



# **Student Teaching Handbook**

## PREFACE

The faculty and staff of the College of Education believes in the power of teachers to change lives and make the world a better place through education. Our goal is to develop, inspire and guide students who share our vision. Our faculty are dedicated teachers who are committed to students and believe that our students learn through hands-on, action study through the student teaching experience. This experience will provide you with the opportunity to further develop competencies requisite for becoming a successful professional educator. Upon successful completion of your student teaching program, you can expect to enter the teaching profession confidently and successfully.

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 Maine, University of Maryland and University of North Carolina.

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## Program Goals

The University of Maine at Presque Isle student teaching program is designed to foster the principle that the knowledge, dispositions, and pedagogical skills supporting the 11 Maine Common Core Teaching Standards, Maine Common Core of Learning, and the College of Education Conceptual Framework can be developed most effectively when the student teacher has a continuous ‘full day’ experience with a group of learners. Student teachers involved with major responsibilities in planning, teaching, and assessing under the competent guidance of experienced teachers and university supervisors will better understand the learning process and develop competencies for future success as a professional educators.

### Goals of the Student Teaching Program

1. Through the implementation of planning, teaching, and assessment strategies, student teachers will achieve success with the goals and objectives of the 11 Maine Common Core Teaching Standards, Maine Common Core of Learning, and the College of Education Conceptual Framework.
2. Student teachers will demonstrate pedagogical competencies for the instruction of students with diverse needs.
3. Student teachers will become an integral part of their placement school under the guidance and support of their cooperating teacher.
4. Student teachers will become proficient reflective practitioners as they complete their required assignments.
5. The experience of student teaching will initiate participants into a state of mind of lifelong learning and professional development.

## Placements

The University of Maine at Presque Isle provides opportunities for placement primarily in schools in Aroostook County but also in schools across the State of Maine, other states, and in international schools. The university will place students with an experienced professional educator who will serve as mentor. A university student teaching supervisor will oversee the placement.

All student teaching placements are made by the Director of Student Teaching based on information from the student’s formal application for student teaching. This application is submitted upon completion of the **Level 2** requirements of the teacher education program.

Factors considered in making placements are:

- Student’s preferences
- Teacher Certification being sought
- Community location
- Grade level/subject area availability
- University supervisor availability
- Cooperating teacher availability
- Recommendations from advisors and faculty

Students are permitted to request specific schools, teachers, and grade levels. These requests will be honored whenever possible, but are not guaranteed. You should request different schools and different grade levels for a richer practicum experience. You may NOT request placements in a

school where you would have relatives in the same department or in a direct line of supervision for you or your cooperating teacher. DO NOT contact schools, teachers, or building administrators regarding placements without prior authorization from the Director of Student Teaching. Once a tentative placement has been confirmed by the Director of Student Teaching, the student is expected to contact the principal and the cooperating teacher at the assigned school to request an interview. Upon completion of the interview, if either party has a concern about the placement, the Director of Student Teaching must be notified immediately in order to arrange another tentative placement.

## **Student Teaching Options**

### **Option A: Traditional Student Teaching Experience**

UMPI's traditional student teaching experience rounds off a quality professional preparation by allowing students to do their practicum within two classroom settings, where they put learned theory into practice under the supervision of experienced classroom teachers and university staff. Different schools and different grade levels are recommended to provide experience with a range of skills in varied learning environments over the course of one semester.

### **Option B: Two-semester Internship**

UMPI has formulated partnerships with local K-12 schools who accept two-semester interns to work closely with mentor teachers. Interns spend one day per week in the school during the fall semester-getting to know faculty, staff, and students- while taking course work, including the EDU 395 Internship class. During the spring semester, interns complete their student teaching in the same setting. This experience is an exceptional opportunity to grow professionally and forge long term relationships with colleagues. Students file an application with the Director of Student Teaching by January 31 for participation in the following school year and are selected through an interview process.

**Remote Placement:** Any student seeking a variation of the traditional student teaching placement must submit a written request and meet with the Director of Student Teaching to discuss the details and placement feasibility. Students will be responsible for any additional cost incurred by the university as a result of the remote placement. Such cost will be factored into the student's tuition rate. Factors in determining the feasibility of such placements include availability of placement and supervision by a qualified education professional. The supervisor must be from outside of the placement school in all but extreme circumstances.

## **Placement Orientation Meeting**

An orientation meeting will be held for candidates for student teaching near the end of the semester prior to placement. These meetings are typically held in early December and mid-April. Students will be provided with specific information regarding their placement expectations at the meeting.

## **Student Teaching Period**

The student teaching experience will be a minimum of 75 days. Attendance documentation will be recorded on Form A Student Teacher Attendance Log. It is the student teacher's responsibility to notify the cooperating teacher and the university supervisor of any absences. Students having absences will be required to make up the missed days. In the case of excessive

absences or multiple days missed due to weather conditions, the Director of Student Teaching will determine an appropriate course of action upon review. The calendar of the placement school will be observed by the student teacher. The student teacher will be expected to attend and participate in any school activity required of the cooperating teacher. Documentation of such activities will be recorded on Form C- Documentation of Participation in Non-classroom Activities. Professional seminars, conferences and workshops provided by the placement school or the university will be counted as part of the 75 day requirement.

