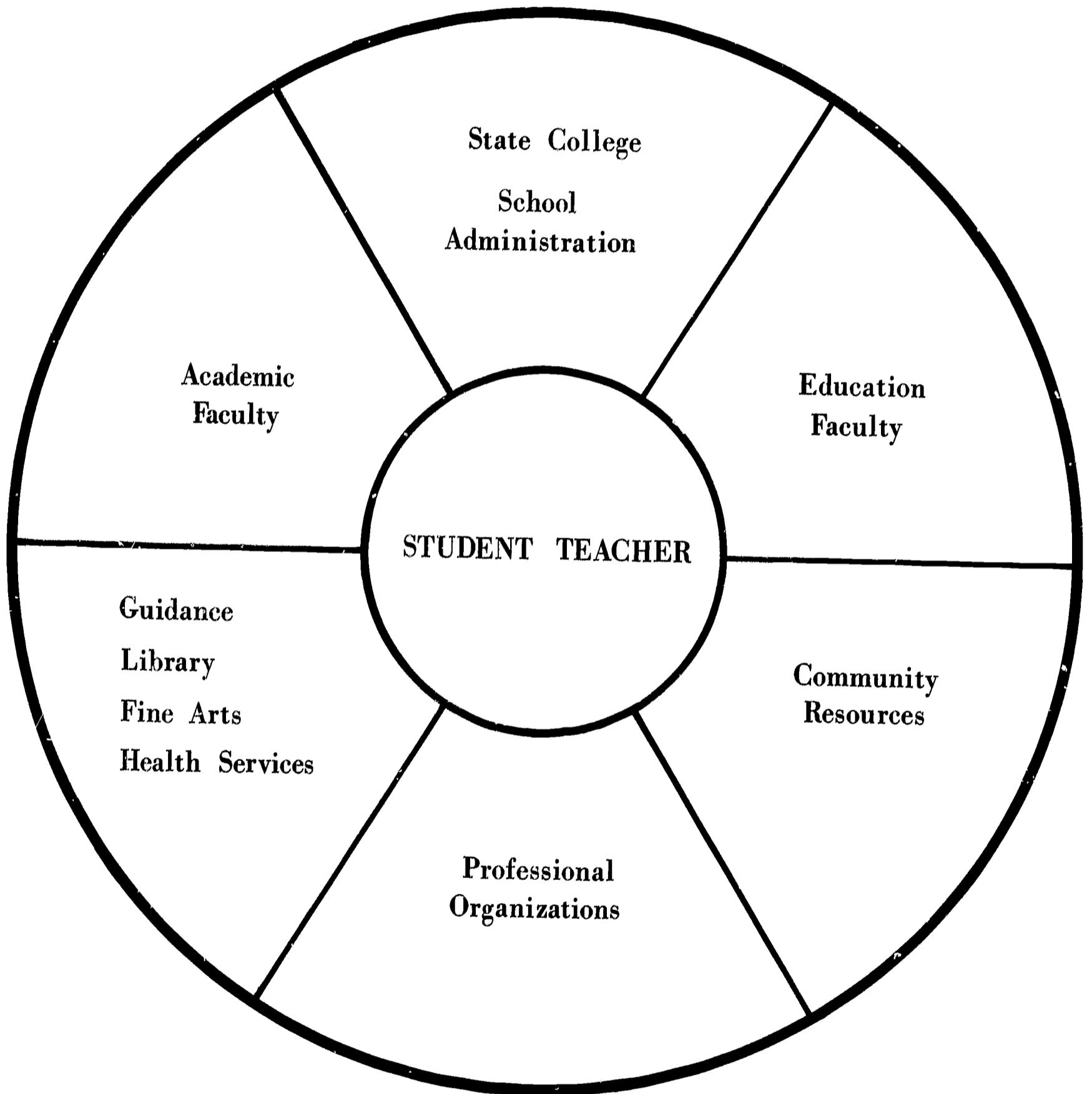
prepare and follow long- and short-range plans as they apply from day to day,

plan and execute a complete unit of work, provide a remedial program for slow learners and enrich the program for bright learners,

formulate, administer and interpret tests, follow ethical procedures in obtaining and using information about pupils, participate in teacher-pupil and teacher-pupil-parent conferences,

- encourage the student teacher to maintain high standards of professional and personal conduct;
- participate in programs for the preparation of supervising teachers;
- keep abreast of current literature about student teaching and other laboratory experiences;
- give continuous appraisal through encouragement as well as constructive criticism;
- help with the evaluation process at the end of the student teaching period;
- guide the student teacher in carrying out college policies and keep the college informed of the student teacher's progress;
- provide assistance to student teachers in making the transition to first-year teaching.

