



University of Maine at
PRESQUE ISLE
North of Ordinary

Student Teaching Handbook

University Supervisor

Introduction

Student teaching is the capstone component of the teacher education program at the University of Maine at Presque Isle. It is a time when students 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 university supervisor. You have the opportunity to serve a crucial role in the professional development of a future teacher and to make a difference for many students in future classrooms. As supervisor you will function as a mentor to the 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 the student teacher during this important time. It includes information concerning university policies and guidelines, your role 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 Maine, University of Maryland and University of North Carolina.

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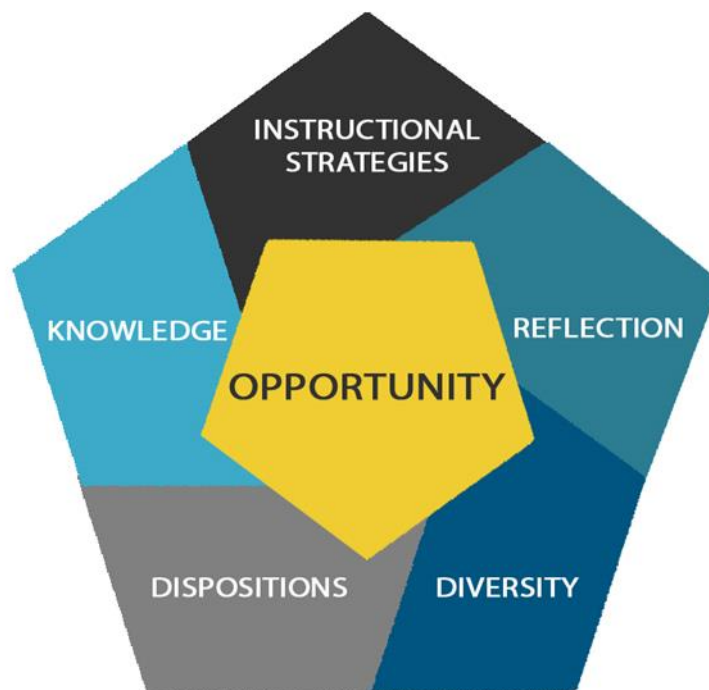
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The University of Maine at Presque Isle's College of Education Mission Statement

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



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's 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 an 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.

The College of Education Learning Outcomes

Embedded in the conceptual framework are the characteristics of the Maine Common Core Teaching Standards approved by the State Board of Education. The College of Education endorses the Maine Teaching Standards, values the concepts of the Conceptual Framework, particularly the ideals of reflective practitioners having appropriate teaching dispositions. Upon completion of the University of Maine at Presque Isle College of Education program it is expected that graduates will be able to:

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 and Responsibilities of the University Student Teacher Supervisor

As a University of Maine at Presque Isle student teacher supervisor you are our representative and liaison in schools where our student teachers are placed. You have several important roles:

- You mentor and evaluate the development of the student teacher's performance and complete written evaluations.
- You advocate for the student teacher.
- You are an information resource for both the cooperating teacher and the student teacher.
- You represent the university in the schools in which you supervise.
- You resolve any problems which may occur during student teaching which cannot be resolved between the student and cooperating teacher, consulting with UMPI's Director of Student Teaching as necessary.

Criteria for the Selection of University Supervisors

Because of the importance of the university supervisor, 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. Qualifications include significant successful experience teaching in K-12 schools, qualification for teaching licensure, and a minimum education level equivalent to a master's degree. The supervisor may be a full time university faculty/staff member whose only assignment is student teaching, a full time university staff member who teaches some courses at the university, but supervises teacher candidates part-time, or a part-time professionally trained educator who is employed to supervise student teachers. University supervision may not be provided by personnel from the placement school except in extreme circumstances.

