

Working with Student Teachers

Agenda/Talking Points

1) *What should a student teacher (ST) be learning during student teaching?*

- a) classroom management techniques!
 - observation and trial-and-error-error-error
 - starting half-way through the year, taking on the MT's routines or establishing their own?
- b) how to facilitate inquiry and discussion
 - Two words: Wait time.
 - questioning techniques - Socratic questioning, open-ended questions, high-level questioning
 - this is a "habit of mind" - modeling it for the ST and helping to develop it
- c) useful procedures like;
 - starting class and ending class
 - how to get a group of kids to quiet down
 - handing in papers, getting new papers, stamping hw, making up missed work etc
 - lab setup and cleanup
 - safety stuff
 - using a grade book or grade book software
- d) Curriculum design
 - practice what they've learned in credential program, trying out their own ideas and getting feedback (before and after)
 - how to take an idea from somewhere else and turn it into a solid inquiry-based lesson
 - MT is available for feedback and suggestions to ST, but not directly teaching
- e) Experience with parent and admin contact
 - MT supports ST, MT is advocate for ST

2) *Models of student teaching*

- a) depends on the student teacher program, such as how often or for how long a ST works with you (see #6)
- b) establishing the authority of the ST - and not stepping on the ST's authority
- c) team teaching
- d) MT hands-off approach
- e) stay in room or leave - sometimes depends on ST program requirement
- f) how much scaffolding should MT give?
 - how much curriculum should student teachers develop vs how much should they be given/borrow from master teacher?
 - up to MT and ST to negotiate
 - As MT, do you point out problems or let the ST make mistakes and learn from it?

3) *Providing effective feedback*

- a) how often should you meet w/student teacher?
 - Scheduling regular time to meet and talk!!!!
 - immediate feedback after an observation - while it's still fresh
- b) letting them talk through their lessons - to figure out the high points and low points?
- c) Observation techniques: video taping? observing from in the back?
- d) on the fly feedback techniques
 - sticky notes handed unobtrusively to teacher for comments/suggestions
- e) Remember that even though you are a relatively new teacher, you still have valuable insights and ideas on what makes teaching effective. You have experience that the ST does not have. Don't be afraid to tell them "hey you should do this differently" and help them see why.

4) *What should a master teacher expect from this experience?*

- a) DO NOT think of this as a chance to get an extra prep period!
- b) renewed idealism?
- c) a new pair of eyes to explore new curriculum ideas? - new demos, lab ideas, etc
- d) higher level of accountability?
- e) self-reflection? – WHY we do the things we do in the classroom, justify / discuss with ST

5) *Concerns about taking on a student teacher*

- a) you have the right to turn down a student teacher for any reason
 - like if they smell, or hate kids, or don't like to have fun, or you think you'll have personality conflicts
- b) what if the student teacher is just not good?
 - you don't want your class to "suffer" if the teacher isn't great...
 - will this reflect poorly on you - STAR scores, etc?
- c) what if the students in his/her class complain that they have to have a student teacher? what if they complain they *don't* get the student teacher?
 - would I make the student teacher do the same projects so one class isn't missing out on cool projects?
 - what if parents complain that their kid is not getting the full educational experience

6) *Types of student teachers and how they are treated differently in the classroom just to highlight that each credential program has different expectations and requirements...*

- a) As MT you must understand your ST's program's requirements! Examples:
 - Cal - 4 different 4 week observations, then 2 1-semester placements (one high school, one middle)
 - UC Davis - 10 week "intern", in class 3 days per week (undergrads not in a credential program yet).
 - SFSU – 10 wks observations at various schools, then a semester of student teaching 2 different classes
 - STEP (Stanford) - summer program working in a middle school, then a semester of observation/limited teaching, then a semester of student teaching
 - UVM - Fall semester of observation, with the opportunity to start team teaching. During the spring semester more lead time in the classroom leading up to 4 weeks of solo teaching

7) *Writing recommendation letters for your ST*

- a) Three types of letters, and what to say in each, what not to say in each.
 - ST was ok
 - ST was super
 - ST was poor