
TEACHER CANDIDATE

The teacher candidate is the active learner in the triad. Focus will be on the suitability of your knowledge, skills, and dispositions for the complex job of teaching. At this point a candidate should be completely finished with all required coursework, successfully completed any exams required for licensing, and have the required GPAs for the last capstone piece of the respective licensure program.

EXPECTATIONS PRIOR TO STUDENT TEACHING

- Start with an introductory email to the cooperating teacher (CT) at the school address. Include all your pertinent contact information and times/dates you are available to meet prior to the start of your assignment.
- Familiarize yourself with the information in this Handbook to understand associated roles, responsibilities, ethical considerations, policies and procedure.
- Find out as much as possible about the school and community. Use the [School Familiarization Form](#) to help you collect pertinent information.
- Arrange to visit the classroom to meet your mentor, the principal and other key school personnel such as the nurse, counselor or librarian.
- Consider how you will introduce yourself to parents.
- Obtain a school handbook, calendar and, if needed, a map and parking information and district ID (if required).
- Locate supplies, textbooks, relevant curriculum guides and resource materials.
- Collaborate with your University Supervisor and CT to arrange the first Triad Conference.

ASSIGNMENTS PRIOR TO STUDENT TEACHING

- Read the Student Teaching Handbook and complete the Acknowledgment Form/External Commitment Form in your TK20 account.
- Read your edTPA handbook; attend scheduled on-campus edTPA meetings.
- Develop a file or notebook for all student teaching materials.
- Purchase an academic planner or engage in an electronic calendar system.
- Complete a final draft of your professional resume.

THE OPENING TRIAD

- Clarify your teaching timelines and expectations.
- Make sure you understand your daily start and end times, parent teacher conference dates, any pertinent conferences or meetings for student teachers in the district/school and the end date of your assignment.
- Discuss strategies or ideas you would like to try during your time in this assignment.
- Share what you see as your content and pedagogical strengths and weaknesses to develop a context for effective growth and professional development.
- Notify your mentors about your on-campus meetings and commitments; ensure those dates do not conflict with important events in your placement.
- Openly share any significant External Commitments and how you plan to manage your time.
- Ask questions and take notes!

SUGGESTED TIMELINES

The following are suggested timelines to share with your cooperating teacher(s) use as you develop your semester teaching plan.

- [Student Teaching Timeline - 9-week \(quarter\) placement](#)
- [Student Teaching Timeline - 18-week \(semester\) placement](#)

PROFESSIONAL AND ETHICAL CONSIDERATIONS

Please make yourself aware of these important Professional and Ethical Considerations as you prepare for a successful and enjoyable semester of student teaching. These points are just as important as possessing academic knowledge and pedagogical strength!

- Appearance and conduct are important. Follow the lead of the faculty CT and their colleagues in the building as for as dress code. Use mature judgment with your choices and be respectful, so as not to distract from learning.
- Clean up any social networking sites, e.g., Facebook, Tumblr, Pinterest, that might give parents, pupils or teachers a negative impression.
- Arrive and leave at the same time as your cooperating teacher.
- Attendance is required. If you must be absent, call your cooperating teacher and university supervisor as soon as possible. Be sure you have all the appropriate phone numbers.
- Be on time for meetings and seminars. Promptness is expected.
- Confidentiality with information concerning students and colleagues is imperative. Be discreet with conversations both in and out of the school environment.
- Student teaching is a full-time task. Jobs and course work should be avoided or kept at a minimum. This will be addressed with the External Commitment Form.
- Look for ways to become involved in the classroom and school. Initiative is noticed and expected.
- You are part of a professional team with the cooperating teacher and university supervisor. Communication is vital. Your cooperating teacher and university supervisor are there to help, provide guidance, and deal with questions. Ask for their suggestions and advice.
- Develop a receptive attitude toward suggestions and criticisms offered. Constructive dialogue is essential for your continued growth as a professional teacher.
- You are a role model. Look and act like someone a child or adolescent could emulate.
- Liability and health insurance will provide you a peace of mind that all professionals deserve. Explore ways to enroll yourself in policies that can follow you into your career.
- Respect the seniority and expertise of your mentors including the cooperating teachers, university supervisor, classroom aids, principal, support staff, security, and other professionals. Remember, you are in a “volunteer” status for legal purposes and “learner” status for academic purposes.

ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO SERIOUSLY CONSIDER:

- Visit other classrooms and specialist teachers to observe classrooms and teaching styles.
- Use duplicating equipment/computers/technology, and so on.
- Participate in a teacher duty schedule/study halls/playground duties, and so on.
- Review student records (IEP) for special needs.

- Attend parent conferences, observe the cooperating teacher and participate if encouraged by CT.
 - Correct and access student work in a variety of ways (grades, report cards, etc.).
 - Attend staff meetings with the cooperating teacher.
 - Create a learning center/bulletin board/teacher-made game, etc.
 - Request the building principal stop in and observe you teach.
 - Keep a journal/reflection diary.
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