



Student Teaching Handbook

Cooperating Teacher

Introduction

Student teaching is the most important part of the teacher education program at the University of Maine at Presque Isle. It is a time when teacher candidates are guided into challenging new identities as beginning teachers. The quality of the student teaching placement, the professional growth student teachers experience, and their future attitudes and beliefs about teaching and learning are all greatly influenced by the supervision and support provided by their cooperating teacher. We appreciate your willingness to mentor one of our teacher candidates and hope the experience is as rewarding for you as it is for the teacher candidate. You serve a crucial role in the professional development of a future teacher; this experience will also give you the opportunity to reflect upon your own beliefs and practices in the process, and to make a difference for many students in future classrooms. You have been selected because of your recognized teaching skills and qualifications. As such, you will function as a mentor to your student teacher and will provide regular positive feedback, constructive review and meaningful suggestions to improve teaching practices. This handbook is designed to help you work with your student teacher during this important time. It includes information concerning university policies and guidelines, your roles and responsibilities, and specific ideas and activities which may assist you as you mentor your student teacher.

The authors of this Handbook gratefully acknowledge that they have used the procedures and freely borrowed, adapted, modified, and used words phrases, ideas and concepts found in similar publications of the following educational institutions listed in alphabetical order: Augustana College, Arkansas State University, Columbus State University, Davidson College, Dordt College, Florida State University, Graceland University, Northern Michigan University, Plymouth State University, Reich College of Education, Wichita State University, University of Colorado, University of Maryland and University of North Carolina

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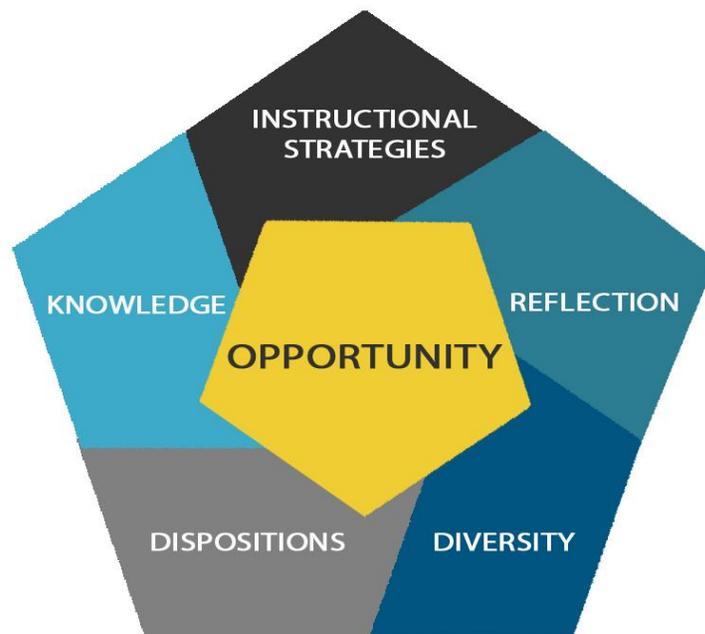
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The University of Maine at Presque Isle's College of Education

Mission Statement

The University of Maine at Presque Isle's College of Education provides an undergraduate program of studies leading to baccalaureate degrees in teacher education to a diverse student body including students from the United States and other countries. The values and beliefs of the program are driven by the Conceptual Framework of the College of Education and the program of studies emphasizes and promotes a strong foundation in the arts and sciences and pedagogical skills.

Conceptual Framework of the College of Education



Opportunity

Opportunity is the key theme of the Conceptual Framework of the College of Education. It emphasizes the empowering and transformative role education plays in the lives of individuals and entire communities. The College of Education seeks to prepare reflective educators who are dedicated to teaching and learning, who have an understanding and appreciation of the synthesis of theory and practice, who recognize the value and importance of collaboration and mentoring,

and who possess and demonstrate proper ethical and professional dispositions. The ultimate outcome is to prepare educators able to recognize the educational needs of their times and able to respond to them in a meaningful way.

The Conceptual Framework of the College of Education is based upon 5 dimensions:

Knowledge

Knowledge is the assimilation and accommodation of the various areas of study in becoming a teacher and an educated person. To achieve a depth of understanding requires the application of thinking processes such as scientific thinking, critical thinking, creative thinking and other forms of reasoning.

Reflection

Reflection is an integral part of academic and professional growth. Being a reflective thinker implies a willingness to review, reexamine, evaluate and rethink educational concepts, processes, and practices.

Dispositions

Academic and professional attitudes, values, and beliefs are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, and colleagues. In addition to assessing content knowledge and pedagogical skills of pre-service teachers, the CoE identifies, evaluates, and develops students' attitudinal behaviors, or dispositions.

Diversity

The CoE recognizes the importance of designing and implementing curricula that support students' appreciation of social justice, awareness and acceptance of differences among people based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Instructional Strategies

Instructional strategies emphasized in the College of Education reflect the current art and science of pedagogy. CoE faculty employ research-based and data-informed practices in varied classroom settings and with diverse student populations. They are intended to facilitate students' progress and educational success.

Program Learning Outcomes (PLOs)

The curriculum of the Teacher Education Program is structured to blend the Conceptual Framework into a model for professional behavior. A set of professional competencies, based on Maine's Core Teaching Standards, guides course content and practicum experiences. The competencies assist students in developing a commitment to and proficiency in their chosen profession. Upon completion of the program the pre-service teacher will have demonstrated proficiency in each of these standards:

Standard #1—Learner Development: The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard # 2— Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard # 3— Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Standard #4—Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Standard # 5— Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Standard # 6—Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

Standard # 7— Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Standard # 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Standard # 9—Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard # 10—Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11—Technology Standards for Teachers: (NETS•T) Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

The Role of the Cooperating Teacher

As a cooperating teacher you will probably have the greatest influence on the development of the student teacher as a new professional in education. Your primary role is to **TEACH** the student teacher what you know about how to teach, **COACH** the student teacher so that their skills can be developed in a supportive, mentored environment and provide opportunities for the student teacher to **REFLECT** on the many aspects of the teaching and learning process. This responsibility is a highly significant one and we appreciate your involvement in this university-school partnership. Obviously, it is important for student teachers to have positive role models. The Cooperating Teacher, by virtue of the position, helps to determine who will enter the profession of teaching and the quality of future teachers.

