



COACHING THE STUDENT TEACHER

Fourth Edition



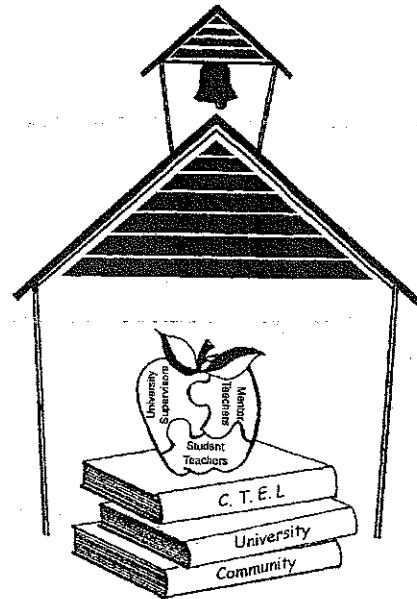
Chapter 1

COACHING THE STUDENT TEACHER: A DEVELOPMENTAL APPROACH

Learning how to teach is a developmental process. However, development is not automatic. Instead, student teachers need many classroom interactions, opportunities to practice, and time for thoughtful reflection. Likewise, development does not occur in isolation. Professors, school principals, and university supervisors offer student teachers their expertise and diverse experience. However, it is the mentor teacher who has the greatest and longest lasting impact on the pre-service teacher's professional development. The mentor teacher will become the student teacher's model for lesson planning and delivery, classroom organization and management, curriculum development, student assessment, parental interactions, and a myriad of other roles and responsibilities. The mentor's talents as an instructional guide, professional confidante, professional advisor and clinical supervisor will have a tremendous influence upon the student teacher.

The purpose of this text and the companion text, *The Student Teaching Experience: A Developmental Approach* is to provide explicit information about the ever-evolving roles of the student teaching triad – the mentor, student teacher, and university supervisor – throughout the student teaching apprenticeship. All members of the student teaching triad can solve problems, construct new understanding and knowledge about teaching, and develop lasting professional relationships.

Welcome to Student Teaching!



The Triad

Mentor – Student Teacher – University Supervisor

The triad is comprised of the mentor, student teacher and university supervisor – the individuals who will work closely together throughout the course of the professional apprenticeship. The mentor and supervisor will help the student teacher develop effective instructional strategies and management techniques, as well as the ability to thoughtfully reflect upon practice.

The Mentor Teacher – The mentor’s primary goal is to assist the student teacher in comprehending and competently assuming the complex role of classroom teacher. The mentor teacher accomplishes this task through modeling teaching strategies, offering explicit verbal explanations for instructional decisions and actions, and by providing specific, developmentally appropriate performance feedback. Effective mentors graciously welcome student teachers into their classrooms and quickly begin to establish a positive working relationship (see *Welcoming the Student Teacher* on pages 4-5 for more information).

The Student Teacher – Over the course of the semester, the student teacher will gradually assume responsibility for lesson planning, student learning and classroom management. With the help of the mentor, the student teacher will become a full-time teacher in a position of responsibility in the school.