Responsibilities of the University Supervisor

The supervisor's role is complex, involving several activities and responsibilities. Foremost is the personal interaction between the student and the supervisor and the facilitation of the work of the student teacher and the cooperating teacher. The following list identifies some of the other responsibilities:

- Be knowledgeable about the information, and follow the policies and procedures presented in the UMPI Student Teaching Handbook.
- Make initial contact with the student teacher either before or at the very beginning of the student teaching placement.
- Meet with each cooperating teacher at the beginning of the student teaching placement.
- Make initial contact with each principal.
- Be visible in all cooperating schools; follow building rules and regulations regarding visitors.
- Make regular visits, including two formal observation reports per placement.
- Respond to weekly reflective journals.
- Address student teaching problems and notify the Director of Student Teaching as they arise.
- Confer with the cooperating teacher regularly and as needed.
- Arrange and conduct three-way conferences involving the student teacher, the cooperating teacher, and the university supervisor following submissions on TK-20.
- Write a Letter of Recommendation if requested.
- Help promote cooperation and good will between the cooperating school and the University.

Coordination with the Cooperating Teacher

The cooperating teacher is key to the successful student teaching experience. Therefore, it is important that the supervisor and the cooperating teacher work closely in supporting the development of the teacher. It is strongly suggested that the supervisor arrange for a meeting with the cooperating teacher prior to, but no later than, the end of the first week of the student teaching assignment. The purposes of this meeting are to:

- Ensure that the cooperating teacher has access to a current copy of the Student Teaching Handbook and Cooperating Teacher Handbook.

- Establish an open relationship with the cooperating teacher. (This relationship is every bit as important as the one between you and the student teacher).
- Discuss the roles and expectations of the cooperating teacher, university supervisor, and the student teacher.
- Discuss the need for mutual support between the cooperating teacher and the university supervisor.
- Discuss program policies on absences, check-in/check-out time, discipline, classroom management, lesson planning, and other relevant areas outlined in the handbooks.
- Discuss the sequence of assumption of teaching duties.
- Discuss the specific assignments given to the student teacher.
- Discuss the observations the student teacher is expected to make as outlined in the handbook.
- Discuss observations and evaluations to be made by the cooperating teacher and the university supervisor. Since your time with the student teacher will be minimal compared to that of the cooperating teacher, it is very important that a role understanding is agreed upon. (The student will have printed copies of all observation reports available for the three-way conferences.)
- Agree upon contact information.

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 experience at UMPI is intended to provide the student teacher with this guidance and aid in the student teacher's development. The university supervisor plays a very important role during student teaching, serving as teacher educator, resource person, role model, helper, critic, and confidante.

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. Each student teacher will submit biographical information as part of the application package that the Director of Student Teaching will include with your supervision assignment prior to the start of the practicum. This will provide you with some fundamental information with which you may begin to know the student. If you find that the information provided in the student's portfolio is inadequate, 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. In any event, you should attempt to meet with your student teacher prior to the beginning of the placement or no later than the end of the first week.

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 1 UMPI teacher education requirements.
2. Completion of a minimum of 90 credit hours of course works 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 3.0 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 process of completion of all professional education courses.
8. Have documented evidence of attempting Praxis 2.
9. Have completed the Formal Application for Student Teaching Package.
10. Completion of an Initial Professional Portfolio

Supervising the Student Teacher

Student teachers are anxious to know their progress, and the improvements they make in teaching. As the university supervisor, you are a key person in this process, since you are the primary evaluator. 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 until completion of the program. As supervisor, you will be continually asked, "How did I do?" Providing supportive feedback based on your observations will facilitate the student's self-evaluation and foster improvement. In your observations, conferencing, and evaluation, you should concern yourself 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, relationship 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 Common Core Teaching Standards.

Orientations and Introductions

Attempt to meet with your student teacher and cooperating teacher for an orientation either before the assignment begins or in the first week of the assignment. This orientation should include: expectations of the student teacher, policies governing student teachers, specific assignments they are expected to complete during the term, areas that will be evaluated, who will do the evaluations, how often evaluations and observations will be done, and what instruments will be used. Items to be discussed during the orientation:

- Discuss your role. Student teachers are occasionally intimidated knowing that you will ultimately be an evaluator. Explaining that you see yourself in a helping role that you don't expect perfection, but growth and improvement, and other reassuring words can alleviate those fears.
- Provide information (preferably as a handout) that includes your name, phone, availability, expectations for student teaching etc...

