



What Makes the Difference?

The Role of the Supervising Teacher in a Resident Student Teaching Program

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INTRODUCTION:

THE DIFFERENCE WE WANT

Rather than to try, within these few pages, to repeat general statements about student teaching from the basic texts which are available to supervising teachers, we have attempted to identify several of the more important aspects of the supervising teacher's role. We are calling attention to some of the observable developments expected in the student teacher and are indicating ways in which supervising teachers can work for these differences. As a teacher education faculty charged with the responsibility of providing adequate pre-service experiences to more than 2,000 new prospective teachers each year, we place a special trust and confidence in our off-campus colleagues, the supervising teachers, who provide laboratory experiences for our student teachers. We feel that ours is more than an opportunity, it is really part of our obligation to these supervising teachers to provide adequate resources and suggestions which may support them with counsel and security while they work with student teachers. We feel that if we take full advantage of the unique possibilities of the Michigan State University student-teaching program, we can develop supervising teachers with outstanding competences.

Supervising teachers "with a difference:"

- Are self-assured and confident in their work.
- Develop effective techniques of working with student teachers.
- Treat each student teacher as a unique personality with unique possibilities for development.
- Work positively, builds strengths from identified weaknesses in the student teacher.
- Seek ways to create even better educational opportunities for the pupils by properly utilizing the student teacher's skills and resources.
- Approach the experience as a self-improvement project which can result in self-satisfaction and greater competences.
- Set good examples through their own professional attitudes.

WHAT MAKES THE DIFFERENCE AT THE BEGINNING OF THE TERM?

At the beginning of the term, the "little things" are especially important. Student teaching is basically a project in human relations. Your student teacher has many adjustments to make, and most of them must be made quickly. Similarly, you and your students must make adjustments. The things which facilitate these adjustments may not be considered either scholarly or particularly difficult, but they are important!

Friendliness

The simple gestures of friendliness on the part of the supervising teacher and the pupils can make the student teacher feel "at home" more quickly. Friendly introductions to others on the faculty, the custodian, and parents, as opportunities arise, are most welcome.

Here are some suggestions about introducing your student teacher to the class:

1. *Lower elementary*: introduce as another teacher who has come "to help us for several weeks."
2. *Upper elementary*: similar to above, only be ready to answer questions as to why a university feels that it is important for a new teacher to begin teaching in the classroom of an experienced teacher.
3. *Junior high*: introduce as a "student teacher;" avoid references to "practice" teaching, or "seeing if he or she is going to like being a teacher"—occasionally junior-high youngsters then feel obliged to help the newcomer escape the folly of liking to be a teacher!

4. *Senior high*: introduce as a “student teacher;” occasionally senior-high students are properly impressed by references to the student teacher as a college senior and as a person beginning on a professional career.
5. *At any level*: when in doubt, do not expect the student teacher to make a speech to the class the first day. It is a bit awkward to welcome oneself, and some student teachers do not like to be “put on the spot” so early in the game.

Usually, men refer to their student teachers by first name from the beginning of the term. Women sometimes feel more comfortable addressing their student teachers as “Miss Smith” or “Mrs. Jones.” In any case, it is very important to the morale of the classroom that you use a proper address before students at all times.

If you want your student teachers to refer to you by first name, you should explicitly give them your permission. Otherwise, habit and proper speech manners would force them to continue addressing you as “Mr. Johnson.” They must *always* say “Mr. Johnson” when *in the presence of students*.

To return these gestures of friendliness, and also to become more ready to handle the teaching situation, your student teacher has a basic responsibility to become well acquainted with others as soon as possible. It is expected that a student teacher in the elementary school will learn the students’ names within two days, within two weeks in the secondary school.

Some supervising teachers find it convenient to invite student teachers to community activities outside the school, but this is not ordinarily expected of the supervising teacher. Occasionally in the elementary school, classes enjoy making welcoming preparations for the student teacher’s arrival. Even in the secondary school, it is a friendly gesture for a student or small group of students to give the student teacher a “conducted tour” of the building.

Thoughtfulness

Constructive thoughtfulness grows out of skill in putting oneself in another’s position. It is not necessary to over-protect as a gesture of thoughtfulness—in fact, some student teachers need help in overcoming the very handicaps which over-protection causes. Student teachers need to face squarely the trials and tribulations of teaching, but they should be inducted to the more difficult aspects of teaching with due consideration for the adjustments the student teacher must make to this new way of life. Supervising teachers should avoid giving all test marking and other paperwork chores to the student teacher. These normal responsibilities of teaching should be shared on a mutually acceptable basis.