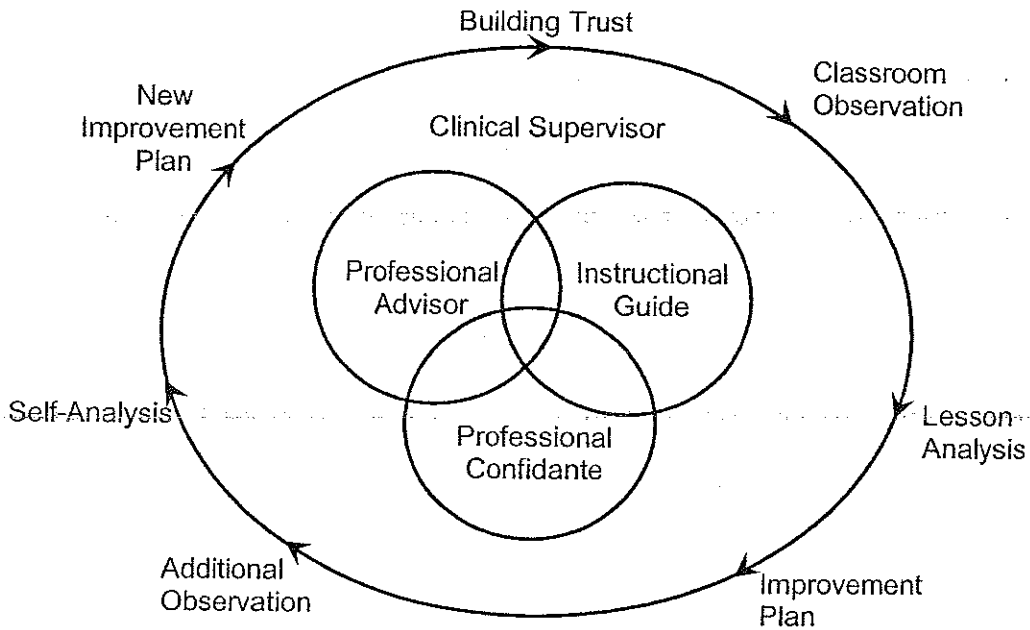
The University Supervisor – As a liaison representing the university, College of Teacher Education and Leadership and the Office of Professional Field Experiences, the university supervisor will observe and evaluate the student teacher, and confer with the mentor throughout the semester. The supervisor provides support to both mentor and student teacher, and encourages each team to develop the optimum working relationship. University supervisors also act as co-facilitators of the student teaching experience. Therefore, they have the responsibility for reviewing and assessing the student teacher’s requirements. (These requirements are briefly described on pages 4-5)

In addition, student teachers will have a number of specific requirements to complete for student teaching, and many will have additional coursework from the university.

Mentorship: Roles, Qualifications and Characteristics

In the epic poem, the *Odyssey*, Homer described Mentor as a loyal, wise advisor entrusted with the care and education of his protégé, Telemachus. Education has just recently applied this concept to veteran teachers who work with beginning teachers. The mentor has a profound effect on a student teacher's professional development. Therefore, the selection of a veteran to serve as mentor is critical to the success of the apprenticeship. Mentors must be willing and able to function in a number of capacities. Figure 1.1 provides a visual representation of the mentor teacher's multiple roles and responsibilities. These roles and specific functions are clearly delineated in *Welcoming the Student Teacher* on pages 4-5.

Figure 1.1 the Coaching Cycle



Welcoming the Student Teacher

Effective mentors immediately help student teachers begin successfully by taking a number of specific actions. The Mentor Teacher Checklist describes these intentional activities. This checklist reviews the four major roles mentors play by describing specific, intentional activities a mentor can perform immediately, and others that are more appropriate later in the semester.

The Mentor Teacher Checklist

Professional Advisor	Instructional Guide
<ul style="list-style-type: none"><input type="checkbox"/> Provide a desk or workplace, necessary instructional materials, textbooks, resources, supplies and equipment.<input type="checkbox"/> Review district expectations, school policies, and procedures.<input type="checkbox"/> Establish beginning and ending dates of the student teaching semester, and duration of the work day.<input type="checkbox"/> Introduce the student teacher to the school community, faculty, staff, administration, and parents.<input type="checkbox"/> Tour the campus and provide a map of the school.<input type="checkbox"/> Review school forms, such as lunch counts, tardies, passes, excuses, etc.<input type="checkbox"/> Explain copier and paper allotment policy. Demonstrate how to use media equipment, computer, etc.<input type="checkbox"/> Arrange for the student teacher to extend experience beyond the immediate classroom by attending some of the following: parent conferences, student clubs, sports events, student council meetings and activities, PTA meetings, and faculty meetings.	<ul style="list-style-type: none"><input type="checkbox"/> Share personal philosophy of classroom management and review classroom rules.<input type="checkbox"/> Review curriculum goals and objectives.<input type="checkbox"/> Assist the student teacher in developing his/her own lesson plans.<input type="checkbox"/> Help select instructional materials and outside resources.<input type="checkbox"/> Suggest ways to check for student understanding.<input type="checkbox"/> Identify students with special needs and discuss appropriate instructional adaptations.<input type="checkbox"/> Review classroom routines, such as seating arrangements, homework collection, and material distribution.<input type="checkbox"/> Explain grading procedures and grade book/portfolio management.<input type="checkbox"/> Model procedures for notifying parents regarding grades and/or discipline policies, including letters, phone calls, and conferences.