Criteria for the Selection of Cooperating Teachers

Because of the importance of the cooperating teacher, criteria and qualifications have been developed for their selection. These criteria are similar to those used by other teacher education programs in Maine and across the United States. The objective of the criteria is to define a relationship between the University and the cooperating teachers, and between the cooperating teachers and the students, who may be assigned to them. The following criteria are sought for all cooperating teachers. The qualified cooperating teacher:

- has completed a minimum of three years teaching experience, with the most recent year being in the present school system
- has a valid teaching certificate
- teaches in the area of his/her certified specialty
- consistently demonstrates high quality teaching
- demonstrates desirable personal and professional attitudes
- demonstrates evidence of continuous professional growth
- participates in the program voluntarily
- looks upon the growth of student teachers as a challenge and a contribution to the profession
- is recommended by a school administrator(s)
- exhibits good communication skills and can provide constructive feedback.

Responsibilities of the Cooperating Teacher

The following list of responsibilities will enable the cooperating teacher to determine what activities are necessary in order to assist the student teacher:

- The cooperating teacher's first responsibility is to the pupils in his/her class.
- Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.
- Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting him/her as a co-worker and professional person.
- Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.
- Immediately involve the student teacher in specific classroom tasks.

- Plan a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as he/she exhibits readiness to do so.
- Guide the student teacher in preparing daily lesson plans, unit plans, and assessments and approve and critique all plans before they are taught.
- Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
- Guide the student teacher in developing and understanding the skills of reflective self-evaluation.
- Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems.
- Encourage the student teacher to participate in community activities.
- Help the student teacher relate theory to practice.
- Keep a record of attendance and tardiness of the student teacher. If excessive absences or tardiness are observed, report this to the university supervisor or Director of Student Teaching.
- Submit evaluation reports according to schedule

Relationship with the Student Teacher

Because teaching is a specialized profession, it must be learned. An important and effective means of gaining this knowledge is by practical experience. However, if the practical experience is to be of any great value it must be guided. The student teaching program is intended to provide the student teacher with this guidance and aid in the student teacher's development. The cooperating teacher plays a very important role during student teaching, serving as teacher educator, resource person, role model, helper, critic, and confidante. At the same time, however, the cooperating teacher bears primary responsibility to his or her students. During student teaching, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the student teacher with the best possible learning experiences.

Knowing Your Student Teacher

Your ability to put the student teacher at ease in a new and complex situation can be increased if you have enough information about your new student teacher. By now, you should have received biographical information, which was submitted for your review prior to your acceptance of the placement. This will provide you with some fundamental information with which you may begin to know your prospective student teacher. If you find that the information provided in the student's autobiography is not sufficient for you to make a decision about accepting this student into your classroom, you may request an interview with the student. This interview will permit you to become better acquainted with the student's preparation and background experiences.

University Preparation for Student Teaching

To be eligible to apply for student teaching a student must have documentation of the following:

1. Completion of Level 2 UMPI teacher education requirements
2. Completion of a minimum of 90 credit hours of course work, to include the required education sequence
3. Have a minimum of a 2.50 GPA
4. Have a minimum of 2.50 in a major
5. Have a minimum of 3.00 in the professional education sequence
6. Have a minimum of 2.5 GPA in the semester prior to student teaching
7. Have completed or be in progress of completion of all professional education courses
8. Have documented evidence of passing Praxis 1 & 2
9. Have completed the formal Application for Student Teaching package
10. Completion of an initial College of Education Professional Portfolio

Planning prior to the student teacher arriving

When you have agreed to work with a student teacher, it is important that you take certain preparatory steps that will help to insure an effective induction of your student teacher. It is important that your students and other faculty members know about the coming of your student teacher. This can be done by:

- *Meeting the student teacher personally and building enthusiasm for the student teacher by relating something about him or her to the class.*
- *Explaining to your class that the student teacher will be a part-time teacher for a period of weeks.*
- *Speaking of the student teacher as a fellow teacher.*
- *Assembling any materials that describe your school situation and send them to your student teacher.*
- *Letting the faculty know of the student teacher's arrival and helping them develop a favorable attitude toward the student teacher.*
- *As soon as possible, providing a place for the student teacher to keep personal belongings and a place to work. It would help if a desk would be available for the student teacher in your classroom, but placed so that the student teacher may observe you and the class without interference.*

When the Student Teacher Arrives

The student teacher's first contact with you and the students will be important for all concerned. The student teacher will probably feel insecure, have feelings of anxiety, and have many adjustments to make in a relatively short period. Since student teaching is an important part of teacher education, it is imperative that the student teacher has a chance to "get off to a good start". The following should be of value in helping the student teacher to become acquainted with you, your classroom routine, and to feel part of the group:

- Expect the student teacher to be an inexperienced teacher with weaknesses, but with eagerness to improve and succeed.
- Show concern for the student teacher's future.
- Encourage a free exchange of ideas.
- Accept the student teacher as an individual and as a member of the faculty.
- Use "we" rather than "I" in front of the class to help provide needed status.
- Acquaint the student teacher with the rules and regulations of the school that govern the actions of a faculty member, and other areas of the school.
- Explain the daily schedule.
- Encourage the student teacher to observe your classes and methods, and to ask questions concerning them

Encourage some immediate participation in activities such as:

- Using room resources during study periods
- Keeping class records.
- Helping individual students who have been absent and those with special projects
- Correcting and evaluating students' papers
- Arranging bulletin boards
- Taking over the class when you are called out of the room
- Going to school assemblies
- Attending faculty meetings
- Assisting in school wide activities (i.e., athletic events, parent nights, assembly programs, clubs, etc.)
- Administering informal and standardized tests
- Attending RTI or IEP meetings
- Sitting in on conferences between teachers and parents
- Attending professional development activities
- Presenting a video and leading discussion of it

Guidelines for Teaching How to Teach

As the cooperating teacher you will have the greatest influence on the development of the student teacher as a new professional in education. The following guidelines will help to facilitate this process:

Introductory Orientation

In the introductory conference between cooperating teacher and student teacher:

- Organize an introductory conference to share your professional philosophy and goals.
- Explain classroom/case load responsibilities and procedures, and the role you want the intern to take in implementing them.
- Discuss professional expectations such as appropriate attire, school policies, and procedures.
- Discuss and reflect on each other's expectations of this experience so that you can provide a foundation for building a professional working relationship.
- Discuss school and university calendar, important dates, workshops, observations, midpoint and final evaluation scheduling, done on the TK-20 data collection system.
- Exchange phone numbers and decide how you will maintain ongoing communication during this time.