### **School Day**

Student teachers have the same school arrival and departure time as dictated by the placement school policy. This should be viewed as a ‘minimum’ requirement. It is expected that a student will arrive earlier and leave later as the need arises.

### **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.

### **Physical Contact with Students**

Any physical contact with students 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.

### **Legal Responsibility**

Student teachers must exercise good judgment concerning situations and conditions that could be potentially dangerous for pupils in their care. **Pupils must be directly supervised at all times.** While it is expected that student teachers will perform pupil supervisory duties (playground, cafeteria, playground, etc.), this should be done in conjunction with a school employee for liability purposes. Prevention of potential hazards is prudent and expected. Student teachers should familiarize themselves with the local school’s emergency protocols. They must also observe FERPA regulations in all situations.

### **Withdrawing from Student Teaching Placement**

If a student decides to withdraw from student teaching, the same procedure and timeline as that set forth by the University for course withdrawal will be applied. It is the student’s responsibility to notify the Director of Student Teaching of the decision to withdraw.

### **Withdrawal from a Placement by the University**

The University reserves the right to make a reassignment, arrange for an assignment at a later date, or permanently terminate a student teaching assignment. Such decisions will be made by the University Supervisor and the Director of Student Teaching following a review of all information relevant to the circumstances prompting the change. If a termination is made, a student may apply for re-admission by submitting a formal request to the Director of Student Teaching. The Director and the Chair of the College of Education will review the pertinent factors related to the dismissal and the request for re-admission. An interview with the student may be requested as part of the review. The student will be apprised of the decision for re-admission following the review.

### **Unique Circumstances for Discontinuing a Placement**

A student teacher may apply to the Director of Student Teaching for a discontinuation of placement due to unique circumstances such as personal health, family situations, illness of the cooperating teacher, etc. Such requests will be reviewed with the Chair of the College of Education and acted upon individually. Discontinuation of a placement for a unique circumstance will not have a negative connotation.

### **Activities Outside of Student Teaching**

Student teaching requires a great deal of time for meeting, planning and reflection beyond the regular school day. Therefore, enrollment in other classes, employment, coaching, participation in varsity athletics, and other extracurricular activities is discouraged.

## Student Teaching Requirements

Student teaching is the pinnacle experience for teacher candidates enrolled in the College of Education at the University of Maine at Presque Isle. During this experience, teacher candidates will be provided with opportunities to apply the knowledge developed during coursework and field experiences while at the University and meld theory with practice under the direct supervision of a Cooperating Teacher in a live teaching environment.

### Basic Requirements of the Student Teacher:

- Observing Cooperating Teacher and other teachers working with students
- Conferencing with the Cooperating Teacher and the University Supervisor
- Gaining familiarity with curriculum and academic content
- Planning lessons and working within classroom/building schedules
- Managing classroom responsibilities and performing routine duties
- Teaching and working with students, employing a variety of approaches
- Writing and teaching an instructional unit with an evaluation component
- Constructing bulletin boards and/or instructional displays
- Reflecting and evaluating personal teaching skills and classroom performance
- Evaluation of the Student Teacher Placement, Cooperating Teacher, and University Supervisor
- A minimum of one full week of "solo" student teaching per placement (or two full weeks in the case of a full semester placement).
- Additional 'solo' student teaching beyond minimum expectations is encouraged

*Solo teaching means that the student has assumed all teaching duties and fulfills all teacher responsibilities determined to be appropriate by the cooperating teacher.*

### Assessment:

Continuous evaluation is an integral part of the student teaching process. It is most powerful when it is collaborative. A student teacher must critically evaluate individual teaching skills and be open to assessment and suggestions from the Cooperating Teacher and University Supervisor. The University Supervisor will make formal observations and maintain communication with the Cooperating Teacher and Student Teacher to get an accurate picture of the student's classroom functioning. The Cooperating Teacher will also complete periodic observations and function as a day to day mentor. The Student Teacher will also maintain a **weekly** reflective journal to keep the supervisor informed of classroom activities, challenges, and accomplishments. Results of all these assessments will be reviewed and discussed in an effort to identify strengths and areas that need to be further developed. These assessments are tools to help the Student Teacher evaluate skills in an effort to reach full potential.

At approximately three-week intervals, the University Supervisor and the Cooperating Teacher will complete assessments in TK-20 based on Maine's 11 Common Core Standards and the College of Education Professional Dispositions. Each can expect to receive an email notifying them that it is time to complete an assessment in TK-20. First placement Cooperating Teachers will be responsible for the 1<sup>st</sup> and 2<sup>nd</sup> assessment, and

second placement Cooperating Teachers will be responsible for the 3<sup>rd</sup> and 4<sup>th</sup> evaluations. On a similar schedule and using the same forms, the Student Teacher will complete self-assessments, but will NOT receive an email to that effect.

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. No one should feel ashamed of a “proficient” rating, because this 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 students will be fully proficient in meeting these standards.