Clinical Supervisor	Professional Confidante
<ul style="list-style-type: none"><input type="checkbox"/> Use developmentally appropriate feedback strategies.<input type="checkbox"/> Provide continuous evaluation through daily feedback and weekly conferences.<input type="checkbox"/> Arrange to have student teacher's lessons videotaped.<input type="checkbox"/> Maintain a frank, helpful and professional attitude when discussing the student teacher's strengths and areas in need of improvement.<input type="checkbox"/> Provide written feedback by completing the Weekly Progress Form.<input type="checkbox"/> Provide summative feedback by completing the first and second trimester assessment and final evaluation.<input type="checkbox"/> If necessary, initiate procedures for a student teacher in jeopardy early enough to be effective.	<ul style="list-style-type: none"><input type="checkbox"/> View the student teacher as a co-worker rather than a subordinate.<input type="checkbox"/> Display a positive, professional attitude toward teaching colleagues, and school administration and staff.<input type="checkbox"/> Model professional behavior with students, parents, and community members.<input type="checkbox"/> Be sensitive to student teacher's feelings and opinions.<input type="checkbox"/> Encourage student teacher to assume teaching responsibilities.<input type="checkbox"/> Share materials and ideas willingly.<input type="checkbox"/> Offer advice about balancing personal and professional time.<input type="checkbox"/> If conflict arises, attempt to resolve conflict immediately; if necessary, refer the problem to the university supervisor or the Coordinator of the Office of Professional Field Experience.



PHASE I: Orientation/Assuming Partial Responsibility – Weeks 1-5

Student Teacher	Date
➤ Becomes familiar with colleagues and school facility.	
➤ Learns names of students and becomes familiar with their unique needs.	
➤ Observes instruction using Observation Guide and Orientation Activities. Pp 12 - 16	
➤ Observes classroom routines and procedures, describes them in writing. P 15	
➤ Participates in classroom routine, i.e. attendance, recording grades.	
➤ Instructs entire class with intense supervision.	
➤ Participates in related activities, i.e. faculty meetings, athletic events.	
➤ Tutors individual students and small groups.	
➤ Becomes familiar with content to be taught later in the semester.	
➤ Begins to develop detailed unit/daily lesson plans.*	
➤ Begins teaching, following lesson plans prepared by mentor.	
➤ Constructs teaching activities that motivate learning.	
➤ Keeps reflection entries, Blackboard discussions, timecard, and notebook up to date.	
➤ Attends university and supervisor seminars.	
Mentor Teacher	
➤ Maintains responsibility for planning and conducting class but involves student teacher in planning; shares long-range plans for semester.*	
➤ Involves student teacher in routine procedures, preparation of materials, and interaction with students.	
➤ Reinforces standards for initial lesson planning.*	
➤ Set aside a special time each day to review student teacher questions.	
➤ Provides specific feedback to student teacher frequently. (See Weekly Progress Form in <i>Coaching the Student Teacher: A Developmental Approach</i> .)	
➤ Completes and reviews, with student teacher and university supervisor, the Professional Attributes & Characteristics Scale and Instructional Development Scale at the end of the fifth week. (See <i>Coaching the Student Teacher: A Developmental Approach</i> .)	
University Supervisor	
➤ Holds orientation meeting and reviews requirements.	
➤ Conducts at least one seminar; determines seminar content based on student teacher concerns, and establishes times and locations for seminars.	
➤ Conducts introductory meeting with mentor and student teacher.	
➤ Observes and confers with student teacher and mentor.	
➤ Reinforces standards for initial lesson planning.*	
➤ Discusses the first trimester evaluation with student teacher and mentor.	