Classroom Orientation

- Introduce the student teacher as a co-professional/teacher.
- Provide the student teacher with his or her own work space or desk.
- Provide a class list and seating chart, and discuss any special needs of individuals in the classroom.
- Plan an activity that will engage the student teacher and the students in an informal conversation to become better acquainted.
- Review the class schedule, routines and procedures.
- Orient student teacher to supplies, materials and policies regarding the use of these materials.

School Orientation

- Discuss the general philosophy of the school.
- Tour the school building explaining what facilities are available and where equipment and materials are located.
- Provide orientation to use of audiovisual equipment, computers, video cameras, etc., and the procedures necessary for the student teacher to gain access.
- Introduce the student teacher to the school personnel.
- Distribute the school's handbook and discuss policies regarding student conduct, routines such as arrival and dismissal, as well as other clerical and organizational procedures.
- Inform the student teacher of the special services offered by the school, including resource personnel such as the special education teacher, reading specialist, speech therapist, guidance counselor, and school psychologist.

- Define the extent of the student teacher’s authority and responsibilities in the school building including the general and specific expectations that conform with school policies and procedures related to the professional role of the teacher.

Planning for Teaching

- Give the student teacher a list of directed observations to make during the initial days of the experience. The student teacher will have a template on which to focus the observation.
- Encourage the student teacher to keep a plan notebook in which to organize ideas, plans, and other information that will be a useful resource during student teaching.
- Provide access to curriculum guides and explain and model how these guides are to be used.
- Discuss the thinking behind your planning for instruction. For example, how are objectives determined, relationship to the Common Core, Maine Learning Results, or provincial outcomes, why do you select specific activities, how you accommodate and modify for diverse learners, and how do you assess student learning? **The student teacher will be required to develop a formal set of lesson plans using the College of Education lesson plan template and rubric.**
- Model the lesson before you expect the student teacher to take over.
- Provide opportunity to reflect on the lesson.
- Plan daily for the next day.
- At the beginning of each day, review the day’s schedule. Be sure the student teacher knows the responsibilities for the day.
- Discuss how to formulate long range goals and plans and their relationship to the Common Core, Maine Learning Results, or provincial outcomes.
- Help the student teacher develop plans for a unit of instruction.
- Plan cooperatively, but also require the student teacher to develop plans independently
- Review and critique the student teacher’s lesson plans.
- Discuss your proactive classroom management techniques.
- Share resources for the student teacher to incorporate in planning for instruction.
- Show how to modify plans to provide for the diverse needs of ALL students.
- Discuss how to provide for a variety of learning styles when planning for instruction.
- Share ideas for integrating subject matter.
- Help student teachers modify and revise plans as appropriate.

Teaching Experience

- Model instructional techniques and strategies:
 - For individual, small group, and whole class instruction.
 - That appeal to a variety of learning styles.
 - That demonstrate integration of subject matter.
 - That accommodates for students with disabilities
 - That reflect a multicultural approach.
 - That utilize technology.
 - That create a positive classroom climate.

- Discuss your instructional delivery with the student teacher and provide opportunity for questions and reflection on the teaching experience.
- Encourage the student teacher to try unique ideas/techniques.
- Observe the student teacher delivering instruction, take notes, and provide formative feedback during a conference to highlight specifics of teaching effectiveness and identify areas for continued growth.
- Provide opportunities for the student teacher to observe in other classrooms.
- Share your favorite time-tested teaching ideas and suggestions for beginning that challenging first year of teaching.
- Explain in detail how to set up a classroom at the beginning of a school year.

Classroom Management and Discipline

- Share a plan for management and discipline and explain the rationale behind it.
- Furnish a copy of the school and classroom discipline procedures and consequences.
- Model techniques of management and discipline for the student teacher.

Observe the student teacher implementing management strategies.

- Reflect on the effectiveness of the techniques.
- Discuss other possible discipline techniques and ideas for management.

Student Assessment

- Discuss how to use test results as an effective teaching tool.
- Discuss outcomes for student learning so that the student teacher understands your performance expectations for all students.
- Familiarize your student teacher with various methods and tools used in diagnostic evaluation.
- Assist the student teacher in writing and administering teacher-made tests
- Discuss informal methods of assessment to determine student learning.
- Share grading procedures, grade book, and how to keep accurate records of student learning.
- Record reporting system grades and comments together.
- Provide opportunities for reflection on the student teacher's effectiveness in assessment of student learning.

Working with Parents

- Provide an opportunity for the student teacher to meet parents.
- Allow the student teacher to observe you conducting a parent conference.
- Share parent-conferencing tips.
- Oversee all communication with parents, whether written or by phone.
- Emphasize that all decisions concerning phone and written communication with parents must be a joint effort.
- Review FERPA and discuss confidentiality.
- Provide opportunities for the student teacher to participate in school functions where parents are present. (IEP, RTI, team planning)

- Discuss and reflect upon the student teacher's interpersonal skills with adults and students.

Mentoring the Student Teacher

Student teachers frequently go through several stages during the student teaching experience. The beginning days may find them anxious, overwhelmed, tired and prone to self-doubt. As they become more familiar with the setting, they begin to see themselves as a member of “the team”. With increasing responsibility for preparation and teaching, the realities begin to sink in. Morale can be fragile at this point, although most student teachers feel quite good. As the student teacher progresses, he/she usually settles down and begins to feel like a teacher. The cooperating teacher during this period must function in several roles at the same time: in a supportive role, as the student teacher's protector, defender, and friend; in a supervisory role as an objective person who screens potential teachers for the profession; and perhaps most importantly, in the role of a master teacher who provides help and guidance. It is important, also, for the cooperating teacher to maintain an appropriate balance between the role of guiding and directing the student teacher and the role of non-interference, providing freedom for the student teacher to try a variety of approaches and to develop a functional, personal teaching style.