- Share your ideas on school visits. Will they be scheduled or be unannounced? What can student teachers expect at your visits? What do they need to do to prepare? How should lesson plans be provided to you? What observation format will you follow?
- Obtain phone numbers, e-mail addresses, cooperating teacher names, school schedules.

School Visits

Generally speaking, university supervisors are asked to abide by the following visitation procedures:

- Check in at principal's office upon arrival. Many schools require visitors to wear an identification badge recognizing them as visitors.
- Confer with school administrators when appropriate to discuss student teacher's progress and to permit feedback concerning the student teaching program in general.
- Include a minimum of 30 minutes observation of actual teaching activities and about 20 minutes of conference time with the student teacher and, if possible, with the cooperating teacher during each visit.
- Confer either before or after the observation with the cooperating teacher.
- Hold a conference with the student teacher as soon after the observation as can be arranged.
- Try to vary the time of day in which the student teacher is observed from visit to visit.
- Provide students with tangible evidence of observation and suggested comments of the supervision that can be given the student in writing. These comments will be useful to the student during the interval between visits.
- Plan visitations well in advance. At least the first two visits should be announced to the student teacher well in advance. Some supervisors may make unannounced visits after the first two. Record the visitation activities, file applicable reports, and share reports with the student teacher during the post-observation conference.

Reflective Journals

The importance of becoming a reflective teacher cannot be overstated. The main purpose of keeping a journal is for documenting and giving the student an opportunity to reflect on his/her experiences. The outcome of reflection results in growth, sharper analytical skills, and empowerment. It allows the student to revisit, and learn from experiences while making connections between theory and practice. The journal is also a communication tool to keep you informed of such things as classroom dilemmas, personal insights, changes in student professional philosophy, classroom accomplishments, personal frustrations, staff relationships, individual student accomplishments, creative lessons taught, difficult periods etc. **The journal is a CONFIDENTIAL communication that should be kept daily as appropriate and sent electronically to the supervisor each week.** Although not required, it is recommended that the supervisor respond to the journal in a timely manner. When discussing the journal requirement with the student teacher, refer him or her to page 10 of the Student Teaching Handbook for possible prompts.

Observing and Conferencing with Your Student Teacher

Because the student teacher needs to be appraised of progress it is important that you provide frequent feedback. This feedback initially could come as a response to the reflective journal and later through formal classroom observations. Some of your observations and conferences may be informal; others may be more formal and follow a clinical supervision model. Studies of supervisor/student teacher relationships suggest that student teachers are most successful when their supervisor uses a clinical supervision method. The following model is suggested:

A. Pre-Observation Conference Ideas

If you and the 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 you 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 specific you'd like me to look for?

B. What to look for in the Observation

The university supervisor is in an excellent position to observe the strengths and areas of concern of the student teacher while watching classroom activities. The observations made at this time become the basis for later discussions of teaching. The following is a partial list of questions, arranged in areas that the supervisor might consider in the analysis of a student teacher's classroom work:

- Speech and Dress. Does the student teacher:
 - Dress appropriately?
 - Speak loud enough to 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 responded 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 when appropriate?
 - 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 transitions from one lesson to the next clearly?
 - Present facts and concepts correctly?
 - Vary the activities during the class period?
 - Plan a lesson of the appropriate 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 connect the concepts being studied to the student's life outside the classroom?
 - Use additional teaching aids to present the lesson more effectively (i.e., models, films, slides, diagrams, demonstrations, etc.)?
 - Make adequate use of the chalkboard? Handwriting legible? Diagrams clear and reasonably neat?
 - Develop clearly the relationship between the class work and the textbook assignments?