The TK-20 program allows students to upload artifacts to support their performance ratings associated with each Standard. These artifacts can take the form of relevant portions of lesson plans, screen shots of professional development certificates, pictures of bulletin boards or displays showing student work resulting from lessons taught, video clips, etc. By the end of the semester, there should be at least three or four artifacts for each standard. For the first or second assessment, there may not be an artifact available for every standard; in that case, students should note that there are “none available at this time” so that the program will “recognize” something in the space.

It is important to emphasize that no one should use the SUBMIT option until the end of the semester when all materials are uploaded. There are options to ADD and to SAVE; these should be used during the semester. Though there is no indication that material is sent to the Director of Student Teaching, it will be available to view once the SAVE button is used. Please note that when material is saved, all three parties, in addition to the Director of Student Teaching should be able to view ratings and comments

After students, supervisors, and cooperating teachers have all uploaded assessments, a comparison of the ratings should be used collaboratively by all three parties to determine the next area(s) for the student to work on prior to the next assessment. In this way, the assessments will set the focus for the practicum.

## **What is Student Teaching All About?**

Student teaching could be considered to be the capstone experience in your teacher education program. It is a final opportunity to put theory into practice, to apply principles of pedagogy and methodology, and to refine performance in the classroom under the guidance and support of professional educators. Student teaching is your opportunity to grow professionally under the supervision of another teacher.

All the earlier talk about teaching becomes tested in practical reality. Student teaching is also an opportunity to earn solid recommendations, and make important job contacts.

This experience challenges you in many ways. You must make the transition from the familiar university where you were a student to a classroom situation where you practice becoming a teacher. This metamorphosis requires you to develop professional integrity and to accept numerous responsibilities. In order to have a successful experience, you will have personal and professional obligations. You are encouraged to seek ways to distinguish yourself rather than settle for meeting minimum requirements.

### **Reporting to Assigned School**

Days before you begin, check on the best transportation route and method for getting to your assigned school. Also, contact your cooperating teacher through the school office to introduce yourself and to confirm your date of arrival. When you arrive, report to the main office, unless you made other arrangements with your cooperating teacher. Introduce yourself to the secretaries and to the principal, if possible. They will direct you to your classroom or introduce you to your cooperating teacher. In your first meeting, check to be sure that your cooperating teacher has a list of courses you have taken and your autobiography. Discuss with your cooperating teacher how to introduce yourself formally to the students, what roles you will play in your first week, and what ways you can immediately be helpful.

### **Responsibility to the Students**

The first consideration of the student teacher should be the personal and academic welfare of the students you teach. Although this is a training period, you must remember that you are influencing students intellectually and emotionally. As a prospective teacher, you must strive to be a positive role model personally and professionally, relating to each pupil without prejudice or partiality.

### **Responsibility to the University of Maine at Presque Isle**

You are a representative of the University of Maine at Presque Isle and as such will be expected to adhere to the Code of Conduct. The quality and integrity of the institution and the College of Education are affected by the manner in which you uphold our academic and professional standards during interactions with students, school staff members, and parents. As a university student, you should not engage in local school politics or union disputes.

### **Responsibility to your Development as a Professional**

Patterns of professional behavior and teaching dispositions have been nurtured as you progressed through UMPI's teacher preparation program. Student teaching enables you to become a more active member of the teaching profession. Use your time as a student teacher to inform yourself about professional organizations and legal aspects of the profession, focus on continual self-

development, reappraise your personal values and professional goals, and act according to professional ethics. It is important that you continue this development after the conclusion of student teaching throughout your professional education career.

### **Relationship with the Cooperating Teacher**

Your relationship with your cooperating teacher will probably be different from that established with university faculty. The daily, informal contact between student teachers and cooperating teachers often lends itself to a more personal rapport than is generally found in the university classroom. You should approach your relationship with your cooperating teacher in an open manner, while always acting with professional discretion. You should project an interested, cooperative, and enthusiastic attitude when working with your cooperating teacher, anticipating ways to be helpful. Discuss your cooperating teacher's long-range plans for the classes you are to teach so that you may better plan individual lessons. Learn about any individual students in the classes you will teach who have special needs.

### **Relationship with the University Supervisor**

Your university supervisor will be assigned by the Director of Student Teaching. The supervisor will be responsible for evaluating your work; however, the primary role is that of a resource person linking what you have learned in pre-service courses and actual teaching. You can seek help from your supervisor in preparing lessons, consultation for improving effectiveness, and resolving ambiguities or problems in your student teaching setting. Contact arrangements should be made prior to the initiation of the placement. Your university supervisor will formally meet you at the beginning, middle and end of each placement in guiding you through the experience.

### **School Orientation**

Introduce yourself to other faculty and staff members. Arrange to meet the school principal and other administrators, tour the school building, including the library, staff lounge, cafeteria, art, music, physical education rooms, and any other facilities unique to the school. Familiarize yourself with the outside compound (e.g., playground, athletic fields, out buildings) as well. If you plan to use any of these spaces with your class, inquire about school policies concerning their use. Obtain copies of school handbooks, textbooks, workbooks, or curriculum guides you can use in lesson preparations. Locate other resource materials in your assigned classroom or in the school which may be useful in lesson preparation (e.g., library and IT materials).