# Total Involvement for Improved Student Teaching



# Part IV

## Procedural Steps in Student Teaching

The student teaching program provides the student teacher opportunities to interpret and synthesize theory through a variety of realistic, planned experiences in the school and community. Since teacher education is a responsibility of the entire profession, it is essential that all concerned be involved in developing a program of high quality. To achieve this goal, the state, school and college administration must provide ample financing, time and resources for the development of higher standards in teacher education and specifically in student teaching.

The program should provide a plan of

action for each new group of student teachers individually and collectively; it should also provide continuous orientation of new college and public school personnel. To sustain the interest of experienced personnel, the plan should be studied and revised in light of research and experimentation and also modified periodically to meet accreditation standards.

Experiences may vary according to individual needs in specific situations; however, there are certain procedural steps which are basic to the effectiveness of a well organized, comprehensive program. Suggested applicable guidelines follow.

### Selection

The selection of appropriate student teaching centers is crucial to the effectiveness of the student teaching experience. Increased and urgent demands for professional laboratory experiences require well formulated and executed selection procedures. Selection of the cooperating school is the joint responsibility of college and public school personnel who administer and supervise the student teaching program. It is assumed that the student teaching centers will be staffed with well qualified supervising teachers who meet the criteria set forth in this guide. See page 11. The cooperative function should follow the procedure outlined here.

- The initial request by the cooperating school should be made to the superintendent by the director of laboratory experiences in accordance with accepted channels of communication.
- Standardized forms cooperatively developed should be employed to facilitate arrangements.

- The superintendent and/or his designated representative should respond to the initial request of the college director of laboratory experiences as to the number of student teachers for placement by teaching fields allowing ample time prior to each student teaching period. Supervising teachers should then be selected as far as possible to meet the individual needs of the student teachers. The superintendent, the college director of laboratory experiences and the principal should share in the selection of the supervising teachers.
- The principal should inform the supervising teacher of selection and assignment with the understanding that he may accept or decline this responsibility. Provision should be made by the principal to allow the supervising teacher time in his schedule for this responsibility.
- The superintendent should notify the college of the acceptance of each group of student teachers using forms furnished by the college making the request.

## Placement

- The director is responsible for placement of each student teacher in cooperating schools which can best meet the student teacher's needs. College supervisors should also be assigned responsibilities in student teaching centers best suited to the student teacher's needs and maximum development.
- All communications should be directed through accepted administrative channels.
- In addition to personal contacts between college and public school personnel, written requests for placement and information pertaining to the student teaching program should be made.
- Prior to the period in which student teaching is done, the director or coordinator of student teaching should take ample time to consult with the student teacher and provide forms and other pertinent data relative to formal application for student teaching.
- The application for student teaching and accompanying data should be submitted to the director of laboratory experiences.
- The director of professional laboratory experiences, in cooperation with public school officials and in consultation with the student teacher, should assign each student teacher to a specific school and teaching assignment. At this time the student teaching schedule and other essentials should be discussed.
- When placements have been completed, a list of student teachers by teaching fields should be prepared and submitted by the director to the college supervisors of student teaching.
- Information concerning the student teacher and related data should be sent to the supervising teacher. Likewise, information concerning the supervising teacher should be provided for the student teacher. These data should be used as the basis of a conference between the supervising teacher and the student teacher prior to student teaching. Additional information requested by the supervising teacher should be furnished by the college.
- The student teacher should be interviewed by the designated supervising teacher. This interview is essential to obtaining data concerning the student teacher's attitude, preparation and potential for student teaching.
- Rapport should be established for a follow-up visit to the cooperating school in which the student teacher meets school officials and other personnel, visits the school service centers and class he will teach, obtains information concerning school regulations, schedules, course outlines, materials, etc.
- The policy prohibiting assignment of student teachers as substitute teachers with or without compensation should be clearly understood and followed.
- The college and school should exchange written guidelines and/or handbooks outlining policies, philosophy, channels of communication, procedural routine, report forms, plan of supervision, etc., prior to the time the student teacher reports to begin student teaching.