C. Post-Observation Conferencing

The post-observation conference can be stress provoking and intimidating for the student teacher. A good conference should a) promote self-reflection on the part of the student teacher, b) provide positive feedback on teaching strengths, and c) identify one or two improvement areas for future observations. It is best to limit suggestions for improvements by identifying one or possibly two areas which you feel are most important. Then allow the student teacher time to practice and work on those areas. Student teachers can easily be overwhelmed if they are bombarded with suggestions and seem to make more progress when they can address one area 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 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 asking the questions you've planned or 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.

Conferencing techniques

- Do not identify weaknesses in the student teacher unless time is available to correct the problem areas.
- Emphasize the "student" aspect of student teaching by using pupil behavior as the criterion for analyzing effective teacher behavior.
- 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, 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 that of the students and the student teacher.
- Emphasize that the goal of supervision 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.

- 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?
- How do you think the lesson went?
- What would you do differently in the future? Why?

Supportive Strategies

Provide feedback to the student teacher (as a result of your observations and reading of the reflective journal) to facilitate student self-evaluation and self-improvement. Contact the student frequently by e-mail and be encouraging by expressing faith in abilities. The following are supportive strategies:

- Use communication techniques such as reflection, clarification and elaboration. Example: The student teacher appears upset by issues related to discipline ---Begin by paraphrasing student teacher's concern.
- Provide information about resources that are available for professional and/or personal improvement. Example: The student teacher complains an unawareness of resources for use in the classroom --- Provide resources which might be appropriate.
- Through role-playing help student teacher practice specific skills. Example: The student teacher has difficulty introducing new materials to pupils. --- Ask student teacher to walk through several sequences that could be used in introducing specific materials.
- Respond to clichés and over generalizations. Example: The student teacher says, "It's always bad when children argue." --- Guide 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. Student teacher may use observational techniques 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 a 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 the 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.

Observing/Evaluating Student Teacher Performance

The College of Education requires that the university supervisor 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. Please note that saving enables the student, the cooperating teacher, and the Director of Student Teaching to view your ratings and comments.

A self-assessment will be completed by students on the same schedule and using the same rubrics. Unlike supervisors and cooperating teachers, students will not receive a formal notice when they should do the assessments, because they can access their account at any time through the UMPI portal using their log in. They may need reminding to do the assessments and upload supporting artifacts when you receive your notices.

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 two or three artifacts for each standard. For the first or second assessment, there may not be an artifact available for every standard; in that case, students may note that there are “none available at this time” so that the program will “recognize” something in the space.

Your assessment of the student teacher, based on the 11 Teaching Standards, will come from a number of sources (i.e. observation, conferencing, journal submissions, lesson plans, student teacher’s notebook, portfolio, 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 supervisor 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 observations and evaluations. The supervisor 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.

Final Evaluation Narrative Summary

At the close of the practicum the university supervisor will be prompted to upload a narrative summary evaluation of the student teacher on TK-20. The Final Evaluation Narrative Summary is a comprehensive performance report of a student teacher's placement, and will be available to the student teacher for viewing.

GUIDELINES AND SUGGESTED TOPICS FOR THE SUMMARY: Note that not all topics need to be addressed.

1. Setting

- Location of school, description of classroom and community and specific information about students in the classroom and the class size.
- Organizational pattern of school in which the intern worked: self-contained, team teaching, open space, departmentalized.
- The type of curricula experiences the intern engaged in: Social Studies, Math, Science, Language Arts, etc.
- Specific types of learning situations or unique characteristics of this placement.
- Number of times the student teacher was formally observed and under what circumstances.

2. Professionalism and Collaboration

A. Classroom Management and Organization

- Manages conflict effectively.
- Uses voice as a means for achieving class control.
- Uses visual and verbal cues as means of achieving class control.
- Assists administration in clerical tasks efficiently.
- Engages all students.
- Uses class time fully and meaningfully.
- Understands the principles underlying effective management.
- Uses a variety of discipline techniques.
- Understands the variety of ingredients of good classroom management.
- Keeps students productively on-task during independent work.
- Remains calm under pressure.
- Delegates routine tasks to students.
- Adapts the environment of the classroom to the needs of a wide variety of students.
- Creates a lively classroom atmosphere.
- Is familiar with and can apply research on classroom management.
- Stops misbehavior before it starts.
- Returns quizzes and other class work promptly.
- Can prepare and implement a behavior management plan.
- Has a variety of techniques for effecting smooth transitions.
- Is consistent.
- Is clear about expectations for task and behavior.
- Gives effective directions.
- Builds rapport with students.