### **Teacher Observation Opportunities**

Student teaching is a time to learn as much as possible about the whole school. When you have all the responsibilities of a full-time teacher, you will find little chance to observe as thoroughly as you can now. At first, observe your own classroom in order to become familiar with the students (learn their names quickly!), the group dynamics, the curriculum, and your cooperating teacher's expectations and routines. As you observe your cooperating teacher and other teachers, reflect upon different teaching styles.

### **Participation in Class and School Programs**

From the first day, begin to be an active participant in the classroom. Find ways to become actively involved (tutoring, small group work, bulletin boards, etc.), participating wherever it is appropriate, in ways that are comfortable for both you and your cooperating teacher. Attend all

faculty meetings, parent/teacher conferences and when feasible participate in RTI and IEP meetings, in-service meetings, extra-curricular activities, staff development programs, and professional organizations.

### **Planning and Teaching**

Discuss your role with your cooperating teacher. When you begin, try small segments (one or a few students for a brief time and narrow purpose) and work toward larger group instruction for an extended length of time. Experiment with a wide variety of appropriate teaching methods and materials. As you become more comfortable and competent, your cooperating teacher will yield more responsibility. Eventually, you should teach the whole group for an extended period. Meet with your cooperating teacher to discuss lesson plans **prior** to implementing them. Ask your cooperating teacher to observe your lessons, discuss your lesson strengths, and openly invite constructive criticism. Act upon suggestions!

## **Maintain a Personal Student Teaching Binder**

Your personal binder organizes your student teaching materials in five sections. **The Binder is to be presented to your University Supervisor at each visitation.**

### **Section I. Official Documentation**

This section includes the official forms documenting your Student Teaching experience.

#### **Form A: Student Teacher Attendance Log**

#### **Form B: Observation of your Cooperating Teacher –**

Observation of your cooperating teacher enables you to identify routines, procedures, and instructional strategies already employed in the classroom. Observation is more than simply watching; it is paying attention to detail, analyzing events, and assimilating ideas into your own foundation of knowledge. You should observe more than lesson presentation, noting routine procedures, classroom management techniques, transitions, etc. Record your observations and reactions formally on Classroom Observation **Form B**. You must include at least 2 completed Observation Forms.

**Form C.** Documentation of participation in other activities, teacher meetings, parent meetings, staff development activities, IEP meetings etc.

### **Section II. Lesson Plans**

Preparation is a fundamental part of teaching. You should prepare written plans for lessons you teach as directed by your cooperating teacher and/or your university supervisor. Specific requirements for submission of plans will be established by your university supervisor and cooperating teacher. Your university supervisor will review your lesson plans and look for evidence of planning during the observation (focus on objectives, organization of materials, structure of lesson plan, etc.). **The lesson plan for the lesson the university supervisor will be observing must be sent electronically at a predetermined point in time to the university supervisor but no later than 1 day in**

**advance of the observation.** You should use the lesson plan template provided in the Appendix, and use the accompanying rubric (D-2) to self-assess before sharing it with your cooperating teacher and/or University supervisor. After each lesson you should review your performance and note specific changes you plan to make to improve future presentations of similar material. Four formal lesson plans will be required (1 at the mid and the other at the end of each placement). (Form D-1) Copies of these lesson plans should be included in your binder as noted in Form K. For other lessons, you may use the shorter, Lesson Short Form template (Form D-3).

### **Section III. Reflective Journals**

The importance of becoming a reflective teacher cannot be overstated. Keep a journal of your student teaching experiences, providing a synopsis of classroom activities and a reflection on your interactions with the students and staff. This journal is a confidential communication tool to keep your university supervisor informed of such things as classroom dilemmas, personal insights, changes in your professional philosophy, classroom accomplishments, personal frustrations, staff relationships, student accomplishments, creative lessons that you taught, difficult periods, last minute schedule adjustments that affected your teaching, etc. It also should keep the supervisor informed of conversations with the cooperating teacher and ways you have worked together to plan and solve problems. Keep daily notes to facilitate your weekly journal submission. This journal must also be documented in your personal binder. After your student teaching this journal will also serve as a memento of this experience. (Form E)

### **Section IV. Your Formal Observations and Evaluations by University Supervisor and Cooperating Teacher**

This section catalogues your progress as reported by your University Supervisor and your Cooperating Teacher. For each placement, you will have a mid-term observation and evaluation and a final observation and evaluation completed by your Cooperating Teacher and your University Supervisor in TK-20. At each of these times, you will complete a self-assessment and upload artifacts supporting each standard. Once mid- and end point assessments in Tk-20 are completed at each placement, you should print them for inclusion in your binder, and for debriefing with your Cooperating Teacher and University Supervisor.

### **Section V. Student class list**

As a teacher you must be knowledgeable about students' diverse needs. This section will provide you with an opportunity to review each student's educational records and establish the unique needs of each student. Discuss the Family Education and Privacy Act (FERPA) requirements with your cooperating teacher before reviewing student records.

