

## Developmental Stages of Student Teachers in Special Education Settings

Stage	Description
<b>Fear/Uncertainty</b>	<p>Students begin student teaching with fears, concerns, and nervousness. Movement to the next stage occurs when the supervising teacher introduces the student teacher to students and other faculty and addresses the most pressing questions.</p>
<b>Socialization</b>	<p>At this stage, the student teacher wants to be accepted and respected by the pupils. Movement beyond this stage occurs when the student teacher finds success in teaching lessons and receives positive feedback from pupils, supervising teacher, assistants and co-teachers.</p>
<b>Autonomy</b>	<p>During this stage, the student teacher expresses readiness to take on the authority role and make decisions about lesson planning and curriculum. Movement beyond this stage occurs when the supervising teacher and student teacher maintain a trusting relationship and the supervising teacher relinquishes control to the student teacher. The special education teacher may leave for part of the day but not full days. The 'margin of error' is smaller and implications for errors are greater in the special education setting. Trust is more difficult to maintain in the special education classroom and these students are more likely to test the new person.</p>
<b>Affirmation</b>	<p>Self-affirmation is attained when the student teacher realizes that set goals for individual students are being achieved. The student teacher receives positive final evaluations from the college supervisor and supervising teacher. The supervising teacher and college supervisor give the student teacher positive final evaluations, and the preservice teacher graduates and is granted a certificate.</p>

Source: Adapted by EESP for Special Education from Piland, D., & Anglin, J. (1993). It is only a stage they are going through: The development of student teachers. *Action in Teacher Education*, 15(3), 19-26.

## *Levels of Development*

Sometimes poor teaching is the result of varying levels of abstraction of understanding the task of teaching as well as levels of commitment. Where is your student teaching on this grid?

*Low abstraction* – inability to see more than one alternative to a problem or blame problems on external forces.

*High abstraction* – able to discriminate, differentiate and integrate, less rigid, more likely to take risks

*Low commitment* – indifferent and satisfied with minimum standards

*High commitment* – high energy level and eager to make teaching more effective

<p><b>Low commitment</b> <b>Low abstraction</b></p> <p><b>Characteristics:</b> Not prepared Does not try to strategies</p> <p><b>Supervision Strategies:</b> Observe good teaching Make expectations clear Provide suggested materials to vary lessons</p>	<p><b>High commitment</b> <b>Low abstraction</b></p> <p><b>Characteristics:</b> Want to do good job but lacks understanding of characteristics of quality of instruction</p> <p><b>Supervision Strategies:</b> Observe others (exposure to good teaching)</p>
<p><b>High abstraction</b> <b>Low commitment</b></p> <p><b>Characteristics:</b> Good ideas but unable to apply them</p> <p><b>Supervision Strategies:</b> Work on “follow-through” Help with organization Help with time management</p>	<p><b>High abstraction</b> <b>High commitment</b></p> <p><b>Characteristics:</b> Flexible Good follow through Plans effectively</p> <p><b>Supervision Strategies:</b> Fine tuning Set personal goals for excellence</p>

<b>strategies</b>	<b>Pacing</b>
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Slick, (Ed.). Making the Difference for Teachers: The Field Experience.  
*Due Process*