## Orientation

- The college and public school should share jointly in the orientation of the student teacher from a period of gradual induction to the full range of teaching responsibility. The extent to which the initial orientation

is an experience of high quality is a major factor in the student teacher's decision to become a career teacher. It is, therefore, crucial at this significant phase of student teaching that the student teacher be pro-

vided with challenging and rewarding experiences through competent guidance.

- The program should be planned not only to meet the individual needs of each student, but also to provide for group experiences. The orientation should begin with formal classroom instruction prior to student teaching and continue through pre-student teaching laboratory experiences and seminars to placement in the classroom. During many individual and group conferences, opportunities should be provided for mechanics of placement, distribution of materials, presentation of plans and discussion of problems.
- A joint conference of college and public school personnel should be held for the purpose of
  - getting acquainted and establishing rapport,
  - presenting and clarifying policies and procedures,
  - discussing expectations and problems of

- Prior to the arrival of the student teacher, preparation should be made to give the student teacher the respect and status accorded a regular teacher and supported by the school and community.
  - mutual concern,
- distributing pertinent information and materials,
- interpreting program through multi-media (graphics, video-tapes, television, recordings, etc.).
- Provision should be made not only for observation and participation of the student teacher under the guidance of a single, well-qualified supervising teacher, but also for use of the team approach in subject areas and grade levels in a variety of situations. Experiences should also include non-teaching tasks and other professional responsibilities generally assumed by the classroom teacher.

## Teaching

The student teacher cooperating with the supervising teacher and college supervisor adds a dimension to teaching that enables both pupils and student teacher to learn and grow. The student teacher should develop competence and security as he proceeds gradually, according to his own potential and readiness, from routine tasks to full responsibility for teaching. During the period of observation and participation the supervising teacher serves as a model. The supervising teacher, however, is not to be emulated per se. He serves as a model for observation and questioning and interacts with the student teacher to help him evolve his own style of teaching.

The student teacher should be guided constantly to--

- find his own way to build a positive self image and develop security to try new and innovative ways of working;

- create an atmosphere conducive to optimum working relations that is best for him as well as for the pupils;
- foster mutual respect for all involved so that the student teacher can feel he is growing and making a positive contribution;
- know and utilize sources of knowledge, research and multi-media;
- analyze and evaluate as he tests theory and methodology in the laboratory situation;
- share in planning and evaluating in such constructive ways that the student teacher learns to use self evaluative procedures.

## Evaluation

- Evaluation is a cooperative, continuous process to promote the professional growth and development of the student teacher.
- Criteria which have been cooperatively formulated and accepted by both the college and school should be used.
- Evaluation should include periodic reports from many sources describing the progress of the student teacher in accordance with the purposes of student teaching.
- Personnel closely involved in the student teaching program should participate in the evaluative process, providing opportunity for the student teacher to share in his own evaluation and be informed periodically of his progress.
- The awarding of final grades and credits for student teaching is generally conceded to be the responsibility of the college. However, the supervising teacher and the student teacher should play a contributing role in the process of evaluation by which final grades are derived.

# Appendix

## Professional Organizations Related to Teacher Education

- A list of agencies, organizations and foundations which publish material, engage in research and conduct projects related to teacher education may be obtained from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
- An annotated bibliography is published annually by The Association for Student Teaching, 1201 Sixteenth Street, N.W., Washington, D. C. The publication, compiled by specialists in teacher education, contains the most current references and materials pertaining to student teaching.
- Associated Organizations for Teacher Education, 1201 Sixteenth Street, N.W., Washington, D. C., is a voluntary association of organizations with an interest in teacher education seeking the maximum fulfillment of their common objective, the advancement of teacher education. The constituent organizations are

