

## **Student Teaching Requirements for Student Teachers, Cooperating Teachers and University Supervisors**

(from the on-line Student Teaching/Internship Handbook – see navigational path below)

In addition to satisfactory performance in the specified outcomes noted on the student teaching evaluations, additional expectations for student teaching are listed below. The university supervisor, in collaboration with the cooperating teacher or partner school faculty may require additional work beyond what is listed.

1. **Seminar Attendance** -- Student teacher/interns are required to attend the seminar. Secondary interns complete a professional seminar course in the summer after their internship experience. If a student is ill, he/she is expected to contact the instructor prior to the start of the seminar. This seminar provides university support and a capstone experience to help the student teachers/interns with their own evaluation of the ways in which they meet the outcomes as they appear on the final student teacher/internship evaluation forms.
2. **Student Work Sampling Project** -- Student teachers/interns document evidence of student learning through the assessment project (student work sampling). Guidelines for the project are discussed and guided by the student teaching seminar instructor. Student teachers give a public presentation that includes the use of technology for sophomores and juniors in the program during the week after they complete student teaching.
3. **Lesson Plans** -- Written lesson plans are to be developed for each lesson taught and shared with the cooperating teacher and the university supervisor upon request.
4. **Video** -- Two lessons, chosen by the student, must be videoed during the semester. The tapes and analysis are to be submitted to the university supervisor and then included in the professional portfolio.
5. **Participation in All Activities**—Student teachers are expected to attend all activities that the teacher attends as part of his/her professional responsibilities, including those after school hours.
6. **Professional Portfolio** -- Throughout their Maryville experience the student teachers have kept a professional portfolio. During the student teaching assignment, the student teacher should continue honing his/her professional portfolio. The portfolio is screened and scored by the advisor before student teaching and discussed more fully in the student teaching seminar. It can be used by the student teacher when applying for teaching positions. A complete copy of the portfolio, including artifacts from student teaching is rescored and must be judged acceptable before the application for certification is processed by the Dean's Office.
7. **Weekly Reflective Journal**—Students are asked to reflect upon teaching and other experiences as it relates to the student teaching outcomes. These entries help the student mark their own growth and "AHA's" while student teaching. The journal is emailed to the university supervisor so he/she can stay informed regarding the student's day-to-day progress and may be shared with the cooperating teacher, if the student teacher/intern wishes.

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To access the entire Student Teaching/Internship Handbook log-on to: [www.maryville.edu/ed](http://www.maryville.edu/ed) and click on the following: Handbooks & Forms > Student Teaching/Internship Handbook.