**(Form G 1 Regular Education Form G 2 Special Education)**

**Section VI. Evaluation of Student Teaching Experience**

You will evaluate your Student Teaching Experience on TK-20 as follows:

End of 1<sup>st</sup> Placement: Evaluation of Cooperating Teacher

End of 2<sup>nd</sup> Placement: Evaluation of Cooperating Teacher

Evaluation of University Supervisor

Evaluation of the Effectiveness of Your Preparation

These evaluations will not be shared with or available to the person being evaluated.

# **Forms & Instructions for Student Teaching Binder**

## **Section I Official Documentation**



## **Form B**

### **Lesson Observation**

Purpose: To identify routines, procedures, and instructional strategies already in the classroom. Observation is more than simply watching; it is paying attention to detail, analyzing events, and assimilating ideas into your own foundation of knowledge. You should observe more than lesson presentation, noting routine procedures, classroom management techniques, transitions, student engagement, classroom climate, etc. Format subject to change by your University Supervisor.

Four observations are required (2 for each placement).

Student Teacher: \_\_\_\_\_ Class observed: \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_ Observation #: \_\_\_\_\_  
**Program/Subject/Grade Level:**

### **Lesson Presentation:**

Lesson Topic:

Instructional Delivery Such As: Types of questions used, giving and clarifying questions, transitional techniques, technology.

## **Classroom Management**

Classroom Rules, Routines, Procedures

Teaching Style

Instructional Differentiation

Reinforcement of Appropriate Behavior

Redirection of Inappropriate Behavior

Teacher-Student Interaction/Relationship

**Application to your Personal Instructional Strategies:**  
(Things that I would try in my own classroom and rationale)

## What to look for in the lesson observation

Observing is the process of studying classroom activities to determine teaching strategies and student responsiveness. It can be used to gain insight into planning, organization, approaches, methods of presentation, behavior management techniques, and individual student differences. Gaining familiarity with classroom organization and established rules and procedures will give the observer insight into classroom functioning. The observer may also note methods to motivate students and keep them focused on the instructional activity. Studying the personal qualities of the teacher that helped lesson presentation and his/her relationship with the students may help mold the student teacher's personal teaching style. Typically a student teacher spends the first few days observing his/her cooperating teacher before gradually assuming classroom responsibilities. Even as the student teacher assumes increasing responsibility for instruction, there are many occasions to study the teacher. These are perfect opportunities to observe and analyze the strategies used by the cooperating teacher.

**The student teacher must remember that he or she is a guest in the cooperating teacher's classroom. As such, the purpose of the observations is not to critically evaluate the host teacher, but to identify effective strategies and techniques employed by that teacher.** The student teacher may also use the observation to identify potential problems and possible solutions before actually teaching the class. The observations can be used to plan future strategies, incorporating new techniques into a basic repertoire and preparing approaches to problem situations.

*What to look for:*

1. Note the classroom organization, procedures and student characteristics
2. Keep a running record of what happens during the instructional period to get an overview of the lesson. How was the lesson introduced? What connections to previous learning and experiences were made? How did the teacher provide a summary and lesson wrap-up? Record observations without making judgments.
3. Observe how the lesson was organized. Look for objectives, materials, methods and procedures, individual student adaptations, homework assignments, and how the lesson was assessed.
4. Observe how the teacher resolves problem situations.
5. Look to see how the teacher keeps the students focused during a lesson. Key in on the words or actions used by the teacher to reinforce appropriate behavior and redirect inappropriate behavior.
6. Identify any modifications or accommodations that were used.
7. Note the time that the teacher started each "piece" of the lesson to examine the "pace" of the lesson and how the teacher manages to fit the structure of the lesson into the allotted time period. Pay particular attention to time spent introducing the lesson, passing out materials, reviewing past learning, teaching a new concept, practicing new learning, assigning homework, cleaning up, etc.
8. Watch the teacher's movement and how he/she circulates around the class.
9. Observe how the teacher responds to questions.
10. Determine how the teacher solicits participation of all students.

The observation should be used as a tool to obtain factual information that can later be analyzed to gain better understanding of instructional procedures and classroom interactions. This understanding will help refine teaching techniques.



## **Section II – Lesson Plans**

**Instruction Plan for a Single Lesson**  
**Form D-1**

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?

# University of Maine at Presque Isle

## Rubric for Lesson Plan

### Form D-2

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- D-3

Grade Level: \_\_\_\_\_ Topic: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

**Sources:**

**URL's:**

## Elements of a Good Lesson Plan

You must use the College of Education Lesson Plan Template and rubric in constructing your lesson plans. Your instruction should contain an introduction/review of prior learning, concept development, guided practice, independent practice, and a conclusion/review of current learning.

**Unit of Study**- A short phrase describing a set of lessons around a common theme.

**Lesson Topic** - A short phrase that identifies the main idea and focus of the lesson and how it relates to the unit of study.

**Reference to the Maine State Standards/Common Core (or provincial outcomes)** – Identify how the related academic criteria links to the Maine State Standards/Common Core and the established school curriculum.