Sitting idly and watching the supervising teacher and the students for long periods of time can be extremely difficult for the student teacher. It is a thoughtful gesture to involve the student teacher in as many activities and experiences with the students as is practicable. Perhaps more obvious is the need to inform the student teacher of the various standards and expectations of the school. A thoughtful supervising teacher helps a student teacher avoid being too informal in dress or conversation with colleagues, being late to faculty meetings, smoking in the wrong room or at the wrong times, or committing other social blunders.

There is a definite need for the student teacher to have a separate set of textbooks, whenever this is possible. Ordinarily, the principal is able to give assistance, especially in providing extra copies of teacher’s manuals which should be available to the student teacher from the start of student teaching.

We hope that our student teachers will be sufficiently interested in the students, their backgrounds, progress, and problems, to turn to every possible source for help and information. It is important that they learn to use cumulative and objective data. We have never discovered a good reason why the student teacher should not have access to the roll-and-grade book, the permanent records, and standardized test scores, except where the student teacher persists in being tactless and

unprofessional in his use of such records. In fact, many supervising teachers share the responsibility for the attendance records, recording of grades, etc., with the student teacher during the very first week of student teaching.

Communication

It is safe to say that there are two distinctive symptoms of serious difficulties in student teaching. These are the feeling of a supervising teacher that the experience is becoming a nuisance and a “headache,” and the observation that the students in the classroom are losing ground or not progressing up to their expected capabilities. Fortunately, these symptoms rarely arise, but where either or both begin to emerge, it is time (perhaps *past* time) to give serious attention to communication. Two people *can* work together, even for a long period of time, without communicating freely with one another. A basic reason why we urge you to have frequent conferences with your student teacher at a regular time and place is to encourage communication to go deeper than the simple social level:

“Good morning. That was a nice lesson you taught yesterday afternoon—would you like to teach the arithmetic class this morning? What else shall we talk about?”

This monologue can hardly be called a conference. The level of communication must go far deeper than this “off-the-cuff” casualness. What is needed, first of all, is such a complete and mature understanding of your student teacher that you are able to know by observing just how he reacts and how he feels about various situations. Next, an atmosphere of mature and friendly confidence must be built wherein the student teacher knows and feels she is free to talk about things that are *really* important as she sees them. This is not accomplished, needless to say, by *telling* the student that he is free to talk with you about his problems; rather, he must learn this for himself from the very way in which you counsel with him day-by-day.

One of the greatest dangers is that you may avoid bringing “touchy” issues out into the open. *When the student teacher does something persistently that irritates you, the lines of communication should be opened to inform her of your displeasure.* Often you will be able to adjust yourself to petty things, but whenever the welfare and learning of the students, or the quality of your inter-personal relations is involved, *do not* try to “keep it under your hat.” You may boil over sooner or later, to your great regret!

Early in the term, it may be necessary to suggest changes in your student teacher’s manner of dress, grammar, blackboard writing, use of slang, use of advanced vocabulary, or conversation with fellow teachers. Such subjects should not be postponed. Your student teacher will usually respect you for having the wisdom to communicate on such “touchy” subjects even though it may set him back on his heels temporarily. *It has to be done*—if you don’t want to handle such problems yourself, you should call upon the co-ordinator or the principal; but when *you* take the step yourself, it serves to deepen the level of your communication with your student teacher.

Encouragement

“Don’t be nervous!” Can more useless words be found in the English language? Where emotions of fear and uncertainty are concerned, words are inadequate. Student teachers vary in their needs for encouragement and reassurance. When it is needed, encouragement should be supplied by the alert supervising teacher; when it is not needed, bad habits of dependency can be created by too much encouragement. You will have to study your student teacher to know how much she needs, but keep in mind these suggestions:

1. Be sincere—if something is not worth praising, suggest improvement.
2. During the early weeks, while you are unsure of your student teacher’s needs for encouragement, make special efforts to compliment any signs of growth or improvement.

3. Pass along comments from others when they would encourage the student teacher.
4. Help the student teacher learn to interpret students' reactions to her teaching so that she might become more able to get satisfaction and confidence from her own appraisal of her work.

Above all, with your student teacher, as with your own classroom students, work and think in positive terms. Build so that strengths become stronger and weaknesses are overcome by the student teacher himself.