- Motivates students.
- Encourages self-monitoring by students.
- Does not overreact.

B. Interpersonal Relationships

- Establishes respectful and productive relationships with total educational community; the students, cooperating teacher, all school faculty and support staff, parents and university personnel.
- Teams effectively with cooperating teacher.
- Works effectively with specialists.
- Works successfully with different teachers in a departmental situation.
- Is sensitive to the interests and concerns of parents.
- Works with teachers across subject areas.
- Recognizes the value of work performed by every member of the school staff.
- Is sensitive to the attitudes and concerns of children and adults.
- Is willing to assist others with a variety of school duties.
- Builds self-concept in students and colleagues.
- Works effectively with and communicates with parents.
- Praises others.
- Practices good listening skills
- Creates a classroom climate conducive to the students' acceptance and support of one another.
- Can apply theories of child development to classroom problems.

C. Professional Qualities

- Understands the value of coaching to improve instruction
- Exhibits a fair and friendly attitude.
- Shows appropriate emotions such as humor, sympathy, empathy, enthusiasm: has an even disposition.
- Shows patience and interest when working with students.
- Utilizes student feedback to improve instruction.
- Reacts positively to suggestions and seeks help.
- Admits mistakes.
- Shows initiative.
- Has personal interests and developed abilities.
- Is mature, flexible and responsible
- Is sensitive to how students perceive each other.
- Shares teaching ideas.
- Tries materials or procedures suggested by another.
- Observes other teachers.
- Seeks to become acquainted with other staff members.
- Spends time in preparation for classes.
- Participates actively in seminars.
- Has a good attendance record.
- Completes assignments.

- Is intellectually curious.
- Demonstrates a sense of service.
- Is reflective in general.
- Engages in self-evaluation of teaching performance.
- Engages in self-evaluation of attitudes toward different types of learners.
- Can cite principles of learning and apply them to teaching.
- Knows and uses educational research.
- Understands and applies principles of character, or moral development.

3. Planning Instruction

- States clearly both long and short term objectives.
- Develops long range goals and specific objectives for ALL students.
- Selects appropriate and realistic objectives.
- Modifies instruction to meet learner needs.
- Utilizes curriculum guides.
- Is original and creative in developing materials.
- Uses various resource materials.
- Develops independent learning centers.
- Analyzes commercial learning materials critically.
- Utilizes media center facilities.
- Designs teaching and learning activities that support the lesson objective.
- Uses a high standard of written English in lesson plans and units of instruction; constructs and states ideas in writing clearly and correctly.
- Adapts strategy and technique to the needs of a culturally and academically diverse classroom.
- Plans worthwhile activities.
- Establishes objectives for affective as well as cognitive outcomes.
- Involves students in the planning and evaluation phases of instruction.
- Analyzes instructional plans for possible side effects.
- Organizes lessons and units around principles of learning and group dynamics.
- Rehearses sufficiently to head off potential difficulties.

4. Delivery of Instruction

- Varies and paces learning activities, alternating different types of activities: student directed, teacher-student, student-student, large group and small group.
- Is enthusiastic.
- Actively participates in the learning activity.
- Uses situations and activities which are relevant to the students.
- Uses various levels of questioning.
- Observes student reactions.
- Has a repertoire of teaching strategies and techniques.
- Makes sound decisions about when to use a certain strategy or technique
- Adjusts teaching method and curriculum to the varied learning styles, academic levels, handicapping conditions, and cultural backgrounds of the students.
- Applies technology to teaching.
- Facilitates cooperative learning.