*Initially, lesson plans should be quite detailed. As the student teacher becomes competent in carrying out plans, there may be less written detail. Generally, as the teaching load of the student teacher increases, the amount of detail in lesson plans will decrease and may be written in the teacher's daily plan book.

PHASE II: Partial to Full Responsibility – Weeks 6-10

Student Teacher **	Date
➤ Identifies special class characteristics – relates instruction to students.	
➤ Manages all routine tasks and classroom procedures.	
➤ Gradually assumes full instructional responsibility for the school day, adding one subject, period or preparation every few days as teaching proficiency increases.	
➤ Develops all lesson plans with guidance from mentor teacher.	
➤ Continues to develop instructional materials for lessons.	
➤ Participates in faculty meetings, parent/teacher conferences, PTA meetings, and staff development workshops offered through the district.	
➤ Continues to maintain reflection entries, timecard, and notebook.	
➤ Asks mentor teacher and university supervisor for specific feedback on lesson plans, classroom management, and instructional performance.	
➤ Attends seminars and completes other assignments as required by the university supervisor.	
Mentor Teacher	
➤ Plans instruction cooperatively with the student teacher.	
➤ Models a variety of instructional techniques so that student teacher develops a comfort level for a wide range of teaching activities.	
➤ Continuously assesses the student teacher's level of competency in lesson planning, classroom management, and instructional delivery.	
➤ Provides daily feedback to the student teacher.	
➤ Completes and reviews Weekly Progress forms with student teacher.	
➤ Completes and reviews the Professional Attributes & Characteristics Scale and the Instructional Development Scale with the student teacher and university supervisor (end of tenth week).	
University Supervisor	
➤ Conducts one – two observations. Confers with the student teacher/mentor.	
➤ Conducts at least one seminar.	
➤ Confers with student teacher and mentor about second trimester evaluation.	
➤ Advises and supports mentor and/or student teacher as required.	
➤ Reviews timecard, notebook, weekly reflection entries, and other assignments, as necessary.	

**Elementary and secondary student teachers will assume the full teaching responsibilities of the mentor teacher. Some exceptions may apply. If so, please speak to the supervisor. (Adapted from Student Teaching Handbook from the University of Arizona, Beeker and Kroeger, 1991.)

PHASE III: Full Responsibility/Phase Out– Weeks 11-15*

Student Teacher **	Date
➤ Sustains primary responsibility for lesson planning, preparing materials, delivering instruction, and monitoring student progress.	
➤ Implements and maintains an effective discipline plan.	
➤ Communicates with parents (via newsletters, personal notes, phone calls, and/or parent conferences) under mentor’s supervision.	
➤ Assumes primary responsibility for student assessment and recommends student grades to mentor teacher.	
➤ Provides instruction that recognizes individual student needs.	
➤ Continues to maintain reflection entries, Blackboard discussion, timecard, and notebook.	
➤ Asks the school principal (or other building administrator, such as grade-level or department chair) to observe a lesson and provide feedback.	
➤ Videotapes “best lesson” for reflection.	
➤ Completes university supervisor’s evaluation.	
➤ Attends seminar and completes other assignments as required by the university supervisor.	
Mentor Teacher	
➤ Examines, critiques, and approves student teacher’s plans for instruction and student assessment.	
➤ Assumes primary responsibility for pupils’ final grades.	
➤ Continues to observe and assess the student teacher’s instruction.	
➤ Provides daily feedback to the student teacher.	
➤ Occasionally models instructional strategies.	
➤ Completes and reviews Weekly Progress forms with student teacher.	
➤ Completes final evaluation that includes a summative narrative (end of fifteenth week).	
➤ Completes university supervisor’s evaluation.	
University Supervisor	
➤ Conducts one – two observations. Confers with the student teacher/mentor.	
➤ Conducts final seminar.	
➤ Confers with student teacher and mentor about final evaluation.	
➤ Advises and supports mentor and/or student teacher as required.	
➤ Reviews timecard, notebook, weekly reflection entries, and other assignments, as necessary.	

* Final week –Observations and gradual phase out (mentor teacher should approve any outside observations).

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