Structuring the student teaching experience

Student teachers come to the student teaching experience with a variety of strengths and experiences. Therefore, an exact schedule for teaching will not be the same for all students. The cooperating teacher is in the best position to suggest a plan regarding the progression of the student teacher. Gradual assumption of responsibilities lessens frustration and builds confidence. Involving the student teacher progressively in observation, mentoring individual students, preparing materials, teaching small groups and then large groups will help promote a successful experience. Release as many responsibilities and decisions to the student teacher as competence warrants and as the situation dictates. The following are four distinct stages in the student teaching process:

Stage 1 - Observation

This stage should allow the student teacher an opportunity to become familiar with school policies, classroom routine, building personnel, classroom objectives, procedures, and individual students. During this observation stage, the student teacher should be provided opportunities to assist in instruction and to discuss observations or questions. For a student teacher in a second placement, this stage can be considerably shorter.

Stage 2 - Participating

During this stage, the student teacher should be provided opportunities to assist the cooperating teacher. Participation is usually distinguished from the stage 1 because the student teacher actively participates in helping to perpetuate the learning process for students in the classroom. What the student teacher does is controlled by the cooperating teacher, who has planned the lesson, who conducts it, and who is still basically responsible for evaluating its effectiveness. The student teacher may work with individuals at their desks, participate in small-group discussions, work with individuals needing special practice on skills, answer questions during study periods, and so on. Participation would also include certain routine responsibilities

such as taking roll, lunch count and other home room duties, assisting at lunch, recess, before and after school and in assemblies, helping distribute materials, taking care of the room, grading papers, etc. The cooperating teacher should gradually increase these responsibilities. During this stage the cooperating teacher should offer the intern support and modeling while encouraging independence.

Stage 3 - Independent Teaching

Teaching is the third phase in student teaching, the phase most anticipated by students, although usually with a little apprehension. In this phase, the student teacher has responsibility for planning and presenting learning activities and is also responsible for evaluating his/her success. One objective of student teaching is to enable the student to get a complete overview of the teacher's task professionally, and certainly the whole-day teaching experience, for a period of time as necessary. This complete take over should happen gradually as the student teacher takes one class or activity at a time and adds others as competency is gained, until such time as a complete take over occurs. During this period, the cooperating teacher observes and provides support and assistance. Student teachers should be involved in instructional activities as early as possible. Full time teaching is recommended for a period of a **minimum** of one week for an eight week placement or a **minimum** of two weeks for a 16 week placement. These minimums should be increased as appropriate. The length of this full time teaching stage will depend on such factors as: 1) nature of the classes, 2) student teaching assignment, 3) progress and competency of the student teacher, 4) judgment of the cooperating teacher, and 5) responsibility and maturity of the student teacher. During this stage the student teacher should have primary control of planning, teaching and evaluation of the students.

Stage 4 - Phase-Out/Observation

The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. The transition can occur naturally as units are completed and new ones begin. While the student teacher will continue to assist with various aspects of the teaching, he/she should also be provided opportunities to observe in other classrooms and at various grade levels or content areas.

Observing, Conferencing, and Evaluating Student Teacher Performance

Student teachers are anxious to know their progress and the improvements they make in teaching. You are the key person in this respect since you are "the counselor on the job". Evaluation is necessary to provide the student teacher with focus. The evaluation of student teaching is continuous. It becomes an integral part of student teaching from the first day and continues day after day. Your student teacher will be interested in personal growth and will need your help in assessing his/her effectiveness. You will be continually asked, "How did I do?" Provide continuous feedback to the student teacher (as a result of your observations) to facilitate self-evaluation and self-improvement by the student teacher. Your evaluation must be based on day-to-day observation of growth rather than upon a final grade. This continuous evaluation, when used skillfully, only aids to spur growth and improvement. The observations, conferencing, and evaluation should concern itself with the student teacher:

- as a person: appearance, dress, speech, resourcefulness, effect on others, personality
- as a scholar: in broad general fields, in areas of subject matter
- as a classroom teacher: concept of teaching, understanding of methods and procedures as applied in teaching, competency in planning, use of materials, relationships with students, understanding of child growth and development
- as a guide and counselor: sympathetic understanding of youth, ability to collect and analyze data regarding youth; ability to establish good working relations with parents, ability to gain and respect their students' confidence
- as a manager: of routine, and extra- and co-curricular activities
- as a member of a profession: practices a sound code of ethical behavior, and professional dispositions
- as a practitioner of the College of Education Conceptual Framework and the 11 Maine Professional Teaching Standards.

Observing and Conferencing

Because the student teacher needs to be apprised of progress it is important that you provide frequent feedback. Some of your observations and conferences may be informal; others may be more formal and follow a clinical supervision model. Studies of cooperating teacher-student teacher relationships suggest that student teachers are most successful when cooperating teachers use some of the methods of clinical supervision in their mentoring roles.

A. Pre-Observation Conference Ideas

If you and your student teacher have planned a formal observation, it is helpful to spend a few minutes before the observation in a pre-observation conference. The conference a) often facilitates performance because it encourages planning, b) allows for discussion about specific plans for a lesson, and c) provides a focus for the observation since the student teacher can tell the observer exactly what to look for (e.g., management techniques, questioning strategies, etc.) Consider the following questions to ask during the pre-observation conference:

- What are your objectives for this activity?

- What is important about this learning?
- In what sequence will this learning be taught?
- What teaching methods and activities do you plan to use to accomplish the objectives?
- How do you plan to assess learning and give students feedback?
- What alternative strategies have you thought about if any one of your planned activities doesn't work?
- What are the general characteristics of this class?
- What should an observer know about them as a group?
- Are any individual students experiencing learning or behavior problems?
- What academic progress have they made? Where are they in relation to your goals?
- Is there anything in particular you'd like me to specifically look for?
- What will you do if you have extra time, or if you run out of time?