- Write the entire Standard(s) and the Indicator(s) on which this lesson focuses.
- If grade level indicator is at a different level than the one you are teaching, indicate grade level.

**Performance Objectives** - Objectives should be stated in behavioral terms, detailing student expectations as a result of the lesson. They should be measurable and serve as the focal point of the lesson. Focus on what you want the students to KNOW and be able to DO.

**Materials/Technology** - Listing all materials (including such things as textbooks, paper, visuals, equipment, technology, etc.) needed to teach the lesson helps overall organization and facilitates presentation. You should be thoroughly familiar with all supplies used in the lesson.

**Modifications/Accommodations** - Provisions for individual student differences to ensure success may be based on prior observation of student learning styles and unique abilities/needs. Subject matter or content delivery may also influence necessary accommodations.

**Instructional Plan** - The instructional plan should include the following:

Prerequisite Skills-Readiness/Engagement

What do you do to activate students' prior knowledge?

What will you do to spark interest in the lesson?

What will you do to connect this lesson to previous lessons?

Lesson Presentation-Focus of Lesson (Explore, explain, extend)

Describe the teaching and learning events step by step.

Script key communications including directions and questions.

Closure/independent practice

What will you do to wrap-up the lesson and reinforce the learning?

Students can verbalize the main points of a lesson and summarize—not you. Re-state the objective of the lesson and have students' evaluate their own learning. There should be a definite conclusion to the lesson, summarizing learning and providing feedback to the students. Identify specific independent tasks and practice the students are to complete. The assignment should reinforce content delivered in the lesson.

**Assessment** - Formal or informal evaluation of student learning should be used to determine mastery of stated objectives. This assessment should serve as the basis for planning future instruction.

How do you know what each of your students has learned?

What evidence can you collect that will document student progress?

Assessment must align with objectives and procedures, which it will if you plan backward from intended outcomes.

How will you use this information?

## **Section III – Reflective Journals**

**Form E**  
**Reflective Journal**

Purpose: To reflect on your interactions with the students and staff, and to document student teaching experiences. This journal is a form of communication with your university supervisor regarding classroom dilemmas, personal insights, changes in your professional philosophy, classroom accomplishments, personal frustrations, staff relationships, student accomplishments, creative lessons that you taught, difficult periods, last minute schedule adjustments that affected your teaching, etc. The journal is to be submitted electronically **once a week** to your supervisor. **The journal is not intended to be a summary of the activities nor is it intended to be shared.**

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Reflective Journal Tips

Use your journal to help you assess your strengths and areas for further work, to identify important trends that you have discovered about your teaching, to document classroom activities and to keep your supervisor informed. To ensure confidentiality, please use only first names or initials in referring to individual students. **The journal is not intended to be a summary of activities.**

Your journal may include such things as the following:

- Your personal observations on the classroom and individual students
- Interactions that you have had with your cooperating teacher and other building staff
- Communication with parents/guardians of the students with whom you work
- Ancillary personnel that you have met/observed working in the classroom (i.e. speech pathologist, psychologist, etc.)
- Classroom dilemmas and how problems were solved
- Personal frustrations
- Overview and reaction to meetings, conferences, in-service programs that you attended
- Modifications you have made for individual students
- Conversations you have had with your cooperating teacher and ways you have worked together to plan and solve problems
- Personal insights or questions about your observations or activities
- Changes in your professional philosophy
- Activities you have led or observed
- Your proudest accomplishments
- Major goal(s) for next week
- Areas in which you have grown since starting this assignment
- Areas needing extra work
- Creative lessons that you planned and presented
- Last minute schedule adjustments that affected your teaching
- Classes or periods that you found difficult
- Behavior management strategies you've employed
- Description of things you have learned through observation or personal experience
- Your role as a decision-maker
- Extracurricular activities in which you have participated
- Inclusive practices in which you have participated
- Connections made between education theory and practical application
- Field trips and special activities in which you participated
- Professional articles you have read to enhance instruction
- Ways you have dealt with the stresses associated with teaching

## **Section IV – Formal Observations and Evaluations by University Supervisor and Cooperating Teacher**

Formative and summative observations and evaluations will be completed by you as the student teacher, by your cooperating teacher, and by your University supervisor. Each time an assessment is to be done, The University Supervisor and the Cooperating Teacher will receive an email generated by TK-20 that will contain a direct link to the assessment. No password or username is required. The assessments are based on Maine's 11 Common Core Teaching Standards and are scored on a 4-point proficiency scale. As the student, you will be required to upload an artifact pertaining to each standard. By the end of student teaching, you should have 3 or 4 artifacts for each standard.

The assessments will follow this schedule:

The mid-point of the first placement or first half-semester

The end-point of the first placement or first half-semester

The mid-point of the second placement or second half-semester

The end-point of the second placement or second half-semester

Again, while your Supervisor and your Cooperating Teacher will receive an email notifying them that it is time for the assessment, you will not. It is your responsibility to monitor this schedule and submit them promptly. At the end of each placement, you should print copies of all four assessments and meet to discuss them with your cooperating teacher and your University supervisor. These copies should be placed in your student teaching binder.