- Facilitates student originality.
- Reinforces student behavior verbally and nonverbally.
- Stimulates the students' curiosity.
- Uses specific praise.
- Allows maximum pupil response in conducting classroom discussion.
- Facilitates the response of all students, before one is called on to recite or respond.
- Uses the chalk board, bulletin boards, and displays effectively.
- Experiments, or tries new ways to solve instructional problems.
- Provides drill and review when necessary.
- Allows for student practice.
- Utilizes classroom space effectively.
- Builds independence in students.
- Provides clear explanations and meaningful examples.
- Keeps classroom discussion on topic.
- Teaches learning strategies to students.
- Uses audiovisual aids effectively.
- Teaches concepts and skills through several modalities.
- Demonstrates or models skills when appropriate.
- Understands the subject matter and is able to communicate it to the students.
- Adapts material to the level of the learner.
- Infuses multicultural concepts.
- Understands how to teach skills in context.

5. Assessment of Student Learning

- Uses different types of formal and informal reference instruments, traditional standardized and performance-based tests, portfolios, observation systems and assessments of student work.
- Uses assessment procedures that are sensitive to cultural and linguistic variations.
- Diagnoses student abilities and difficulties.
- Develops teacher made tests.
- Diagnoses and assesses student learning on an ongoing basis.
- Uses results of assessments to plan instruction for individuals and groups.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably.
- Utilizes grading system consistent with school philosophy.
- Diagnoses pupil needs and interests.
- Participates in parent conferences to understand how to communicate student progress to the student's family.

6. Overall Reaction to this performance - Special Strengths

Questions for Evaluation:

- Was this student a successful student teacher? Did he/she make sufficient gain for you to feel he/she will be a successful teacher?
- Does this person seem thoroughly prepared each day to do a good job of teaching?

- Does his/her background (cultural and intellectual as well as a sense of teaching methods) seem sufficient for starting a professional career?
- Do you feel this person will continue to grow and develop?
- What would be your reaction to having your child in this teacher's class knowing that teachers influence students in matters of attitudes and values as well as in concepts and skills?

Dispositions

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as: “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.” Dispositions are considered to be predictive of patterns of an individual’s tendencies to act in a given manner and answer the question of whether teachers are likely to apply the knowledge and skills they learn in the teacher preparation programs to their own classroom teaching when they are not being critiqued. Education students are expected to demonstrate throughout the teacher education program the ability to reflect on their practices and beliefs and make adjustments as necessary. Dispositions are assessed at four points during their program culminating at the completion of the student teaching experience. The university supervisor, the cooperating teacher and the student teacher will complete these assessments at the same time as the evaluations (mid-point and end of each placement.)

Lesson Plans

Central to a successful student teaching experience is the ability to develop well thought-out lesson plans. Whenever a student teacher is formally observed it is expected that a well-developed lesson plan be developed. When done properly, well designed lesson plans will increase both the effectiveness and efficiency of teaching. While the student teacher has had some lesson planning development experience in various courses, many fail to recognize the importance and rationale of the process. Lesson plans should be sent electronically to the university supervisor 24 hours before an announced observation. The student teacher is expected to use Form D-1 initially, and transition to Form D-3 at the cooperating teacher's and university supervisor's discretion. Regardless of format the lesson plan should include rationale, objectives, materials, methods/procedures, evaluation, and summary/reflection. Typically student teachers need to give consideration to the following aspects of written lesson plans:

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

**Instruction Plan for a Single Lesson
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

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Rubric for Lesson Plan 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	Fair quality of professional writing is evidenced by 5-7 errors in clarity of	Professional writing is evidenced by 1-4 errors in clarity of	Professional attention to formal writing is evidenced by	

	or more errors in clarity of writing, spelling, usage &/or grammar	writing, spelling, usage &/or grammar	writing, spelling, usage &/or grammar	clarity in writing as well as absence of spelling, usage and grammatical errors	
--	--------------------------------------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------------------------------------------------	--

Lesson Plan- Short Form D-3

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, university supervisors 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 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.