B. What to look for in the Observation

The cooperating teacher is in an excellent position to observe the strengths and weaknesses of the student teacher while watching classroom activities. The observations made at this time become the basis for later discussions of teaching. The question that arises is: What are the points on which the cooperating teacher might comment? The following is a partial list of questions, arranged in areas that the cooperating teacher might consider in the analysis of a student teacher's classroom work:

- **Speech and Dress.** Does the student teacher:
 - Dress appropriately?
 - Speak clearly and can be heard in all parts of the room?
 - Enunciate clearly?
 - Use voice inflections to emphasize important points?
 - Use acceptable forms of speech?
- **Classroom Management.** Does the student teacher:
 - Provide for a physically comfortable environment?
 - Are all materials ready for use when class starts?
 - Take steps to secure students attention?
 - Try to maintain eye contact with the students?
 - Perform the necessary routine tasks: attendance, read announcements, etc.?
 - Appear relaxed with the students without being too familiar?
- **Questioning Techniques.** Does the student teacher:
 - Ask clearly worded questions that are understandable to the students?
 - Have a specific goal clearly in mind while asking questions?
 - Phrase questions in such a way that the student is forced to think about an answer rather than repeat a previously learned answer?
 - Attempt to get all students to respond to questions?
 - Make necessary accommodations and modifications?
 - Have the students respond in loud voices so that they can be heard all over the room?
 - Explain questions in a logical, concise fashion?
 - Understand questions asked by the students?

- Analyze students' questions in order to evaluate teaching effectiveness?
- **Demonstration Planning Techniques.** Does the student teacher:
 - Give the students an opportunity to observe and think about the lesson?
 - Use appropriate technology?
 - Practice and rehearse demonstrations prior to class time?
 - Use acceptable techniques and adequate safety precautions?
 - Give directions clearly?
 - Make accommodations and modifications?
 - Prepare materials beforehand and have them ready for student use?
 - Move about the room to observe and help all pupils?
 - Attempt to design experiences that are in harmony with the teaching objectives?
- **Miscellaneous Areas.** Does the student teacher:
 - Clearly define new terms?
 - Summarize the lesson or ask the students to summarize it?
 - Make clear transitions from one lesson to the next?
 - Present facts and concepts correctly?
 - Vary the activities during the class period?
 - Plan a lesson of the proper length?
 - Present an idea in several different forms or with several different examples?
 - Present activities that are interesting to the students?
 - Relate the present work to past and future topics?
 - Attempt to show some of the implications of the concepts being studied on the student's life outside the classroom?
 - Use additional teaching aids to present the lesson more effectively (i.e., models, video, PowerPoint or Prezi slides, diagrams, demonstrations, interactive whiteboard, apps, anchor charts, etc.)?
 - Make adequate use of the whiteboard? Handwriting legible? Diagrams clear and reasonably neat?
 - Develop clearly the relationship between the class work and the textbook assignments?

C. Conferencing

A good conference after a classroom observation should a) promote self-reflection on the part of the student teacher, b) provide positive feedback on teaching strengths, c) identify one or two areas for improvement prior to the next observation. It is best to limit suggestions for improvement by identifying one or possibly two areas which you feel are the most important. Then allow the student teacher time to practice and work on those areas. Student teachers can be easily overwhelmed if they are bombarded with suggestions and seem to make more progress when they can address one or two areas at a time.

- **Preparing for the Conference**

As you review your observation notes, you need to decide on objectives for your conference and topics for discussion. A good rule of thumb is to identify positive areas first. Then you can

create questions designed to reinforce the student teacher's strengths or directly state what you saw that was good. (e.g., "I noticed that all of the students were attentive during the science demonstration. What did you do to achieve this kind of interest?"). Once you've identified positive areas, you should select one or two areas that need improvement. Then design (or select from the list below) questions that address those areas. As the discussion progresses, you and the student teacher might come up with an action plan and future agreements for additional observations with that need area as a focus.

- **Conducting the conference**

You might begin by briefly describing what you're going to talk about and how you plan to proceed. Then begin the conference by discussing the topics you've identified. It's often a good idea to provide closure to the conference by a) reviewing what has been discussed and providing the student teacher with a summary in writing, or b) asking the student teacher to identify strengths discussed in the conference and review the improvement ideas mentioned. The following are strategies and techniques that have been proven to be effective in conducting an effective conference:

- Emphasize the "student" aspect of student teaching by using pupil behavior as the criterion for analyzing effectiveness.
- Don't react to isolated incidents but observe a pattern before initiating change.
- When a student teacher identifies a concern, probe to clarify exactly what behavior is the problem, when and how often it occurs, and reasons for feeling it is a concern.
- Critical judgment should only be made when it is followed with specific suggestions for improvement, a strategy for analyzing the effect of changed behavior, and a follow-up conference.
- Substantiate judgmental feedback with specific data and examples.
- Focus on observed behavior - both the pupils' and the student teacher.
- Emphasize that the goal of the observation is increased effectiveness in self-evaluation.
- Do not ask the student teacher to globally respond to the overall effectiveness of the lesson. Judging "goodness/badness" is counterproductive. Analysis should be in terms of specific objectives, strategies, and/or techniques. The College of Education lesson plan rubric may be helpful for this purpose.
- Emphasize the continuing aspect of self-evaluation by relating present remarks to past observations and providing a foundation for future observations.
- Questions to Consider for Conferences:
 - What was expected of the students in terms of behavior?
 - How did they know what was expected?
 - What did you do to get the students ready to learn?
 - What materials did the students need for the lesson?
 - What was the purpose of the lesson?
 - Why is this lesson/learning important?
 - What did you do to make the purpose clear to the students?
 - How does this learning relate to previous or future learning?
 - What did you do to make this relationship clear?

- Why did you choose to use this particular teaching strategy?
- What other strategies might have worked?
- How do you/will you know that students achieved the purpose of the lesson?
- What did you/will you do for students who had trouble with the lesson?
- What did you/will you do to reinforce the learning?
- What did you do to wrap-up the class?
- How do you know the students left with a clear understanding of the lesson and assignments?
- What are your plans for tomorrow? What did you do to motivate students?
- What did you do to help students understand why this learning is necessary?
- What did you do to accommodate differences among the students in the class?
- What would you do differently in the future? Why?