"A Place To Hang Your Hat"

According to the thinking of a songwriter, the "best things in life are free." Similarly, the little things (which are so easily overlooked) matter most in student teaching. The physical arrangement of the classroom is important. We suggest that you try to arrange a small work center near your own—a sturdy table beside the teacher's desk will suffice, although another medium-sized desk might be better yet. The important thing is to have a "home base" which the student teacher can call his own. He is likely to feel a little awkward or uncomfortable if he feels that his books and papers are taking space you would otherwise be using yourself. He probably will not have much need for drawer space, since he will be depositing student papers and records in your regular spaces for such items. However, if your student teacher is a young lady, a drawer or enclosed shelf should be provided for storage of her purse. During topcoat weather, the student teacher will need a place to hang her coat and hat.

There is a sound psychological reason for the suggestion that the student teacher's work center be near yours. A large part of the success of the student teacher's work will depend upon her being accepted as a teacher by your students. Consequently, anything that you are able to do toward helping them see her role as being similar to yours will help. If her desk is in the rear of the room, she is "on their side of the fence"—just another student. The closer her classroom manner and presence is to yours, the more nearly the teacher identity is established for her.

Again, from the psychological point of view, the student teacher needs to identify himself with your room. He needs to gain a "we-and-ours" feeling. He needs to feel responsible for the ventilation, lighting, and neatness of "his" room. The host/guest relationship will persist at first, and since there are many desirable advantages in starting out with that relationship, we do not discourage it. However, before many days go by, this relationship should slip into the past as the student teacher comes to feel that he is a functioning part—an *important* part, if you please—of the classroom situation.

THE CHANGE THAT MAKES THE DIFFERENCE

One of the most interesting aspects of student teaching is that, in many cases, it is a time of rapid growth and dramatic change. For a typical student teacher, there comes a time during this experience when her whole approach seems to change. In simplest terms, the transformation is from a role of dependency to a role of initiative. As she begins the term, she is dependent—highly responsible, yes, but a follower rather than an initiator of action. She is somewhat timid about making suggestions. Challenges to be imaginative in planning lessons seem to fall on deaf ears. Cautiousness, deliberateness, dependency, and patience appear to be holding back her otherwise willing spirit. No matter how personable, dependable, and helpful she may otherwise be, for her to complete the term still in this condition is unsatisfactory. Naturally, a large part of "the change that makes the difference" is determined by the student teacher, no matter how hard the supervising teacher may try to help her. But there are some very definite actions which the supervising teacher can take to help bring about this change.

From Dependency to Initiative

By encouraging the student teacher to do *considerable* written planning and to think through *several* possible approaches to the development of a given lesson, you can prevent your student teacher from becoming more dependent upon you. Merely telling a student teacher that you don't want him to copy you rarely accomplishes much. You must insist on his doing the kind of imaginative planning that forces him to consider more approaches than just the ones he has seen you use.

We have seen that a student teacher develops more rapidly if he is doing extensive written planning, provided that he sees a purpose in it and develops a system or technique that works *for him*. Unless written planning helps him to do a better job in his teaching, it is missing its purpose. Since you are in the best position to evaluate this, his primary responsibility with respect to planning is to the supervising teacher, not to the co-ordinator. We want to avoid idle routines or meaningless rituals. Standard plan books are almost worthless, in most cases, because they give inadequate space. To the ideas of planning he brings in at the beginning, he should add whatever help you care to give him and then develop through constant modification and revision during the term a system which satisfied him.

From the first week, you can expect your student teacher to help you (preferably on a 50-50 basis) with the chores of record-keeping, paper-marking, grade-recording, and so on. After the student takes responsibility for a class or period, however, all the paper-work relating to her teaching, evaluating, and testing should be done by her. Avoid having her mark test papers on a test *you* have written over material *you* have taught. In general, she should score her tests, you score yours; otherwise the children become confused and insecure and she becomes more dependent.

As soon as your student teacher begins taking continuous responsibility for a subject or a class, you may find it actually constructive to leave her on his own occasionally. This should not be for more than a day at a time, even after the student teacher is taking full responsibility for all the classes. Many supervising teachers do their very best work with their student teachers after this point.