Structuring the Student Teaching Experience

What follows are instructionally-related activities appropriate for the first days of student teaching. These activities also appear in the cooperating teacher handbook:

- Encourage the cooperating teacher to involve the student teacher early in routine matters such as taking attendance, distributing books, returning assignments, and assisting individuals and groups. Student teachers spend a great deal of time in classroom observation prior to the student teaching assignment; therefore, some teaching duties should be assigned to the student teacher within a day or two of arrival. These teaching duties could include leading a small group discussion, presenting a brief lesson on a special topic, assisting students with make-up work, taking a group to the library for

research work, or showing and discussing a video. Observation can continue as the student teacher engages in these initial teaching duties.

- Student teachers need to observe, experience, and process classroom management procedures. They have been given sample questions regarding routines and management procedures in their Student Teaching Handbook to use as guidelines in discussions with cooperating teachers. Have the student teacher observe and record the cooperating teacher's procedures and methods of handling routine matters, of setting up routines, procedures, and seating arrangements designed to prevent management problems. (Form B: Cooperating Teacher Observation – found in the Student Teaching Handbook).
- After these observations, have a discussion with the student teacher about what happened. At this point, make your own thinking about management public; what may be second nature for you is probably still a mystery to your student teacher! If feasible, you and the cooperating teacher might even want the student teacher to establish management routines in one class from the outset.
- While the cooperating teachers are the major source of information and modeling for the professional development of your student teachers, student teachers need the assurance that you are available for help, especially during the early weeks. Student teachers and supervisors should engage regularly in both informal and formal conversations designed to assist and support the student teacher. Use of responding to weekly reflective journals is strongly recommended. You should also schedule lengthier conferences after observations that promote reflection and professional growth.

Troubleshooting and Other Important Information

Our first obligation is always to the students in the school. If any student teacher seriously compromises their education, we need to remove that student teacher from the placement. As the University representative you must maintain good relationships with our local schools and remain sensitive to their needs. If they are struggling with a student teacher, it is our job to assist them, even if it means changing or terminating a placement.

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 they must make a full-time commitment to student teaching. They may not participate in campus courses or other activities which interfere with the school day. Similarly, outside job responsibilities and personal commitments cannot interfere with the student teaching semester. If problems persist after you discuss your concerns with the student teacher, you should notify the Director of Student Teaching.

What if my student teacher performs unsatisfactorily in the classroom?

We advise supervisors to promptly discuss areas of concern with the student. Putting these off usually makes matters worse, and makes taking subsequent action to correct the situation even more difficult. You should notify the Director of Student Teaching early in the process of any such concerns. You should first try to address any concerns about your student teacher in a conference with the cooperating teacher and student. You and the cooperating teacher should outline specific problems that need resolution, improvements you expect to see, resources

available, and a timeline for implementation. If problems emerge prior to your mid-semester evaluation, you can formulate a growth plan as a format to structure a timeline for improvement. If serious problems persist without resolution after you and the cooperating teacher take action, it may be necessary to directly involve the Director of Student Teaching.

What if the student teacher is not assuming enough classroom responsibility?

This problem can stem from two sources: the student teacher or the cooperating teacher. Student teachers are sometimes reluctant to assume additional responsibility and, if left alone, would choose to observe for weeks. Individual needs may vary, but student teachers must assume real teaching roles so that their experience more closely parallels the realities of the profession. This means that you may need to intervene by reinforcing or revising a plan for increasing responsibility with the cooperating teacher and student teacher, and generally giving the student teacher a “nudge.” Cooperating teachers are sometimes reluctant to relinquish classroom responsibilities, especially if they are strong teachers or have favorite classes. This type of problem can sometimes be prevented if you address these concerns while creating a plan for student teacher responsibility. It is important for cooperating teachers to willingly turn a majority of the instruction over to student teachers. If a cooperating teacher really feels strongly about keeping one or two classes, you might suggest a teaming arrangement.