D. Post Conference Supportive Strategies

Provide continuous feedback to the student teacher (as a result of your observations) to facilitate self-evaluation and self-improvement by the student teacher. If possible, conduct brief feedback sessions with the student teacher on a daily basis. Your being encouraging and supportive during these sessions will enhance the development of self-confidence. The following strategies are suggested:

- Use communication techniques such as reflection, clarification and elaboration. *Example: The student teacher appears upset by issues related to discipline ---Begin by paraphrasing the student teacher's concern.*
- Provide information about resources that are available for professional and/or personal improvement. *Example: The student teacher complains of an unawareness of resources for use in the classroom ---Provide resources which might be appropriate.*
- Through role-playing help the student teacher practice specific skills. *Example: The student teacher has difficulty introducing new materials to students ---Ask the student teacher to walk through several sequences that could be used in introducing specific materials.*
- Respond to the student teacher's clichés and over-generalizations. *Example: The student teacher says, "It's always bad when children argue." ---Guide the student teacher to think of instances when this might not be true. Are there times when conflicts and arguments might be positive?*
- Introduce evidence as a basis for one's opinions or point of view. *Example: The student teacher says "Johnny is always aggressive." ---Ask for specific behavioral examples, frequencies of behavior, etc. Suggest that the student teacher use observational techniques and record data to test the accuracy of such a statement.*
- Encourage application/transfer of information from one setting to another. *Example: The student teacher states confusion of lesson planning expectations---Suggest that*

- the student teacher think back over class demonstration lessons and recall steps needed to structure a lesson.*
- Authenticate student teacher’s personal experience. *Example: The student teacher states that pupil has “been off the wall.” –Ask the student teacher to step into child’s shoes and recall incidents from personal experiences that are similar to child’s experience.*
 - Encourage the student teacher to observe the inner self process of change. *Example: The student teacher is discouraged because the learning experience did not proceed as anticipated--Facilitate recall of student teacher’s ability to be flexible and respond to child’s needs on other occasions.*

Evaluating Student Teacher Performance

The College of Education requires that the cooperating teacher conduct two formal evaluations of the student teacher, at the midpoint and near completion of each placement. (Student teachers in the semester-long experience will be evaluated 4 times.) At approximately three week intervals, you will receive an email message notifying you when these evaluations are to be completed, and providing you a direct link to the TK-20 system where these evaluations are to be made. You will evaluate the student teacher on each of the 11 Common Core Teaching Standards and upload a narrative explaining the scores you selected. You may save and return to the evaluation, but you should not click “submit” until all evaluations have been completed at the end of the semester. Saving enables the student, the university supervisor, and the Director of Student Teaching to view your ratings and comments.

Assessment of the student teacher, based on the 11 Teaching Standards, will come from a number of sources (i.e. observation, conferencing, classroom interactions, lesson planning, collaborative activities, etc.). The evaluations are intended to provide an opportunity for the cooperating teacher, the student teacher and the University Supervisor to discuss and assess progress, to note specific strengths and weaknesses, and to set goals for improvement. It is important for the cooperating teacher to remember that the student teacher is a pre-service teacher, not a master teacher. It is expected that the student teacher will make mistakes during the student teaching experience. How these mistakes are handled and the growth that occurs as a result of them are important considerations for the on-going observations and evaluations. The cooperating teacher must consider the student teacher’s *potential* for teaching and *capacity* for growth. Once the student teacher, the cooperating teacher and the University supervisor complete their evaluations, the student teacher should print them and arrange a meeting with all parties to discuss them. No documentation needs to be sent to the Director of Student Teaching and Field Experience. All evaluation materials needed by the College of Education will be available on TK-20.

The ratings (unsatisfactory, basic, proficient, distinguished) should not be equated with traditional A-B-C ratings, but rather with the idea that “proficient” should be the target. The “distinguished” rating should be reserved for truly outstanding performance—above and beyond expected performance, similar to “WOW” service in a service industry setting. This rating would be for that student who goes so far beyond expected performance that a rating is needed to set them apart from others who do a good job. A “proficient” rating recognizes quality work; but the

“distinguished” rating should be for that student who stands out among others in any of the areas assessed. It is unexpected and unlikely that a Student Teacher would be fully proficient or distinguished in the early weeks of the first placement but, by the end of the student teaching experience, it is expected that the student will be fully proficient in meeting these standards.

Lesson Planning

Central to a successful student teaching experience is the ability to develop well thought-out lesson plans. When done properly, well designed lesson plans will increase both the effectiveness and efficiency of teaching. While the student teacher has had lesson planning development experience in various courses, many fail to fully recognize the importance and rationale of the process. Explain that you, as an experienced teacher, might not rely on detailed plans. Your student teacher, however, needs to prepare daily written plans, which provide for more specific and accurate thinking, and serve as a tangible basis for suggesting improvements. No one answer can be given as to how detailed the plans should be, but they should be thorough enough to provide the student teacher with guides and to promote a feeling of confidence before the class. It is required that the College of Education lesson plan template be used until such time as you and the University Supervisor agree that the Short Form is appropriate. Regardless of format, the lesson plan should include rationale, objectives, materials, methods/procedures, evaluation, and summary/reflection. Typically student teachers need to give more consideration to one or more of the following aspects of written lesson plans:

- How the lesson is related to what has gone before and what is to follow. (Introduction/Conclusion)
- Specific behavioral objectives: Referenced to the Maine Learning Results/Common Core (or provincial outcomes) what pupils are expected to learn in terms of objectively measurable performances, to what degree or level they are expected to master the material, and under what circumstances.
- How students will be motivated. (Introduction)
- What experiences pupils will undergo in order to help them to learn. (Activities)
- Teaching aids: Questions, textbooks, materials, charts, and technology. (Materials)
- Modifications/Accommodations: Provisions for individual student differences to ensure success.
- Evaluations: Processes for measuring and evaluating achievement based upon behavioral objectives.
- Assessment: Formative and summative assessments of student learning to be used to determine mastery of stated objectives and planning for future instruction.