American Association of Colleges for Teacher Education  
American Association for Health, Physical Education and Recreation  
American Association of School Administrators  
American Association of School Librarians  
American Vocational Association  
Association for the Education of Teachers in Science  
Association for Field Services of Teachers in Science  
Association for Field Services in Teacher Education  
Association for School, College and University Staffing  
Association for Student Teaching  
Council for Exceptional Children  
Department of Audiovisual Instruction  
National Association for Business Teacher Education  
National Society of College Teachers of Education  
Philosophy of Education Society

## Terminology

Definitions used in this guide are the result of intensive study of terms currently being used in the field of teacher education by a committee of The Association for Student Teaching. The terms were selected and defined on the basis of clarity of function and definition of role. The committee selected and reviewed terms with the consultation of a large number of educators representing a wide geographic dispersal and representative of the many different kinds of teacher preparing institutions and programs.

**COORDINATOR OR DIRECTOR OF PROFESSIONAL LABORATORY EXPERIENCES:** The person designated by the college with administrative responsibility for organizing and coordinating the college's program of professional laboratory experiences including student teaching.

**COORDINATOR OR DIRECTOR OF STUDENT TEACHING:** The person designated by the college with administrative responsibility for organizing and coordinating the college's total program of student teaching.

**DIRECTED OBSERVATION:** All professional observations which have been planned, supervised and evaluated.

**INTERN, INTERNSHIP:** Terms used in connection with the fifth year program in teacher education. They refer to the experiences of the beginning teacher under supervision.

**PARTICIPATION:** Those experiences of the college student in which he is assisting and working with the regular classroom teacher in teaching activities. This is a part of pre-student teaching and student teaching.

**PROFESSIONAL LABORATORY EXPERIENCES:** All those contacts with children, youth and adults in school and community through observation, participation and teaching which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

**RESIDENT COORDINATOR:** A person (as the principal, assistant principal, assistant principal or superintendent of instruction) usually employed jointly by the college and the cooperating school system to organize, coordinate and/or supervise the student teaching experience in a particular school or school system.

**RESIDENT CENTER:** A student teaching center in which the student lives and participates in community life and activities as a part of the professional laboratory experiences in a teacher education program.

**COOPERATING SCHOOL:** A school which is not controlled or supported by the college but which does provide facilities for professional laboratory experiences in a teacher education program.

**STUDENT TEACHING CENTER:** A school or school system with which the college has agreed to set up a comprehensive program of student teaching.

**SUPERVISING TEACHER:** One who teaches children or youth and who also supervises student teaching and/or other professional experiences.

**COLLEGE OR UNIVERSITY SUPERVISOR OF STUDENT TEACHING:** The college representative who is responsible for supervising a student teacher or a group of student teachers.

**TERMINOLOGY NOT ENDORSED BY THE ASSOCIATION FOR  
STUDENT TEACHING**

- Cadet teacher
- Critic teacher
- Demonstration school
- Demonstration teacher
- Experimental school
- Experimental teacher
- Master teacher
- Practice teacher
- Practice teaching
- Teacher training
- Training school
- Training teacher

## Institutions of Higher Education Preparing Teachers

1. Agnes Scott College, Decatur
2. Albany State College, Albany
3. Armstrong State College, Savannah
4. Atlanta University, Atlanta
5. Augusta College, Augusta
6. Berry College, Mount Berry
7. Brenau College, Gainesville
8. Clark College, Gainesville
9. Columbus College, Columbus
10. Emory University, Atlanta
11. Fort Valley State College, Fort Valley
12. Georgia College at Milledgeville, Milledgeville
13. Georgia Southern College, Statesboro
14. Georgia Southwestern College, Americus
15. Georgia State College, Atlanta
16. LaGrange College, LaGrange
17. Mercer University, Macon
18. Morehouse College, Atlanta
19. Morris Brown College, Atlanta
20. North Georgia College, Dahlonega
21. Oglethorpe College, Atlanta
22. Paine College, Augusta
23. Piedmont College, Demorest
24. Savannah State College, Savannah
25. Shorter College, Rome
26. Spelman College, Atlanta
27. Tift College, Forsyth
28. University of Georgia, Athens
29. Valdosta State College, Valdosta
30. Wesleyan College, Macon
31. West Georgia College, Carrollton