

THE DEGREE TO WHICH STUDENT TEACHING SUPERVISORY ROLES ARE ACHIEVED, AND THEIR IMPORTANCE, AS PERCEIVED BY LEARNING DISABILITIES STUDENT TEACHERS

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***ABSTRACT_** The study aims to explore the degree to which student – teaching supervisory roles are achieved, and the importance of such roles. It is restricted to the learning disabilities student teaching at King Saud University. Fifty student teachers were given a questionnaire that covers both aims of the study. The results indicated that the supervisory roles have been generally achieved, but to varying degrees. The role of the Special Education Department ranked first in terms of achievement, followed by the role of cooperating teacher. The school environment role ranked third, while the role of the university faculty supervision came last. As for the importance of these roles, they all are seen as highly important by the participants. It was recommended that the Department of Special Education is to re-examine the existing supervision practices in the area of learning disabilities, in order to improve the student teaching supervisory roles that ranked low.*

***KEYWORDS:** Learning disabilities, Supervision, Student teaching.*