Instruction Plan for a Single Lesson

Name: _____ Date: _____

Grade Level: _____ Subject/Topic _____

Group Size: _____ Individual _____ Small Group () _____ Whole Class ()

Objectives/Outcomes: What do you want the students to learn? (**Observable & Measurable**)

The students will: (SWBAT know/do)

- 1.
- 2.

Standards: Which Maine Learning Results, Common Core Standards or Provincial Standards do these objectives support?

- 1.
- 2.
- 3.
- 4.

Instructional Materials: What instructional materials or technology will you need?

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Introduction: How do you plan to introduce the lesson and/or motivate the students?
(Attention Getter, Review, and/or Preview) Explain your purpose.

- 1.
- 2.
- 3.

Procedures: How will the lesson develop or proceed? What steps will you follow? Include questions you will ask and examples you will provide.

Assessment/Check for Understanding: How will you measure if the students have met the lesson objective?

Closure and Transition: How will you end the lesson? How will you transition to the next segment of the day?

Accommodations/Differentiation: What modifications could you make to lesson procedures, materials, or assessment/check for understanding

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Rubric for Lesson Plan

Name: _____ Date: _____ Course: _____

Performance Expectations	Beginning 1	Developing 2	Proficient 3	Exemplary 4	Rubric Score
Standards	No reference made to standards	Related content standards are minimally identified	Related content standards are mostly detailed from MLR/CCSS	Related content standards are fully detailed from MLR/CCSS	
Objectives (SWBAT know/do)	Lesson objectives lack clarity &/or measurability; connection to standards not apparent	Lesson objectives somewhat clear & measurable; partial connection to the standard	Lesson objectives are clear, measurable, and specific to the standard	Lesson objectives are clear & measurable; learning progression is evident	
Materials & Use of Technology	List of materials and use of technology given limited attention in the lesson plan	List of materials and/or use of technology is incomplete or inaccurate. Teacher created handouts and/or other reproduced handouts are not attached to the lesson plan.	List of materials and technology is provided and accurate for both teacher and students. All handouts, both teacher created and those reproduced from other resources, are attached to the lesson plan.	Detailed list of materials/technology is provided for both teacher and students. All handouts, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan.	
Introduction	Little or no attempt to gather students' attention and/or set a purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for the lesson	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; partially states what the teacher will say	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say	

Performance Expectations	Beginning 1	Developing 2	Proficient 3	Exemplary 4	Rubric Score
Procedures	Lesson plan has no match between procedures and objectives; no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions	Lesson plan has limited match between procedures and objectives; limited teacher modeling or examples provided; few opportunities for guided & independent practice; plan missing necessary details for teacher's actions	Lesson plan has clear match between procedures and objectives; adequate teacher modeling or examples provided; some opportunities for guided & independent practice; sufficiently details teacher's actions step-by-step in first person	Lesson plan has explicit match between procedures and objectives; multiple teacher modeling or examples provided; with opportunities for guided & independent practice; thoroughly details teacher's actions in first person	
Assessment (Formative & Summative)	No assessment provided for the lesson, or assessment does not measure objectives	Assessment provided for the lesson but inaccurately measures the objectives	Formative and/or summative assessments have clear relationship to the lesson objectives	Formative and summative assessments are defined, showing clear relationship to all objectives addressed in the lesson	
Closure	Lesson ends without review; limited to clean-up and/or transition to next activity	Lesson ends with limited review; focus on clean-up rather than student learning	Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement	Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson	
Accommodations & Differentiation	Superficial or little attempt to differentiate	Differentiation is not linked to learner characteristics	Differentiation is linked to individual learner characteristics with adequate detail	Anticipates and plans ahead for any necessary class-wide differentiation	

Professional Writing	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage and grammatical errors	
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Lesson Plan- Short Form

Grade Level: _____ Topic: _____ Teacher: _____

CCSS/MLR/National Standard:
Objective:
Assessment:
Learning Activities:
Engagement:
Materials (other than standard):

Sources:

URL's:

Guidelines for Letters of Recommendations

At the conclusion of the student teaching experience, cooperating teachers are often asked to write a letter of recommendation for the student teacher. The following suggestions are offered to assist in creating an effective representation of the student teacher's performance:

- Use official letterhead to write the formal letter of recommendation.
- Within the text, use the name the student teacher uses in official university documents.
- Include a brief description of the school in which the student teacher was placed.
- Mention the grade levels and courses/subject matter taught by the student teacher.
- Using brief examples or anecdotes, describe two or three of the strengths you observed.
- Relate these descriptions to the 11 Maine Common Core Teacher Standards.
- Comment on the future or potential of the student teacher as a classroom teacher.
- Restrict the length of the letter to one or two pages.
- Sign your letter.

Indicators of good teaching

The following is a list of some indicators of good teaching that may help you think about ways to describe the abilities of the student teacher. It is important to make sure your letter is personal and specific to the person you are recommending. These indicators may point to examples or anecdotes you can use to support your recommendation.

- Maintains a professional disposition; is reliable, respectful, caring and ethical.
- Demonstrates sensitivity to students' needs, interests, and development.
- Is culturally literate and responsive.
- Is reflective; engages in self-assessment and accepts constructive feedback to improve practice.
- Meets professional expectations; is collaborative, informed, and an effective communicator.
- Takes a constructive, positive approach in setting guidelines and rules with and for students.
- Establishes and maintains developmentally appropriate expectations.
- Demonstrates understanding of the impact of relationships with and among students on learning and behavior.

FAQ/Troubleshooting and Other Important Information

What should I do when I see my student teacher make a mistake in the classroom?

Unless the error is critical to your students' well-being, student teachers should be permitted to make mistakes without being openly corrected by you in class. However, it is acceptable to help the student teacher in class if you can do so without embarrassment or without undermining his/her authority. In most cases, you will be able to discuss incidents in private after class. You might want to ask questions that force the student teacher to analyze classroom problems (e.g., why do you think Robert became disruptive? What might you do differently tomorrow?) The student teacher should learn from mistakes.