For those in a traditional, two-placement experience, you will also be asked to complete an evaluation of your cooperating teacher at the end of each placement. At the end-point of the second placement, you will be asked to complete an evaluation of your University supervisor and an evaluation of your preparation for student teaching. For those in two-semester placements, you will complete these assessments at the end of student teaching. These assessments are important for monitoring the teacher education programs, so please complete them promptly and thoughtfully.

## **Section V – Student Class List**





## Form K - Student Teacher Documentation Checklist

Your student teaching binder must be available upon each visit by your University Supervisor. Include the following documents:

### Section I

#### (Placement 1)

- Form A- Student Teacher Attendance Log
- Form B- Observation of Your Cooperating Teacher (x2)
- Form C- Documentation of participation in other activities
- Printouts of your self-assessment and assessments by your cooperating teacher and your University supervisor

#### (Placement 2)

- Form A- Student Teacher Attendance Log
- Form B- Observation of Your Cooperating Teacher (x2)
- Form C Documentation of participation in other activities
- Printouts of your self-assessment and assessments by your cooperating teacher and your University supervisor

### Section II

#### (Placement 1)

- Form D-1 Lesson Plan (1)
- Form D-1 Lesson Plan (2)

#### (Placement 2)

- Form D-1 Lesson Plan (1)
- Form D-1 Lesson Plan (2)

### Section III

- Form E Reflective Journal (1 per week)

### Section IV

- Form G 1 Regular Education Class Student Summary Form (One for each Placement)
- Form G 2 Special Education Class IEP Summary Form (For Special Education Placement)

**Your University Supervisor will review your student teaching binder and document completion on Tk-20.**  
**Your completed binder does not need to be returned to the University of Maine at Presque Isle.**

# Tips For a Successful Student Teaching Experience

## Professional Interactions:

### Demonstration of Professional Dispositions

- Show enthusiasm for teaching, initiative and drive for best performance.
- Present a professional appearance and a high quality of verbal and written communication.
- Exemplify punctuality, thorough preparation, confidentiality, and ongoing personal learning.

### Orientation to the school

- Adhere to faculty regulations: school day, dress code, use of equipment, parking, and emergency procedures.
- Meet school staff: principal, secretary, grade-level and support teachers, support staff.
- Locate all special services within the school.
- Learn all procedures for daily activities: school, classroom, and laboratory safety rules, school records, managements systems, and access to services.

### Open Communication

- Have daily conversations with your cooperating teacher about instructional procedures, curricular issues, classroom management, and student characteristics and performance.
- Maintain frequent verbal and written communication with your university supervisor.
- Have effective interaction with all professionals and support staff to enhance the educational process for your students.

## Preparation

### Daily Planning

- Prepare lesson plans several days in advance, and have them approved by your cooperating teacher.
- Base instruction on state and local standards and established curriculum or individualized plans.
- Construct plans based on most current pedagogy and technology.
- Have all materials organized and easy to retrieve.

## Teaching

### Take teaching responsibility early in the assignment

- Follow your cooperating teacher's lead in performing instructional practices.
- Volunteer to assume teaching tasks for individuals and small groups
- Gradually increase teaching duties until you are totally responsible for daily instruction.
- Use current, research-based, and innovative methodologies.
- Research educational journals and other media in order to enhance lesson content and methodology.
- Follow a well-designed plan for lesson structure, student activities, and evaluation procedures.

- Adapt methodology to meet diverse student learning styles and special needs.
- Integrate technology into all phases of planning, teaching, and assessment.
- Perform formative and summative assessments throughout the instructional process.
- As your confidence increases, try unique and innovative teaching procedures.

### **Student Interactions**

#### Build student rapport

- Learn students ' names, learning styles, special needs and effective grouping practices.
- Support students with self-management and by setting clear expectations.
- Honor student individuality, diversity, linguistic and cultural factors

#### Build family rapport

- Show respect to all families and significant individuals important to your students

## **Your First Day**

*Hopefully you have met your cooperating teacher and discussed the day and time you will arrive. Your hours in that school are the district specified "Teacher Day." Sometimes you may need to start earlier or leave later than the teacher to be well prepared. Local schools have schedules unique to their district.*

*On your first day, conduct a "get-acquainted" activity and begin to learn students' names immediately. Your schedule of assuming responsibility should be discussed with your cooperating teacher. During the first few days, spend time familiarizing yourself with the cooperating teacher's classroom systems and procedures and gather important information about the class and school. Below is a list of items you should gather.*

- *School calendar marked with holidays and in-service days*
- *Class schedule, including times and locations*
- *Classroom procedures and behavior program(s)*
- *Process for attendance and lunch information*
- *Information on health issues and specific student needs*
- *Fire drills and disaster procedures*
- *School-wide procedure manuals*
- *Dress Code information*
- *Other items requested by the supervisor*

### *Other Suggestions for the First Few Days of Student Teaching*

- *Tour the school building and meet staff members*
- *Review IEPs and student files*
- *Become familiar with instructional programs and available resources*
- *Ask about extra duties (hall duty, bus duty, playground and lunch duty, etc.)*
- *Learn how to use building equipment*