Misconduct

All student teachers are expected to adhere to the University of Maine at Presque Isle Code of Conduct (found in the Student Teacher Handbook). 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 should 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 contacted about the situation immediately and a consultation scheduled. If 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.

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 insensitive to student needs?
- Does the student teacher exhibit unprofessional behaviors or attitudes?

Grading your Student Teachers

You will be asked to recommend to the Director of Student Teaching that the student teacher be given either a grade of Pass (P), a grade of Fail (F), or incomplete-fail (IF). You should recommend an F, or IF grade only if complete written documentation and justification is available, and if the Director of Student Teaching has been previously involved. When a grade other than Pass is recommended, there must be complete written evidence that both the cooperating teacher and the student teacher knew of the difficulties, and that you and the cooperating teacher provided assistance to the student teacher to correct the situation.

Supervision Checklist

This list is a guide for university supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this checklist provides a reminder of key elements of our supervision model.

Week prior to the start of the semester or first week of the semester

- Establish contact with your student teacher to arrange readiness meeting and to give him/her information on how to contact you. (This conference should occur the first week of the semester and no later than the second week).
- Establish contact with the cooperating teacher(s) prior to or during the first week of the semester.

First Visit

- How will the student teacher take over responsibility from the teacher?
- What classes will the student teacher take first, second, and what is the timeline?
- When will the student observe other teachers' classes during the first weeks of student teaching?
- What schedule has been set up for the student teacher and cooperating teacher to meet daily for planning? Short term, long term?
- How often will the cooperating teacher observe the student teacher formally? Informally?
- What arrangements can be made to have the student teacher meet with special education teachers to (a) discuss accommodations that need to be made for any of the student teacher's students who have disabilities? (b) arrange for the student teacher to attend a staffing (if appropriate and possible)?
- How does the student teacher prefer to receive feedback? How does the cooperating teacher prefer to give it? Is there a middle ground?
- Are there any concerns about the calendar for either the student teacher or cooperating teacher?
- What questions or concerns do the student or cooperating teachers have of the university supervisor?
- Discuss classroom management. What structure has the student teacher set up for classroom management? Is this structure agreeable to the classroom teacher?

- What questions or concerns does the cooperating teacher have regarding evaluation of the student teacher?
- What are the student teacher's plans for collecting artifacts for and developing the student teaching components?
- What concerns does the student teacher have (e.g., financial or personal stresses, teaching stresses)?
- What concerns does the cooperating teacher have?

Pre-Observation Conference

Note: The student teacher should submit the lesson plan to the supervisor 24 hours prior to the observation

- Review student teacher's plan.
- Ask the student teacher for an update on accomplishments.
- Discuss issues arising from the Reflective Journal.
- Review and discuss lesson plan for the lesson to be observed
- Discuss the focus/foci of the observation and what data the student teacher would like the supervisor to gather.

Observation

- Collect descriptive data on the student teacher's lesson (guided by the discussion from the pre-observation conference).
- Limit the data collected and focus of observation to the areas agreed upon in the pre-observation conference unless something happens during the lesson that gives the supervisor cause for concern about the student teacher's meeting the minimum standards of performance expected at this stage of the student teaching experience.
- If the student teacher is at risk of not passing student teaching, the university supervisor should assist the student teacher in developing an action plan that clearly identifies what the student teacher needs to do in order to succeed.

Post Observation Conference

Provide the student teacher with a copy of the observation form:

- Guide the student teacher in analyzing and reflecting on the data
- Provide feedback on the observation (as a follow up to having the student self-reflect)

End of Term Responsibilities

1. End of placement evaluations on TK-20
2. Final Evaluation Narrative Summary

Summary

The faculty of the College of Education at the University of Maine at Presque Isle appreciates your willingness to supervise a student teacher. We hope that the opportunity to serve in this capacity will be as professionally rewarding for you as it will be appreciated by our students. Student teaching is a crucial part of our program. 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 as an example of someone who is devoted to students and who has mastered the intricacies of teaching. 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.