What if my student teacher tells me that other obligations are interfering with the amount of time available for student teaching?

Our student teachers know that they are expected to make a full-time commitment to student teaching. They are not permitted to participate in campus courses or other activities which interfere with the school day. If, after discussing your concerns with the student teacher, problems persist, you should notify the University Supervisor.

What if my student teacher performs unsatisfactorily in the classroom?

If you have any concerns about the student teacher, you should try to address these in your conferences. If questioning doesn't work, it may be necessary to be more direct. We advise our cooperating teachers to promptly discuss any areas of concern. Putting them off usually makes matters worse and makes taking subsequent action to correct the situation even more difficult. If the concern continues, you should notify the University Supervisor. In extreme cases you should notify the Director of Student Teaching immediately.

Grades

Final responsibility for assigning the grade for student teaching rests with the Director of Student Teaching in consultation with the university supervisor. Cooperating teachers' final reports on a student teacher's performance significantly influence this grade.

Misconduct

There is no excuse for misconduct or imprudent behavior on the part of the student teacher. If a student teaching situation becomes problematic, the university supervisor is responsible for resolving the difficulties but will not make any resolution before consulting with the cooperating teacher, the student teacher, and the Director of Student Teaching. If the problem cannot be resolved, the Director of Student Teaching should be immediately contacted about the situation and a consultation scheduled. If it is determined that the student teacher is at fault, the University has an established procedure which will be followed. Final resolution of the case is then up to the recommendation of a review committee. If a student teaching assignment is terminated, further options for the student teacher will be outlined by the Director of Student Teaching.

Do Student Teachers have a Code of Conduct? Yes

Student Code of Conduct

As a representative of the University you are expected to:

1. Remember that you are a guest of the school and behave at your personal/professional best.
2. Be punctual, reliable, and responsible when you are expected to be somewhere or perform a task.
3. Demonstrate interest, courtesy, and appreciation for the expertise and opportunities made available to you through your host school by being attentive, and congenial.
4. Turn off *all* electronic devices.
5. Respect opinions, feelings and abilities of students, faculty, and staff.
6. Familiarize yourself with host school rules and district policies.
7. Use appropriate (formal, professional) language at all times.
8. Demonstrate awareness and respect for issues of confidentiality and privacy.
9. Jewelry will **not** be worn in a visible pierced area other than the ear.
10. Be a role model and exemplify the highest standard of appearance for a teacher by demonstrating proper grooming, hygiene and attire.
 - Females: Dress pants or skirts and tops. Hemlines for skirts and dresses should be long enough not to be distracting. Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps will not be permitted.
 - Males: The expectation will be to wear dress pants (not jeans) and collared shirts or other appropriate professional attire.
 - Clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, controlled substances, inappropriate behaviors, or proselytizing messages are unacceptable.
 - If shirttails are made to be worn tucked in, they must be tucked in. If shirttails are worn in, and pants are designed to be worn with a belt, a belt or suspenders will be worn.
 - No hats, caps or other head coverings will be worn inside the building, other than for religious or medical reasons...
 - Hair will be clean, neatly trimmed and well-groomed.
 - Beards and mustaches will be allowed if they are neatly trimmed.
 - Tattoos will be covered.
 - Footwear will exclude flip flops, slippers, and high stiletto heels.
 - Clothing that reveals undergarments will not be worn.
 - Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or any garment that may appear to be an undergarment are unacceptable.

Exceptions to Guidelines

Physical education students will wear appropriate attire, approved by the faculty, during physical education instructional/observation periods.

Dealing with student teacher physical contact with students

Any physical contact with students by student teachers is discouraged. Physical punishment is never to be used. In performance classes such as physical education, drama, art, etc. some physical guidance may be needed, but student teachers should exercise caution and reasonable judgment. Any situation that could be viewed as 'questionable' by observers should be avoided.

What to do if the student teacher performance is unsatisfactory

Seriously unsatisfactory performance can be grounds for terminating an assignment. In extreme cases this may result in you and school administrators requesting that the student teacher leave the school. Should this occur the university has a detailed procedure to follow in order to determine the student teacher's status in the teacher education program. Please call the University Supervisor as soon as you see a potential problem of any kind. Do not wait! Often we can help you to resolve a situation if we are aware of concerns early.

Some questions to help you determine the level and severity of unsatisfactory performance:

- Does the student teacher make decisions about instruction or student-teacher relations which you consider to be unethical?
- Does the student teacher habitually fail to follow through on agreed-upon strategies or steps for improvement?
- Does the student teacher say inappropriate things to the students or to parents?
- Does the student teacher consistently arrive to class or to school unprepared?
- Does the student teacher exhibit gross lack of content knowledge?
- Does the student teacher communicate very poorly - in writing or speaking?
- Is the student teacher antagonistic toward district or school policies and/or teacher requests?
- Is the student teacher unable to develop rapport or is insensitive to student needs?
- Does the student teacher exhibit unprofessional behaviors or attitudes?

End of Term Responsibilities

Once all evaluations and surveys on TK-20 are complete at the end of the placement and completed student teaching agreement and tax documents have been submitted, the Director of Student Teaching and Field Experience will arrange for the stipend to be sent to the address you have provided.

Summary

The faculty of the College of Education Department at the University of Maine at Presque Isle appreciates your willingness to mentor a student teacher this semester. You have been selected because you exemplify the qualities we think are important in effective teachers and we are confident that you will serve as an outstanding role model. We hope that the opportunity to serve in this way will be as professionally rewarding for you as it will be appreciated by our students. The student teaching internship is the most important part of our program and your role the most critical. It is the culmination of coursework and experiences reflecting theory and observations that now need to be translated into effective practice. For many who have always wanted to teach, it is a dream come true. Students are anxious for the challenge and will be looking to you every day as an example of someone who is devoted to students and who has mastered the intricacies of teaching. They need guidance and encouragement. Your task is a major one that cannot be underestimated and we are sure that this opportunity will be a positive and worthwhile one for you. This is clearly your chance to have a major impact on a student teacher and ultimately on thousands of students. We thank you for your assistance and support!