*Become familiar with the available technology (Smartboard, Adaptive Equipment)*

## Links to Teaching Tools

*The following links will take you to websites that can be used to facilitate planning and augment instruction. The lesson plans that you find on some of these sites will need to be modified for use in your classes. There are lots of ideas on these sites that will help you develop meaningful engaging learning activities.*

### [abcteach](#)

Free printable activities and worksheets; membership fee required for some of the "extras"

### [Bubble Test Generator](#)

Generate custom multiple choice response sheets (useful in preparing students for standardized tests)

### [Certificate Maker](#)

Customize certificates and awards for students

### [Discovery School's Puzzlemaker](#)

Generate custom cryptograms, word searches, mazes, math puzzles, and more

### [EdSitement](#)

Lesson ideas in art, culture, literature, language arts, foreign language, history and social studies from the National Endowment for the Humanities

### [Education World](#)

Activities, lesson plans, work sheets, and other resources for K-12 teachers

### [Educator's Reference Desk](#)

Resource guide and lesson plans for the classroom teacher

### [EdHelper.com](#)

Resources and links for instructional activities in language arts, math, social studies and science, as well as seasonal ideas, puzzles, graphic organizers, and more

### [Fun Brain](#)

Online activities for students, as well as allowing teacher to make online quizzes for their classes

### [Graphic Organizers](#)

Language arts, math, and science graphic organizers in MSWord and PDF formats

### [Handwriting for Kids](#)

Two-color lined practice paper and a variety of manuscript and cursive practice sheets

[Kathy Schrock's Guide for Educators](#) Lesson plans, games, teaching tools and other resources for teachers

### [Love That Teaching Idea](#)

Practical, teacher-created ideas and resources that you can use in your classroom immediately

### [Outline Maps](#)

Outline maps and map tests

### [Personal Educational Press](#)

Free educational worksheets, flash cards, games, and quizzes

### [Quiz Hub](#)

Interactive learning center for kids with thinking games & logic puzzles, news quizzes, and more

### [Reading Probe Generator](#)

Create curriculum-based assessment reading probes and analyze readability of passages up to 200 words

[Rubric Generator](#)

Free registration to create and save customizable instructional rubrics for language arts, math, science, work skills, projects, and more

[ReadingQuest: Making Sense in Social Studies](#)

Strategies and resources to effectively engage students in social studies lessons

[ReadWriteThink](#)

Lesson plans and resources to teach literacy and literature in grades K-12 by the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the MarcoPolo partnership

[Scholastic Teacher Tools](#)

Graphic organizers, rubric maker, flashcard maker, calendars, classroom organization tools, and more

[Teachers.net](#)

Lesson plans, activities, projects, and chatboard resources for the K-12 teacher

[Teachnology](#)

Lesson Plans, rubrics, worksheets, tips, online games, and other tools for teachers

[Web English Teacher](#)

Lesson plans, activities, and resources to teach English and literature in grades K-12

**Quick activities for transition or “filler” periods in your schedule:**

<http://www.pinterest.com>

<http://www.moramodules.com/MoraModules/vocabularydev.htm>

[http://atozteacherstuff.com/Tips/Sponge\\_and\\_Transition\\_Activities/](http://atozteacherstuff.com/Tips/Sponge_and_Transition_Activities/)

[http://www.inspiringteachers.com/classroom\\_resources/tips/classroom\\_management\\_and\\_discipline/sponge\\_activities.html](http://www.inspiringteachers.com/classroom_resources/tips/classroom_management_and_discipline/sponge_activities.html)

[http://www.education-world.com/a\\_lesson/TM/WS\\_sponges.shtml](http://www.education-world.com/a_lesson/TM/WS_sponges.shtml)

[http://www.education-world.com/a\\_lesson/lesson168.shtml](http://www.education-world.com/a_lesson/lesson168.shtml)

<http://www.teachnet.com/powertools/take5/index.html>

[http://www.educationworld.com/a\\_lesson/archives/fillers.shtml](http://www.educationworld.com/a_lesson/archives/fillers.shtml)

## **Take Care of Yourself**

Take care of yourself by getting enough sleep, eating properly, exercising, and spending some time on things that you enjoy. Student teaching is exhausting. Prioritize your responsibilities and break large assignments into smaller “chunks” that can be more easily accomplished. Develop a support group of friends and colleagues who can offer advice and encouragement. Don’t worry excessively about those things that you cannot change, but rather focus on those things that you can change. Do not over-extend yourself. Be prepared to reduce other commitments during this time. Be prepared to have your work extend beyond the school day. You may need to stay late some days, or come in early. Be sure to read through both the Student Teaching Handbook so that you are well acquainted with your responsibilities.

Maintain your sense of humor – learn to laugh at the situation and yourself. Remember that a smile may be contagious. If you make a mistake, analyze it and learn from it. Use your mistakes as a teaching tool to improve performance. This is your opportunity to shine. It could lead to a great recommendation or even a job!

## **Enjoy the Experience!**