Advance evaluating of plans, encouragement, occasional critical advice, assistance in interpreting the reaction of the students, actual assisting of the student teacher in work with children, continuing work with remedial projects as begun by the student teacher are just a few of the many opportunities open to the supervising teacher during this last phase of the term's work. We have encouraged supervising teachers to visit other schools, even other systems, during a day or half-day while the student teacher is assuming primary responsibility for the class. Such plans must be made several days in advance, with the approval of, and by special arrangement with, the principal.

Success Experiences—The Building Blocks

As in any learning experience, positive and negative experiences have their place, but it is the positive, successful experience that builds confidence. We don't want to "protect" or insulate the student teacher from reality, but until he has had enough successful dealings with students and groups of students to give him confidence, reality may cause him to retreat farther into the shell of escape that he likely has ready for use. To "draw out" a student teacher is to help him find self-confidence and security. This can only be accomplished through *successful* experiences.

Student teachers are usually seniors. Our regulations prohibit their taking other course work or being employed during the term of student teaching. Student teaching is, for most students, the most stimulating, highly motivated, and productive of the various experiences of their teacher education program. Adding these facts together, we conclude that the average student teacher will devote considerable time and energy to his work. Ordinarily, the student goes far beyond the expectations of the supervising teacher in this respect. Consequently, it is possible to strive toward

a successful experience early in the term—not with the class as a whole, but with an individual or small group.

We encourage you to minimize “observation” as a separate and distinct activity taking place for a designated span of time before the student teacher begins teaching. As a student teacher begins the term, she tends to be an inexperienced observer; consequently, she gains more from *participating* with you, as your helper or assistant, than she does as a spectator or observer. Worthwhile observation comes best as a student teacher has a definite role in the experiences and activities. In such situations, she not only observes what others are doing, but she can observe her own reactions and impressions. Furthermore, *observation* rarely gives feelings of success or develops much self-confidence and security.

Provided that the student teacher has demonstrated an appropriate maturity level herself and a reasonable amount of insight and understanding of *causes* of problems, she should be encouraged to work with individuals who are “slow” and in need of special help. (For your pupils, this extra resource for remedial work is one of the very real values of the student teaching program.) It has become so common for supervising teachers to report instances where a student teacher has significantly helped a certain child who had been thought “beyond help,” that we almost *expect* such work on the part of the student teacher as a regular experience. Unusual progress of weaker children is possible because of the doubling of the teaching potential in the class and the new personality (the student teacher) who has an opportunity to “start from scratch” with students who have already built up a shell of resistance against the teacher. Such an experience can be a marvelous building block for your work with your student teacher.

Working Toward Change

There is more danger in rushing a student teacher into regular teaching responsibility than there is in delaying. There is no infallible answer to the question, “How soon should my student teacher begin teaching?” The most effective and appropriate answer will likely emerge from conferences with your student teacher.

1. The student teacher should begin *participation* as a helper or assistant of the supervising teacher. He should gain skill in finding tasks which need to be done: helping individuals, working with small groups, assisting students during seat-work time, writing on the blackboard, attending to the condition of the classroom.
2. The next step is *responsibility*. This might come anywhere from the second to the fourth week of the term. Now the student teacher can be relied upon to perform certain tasks continuously without prompting. He has begun to show his plans in advance to the supervising teacher. He has begun by taking continuous responsibility for a subject or period in which he feels the most confidence. He can be relied upon to seek help and to develop interesting and imaginative lessons in the one, two, or three areas which are his by this time.
3. The final stage might be called *initiative*. Most student teachers arrive at this stage sooner or later—anywhere from the third week to the last week. In this stage, the student teacher not only does a consistently high-quality job with those things which are his responsibility, but he is constantly seeking ways to go beyond this expected minimum. He develops imagination in sound and practical ways, he finds time to accomplish the little “extras” which set him apart from a beginner. He rarely needs reminding of the technical details of teaching.

We recommend regular conferences of 15-25 minutes in length throughout the term. It is important to have a regular time and place, so that it becomes a habit. Habits always seem to consume less time! Your student teacher needs a daily opportunity to sit down with you face-to-face and to go deeper into the current happenings than the lighter conversational times during the

day will permit. Especially at first, the student teacher may be reluctant to take the lead in bringing up matters for discussion, so you should be ready to start each conference with a comment or question pertinent to something you observed in the students or in the teaching program.

Your student teacher can gain much through visiting other classrooms and other schools. How much time should your student teacher spend in such visitation? The answer is variable, depending on the amount you feel that your student teacher can gain from experiences of this sort. In general, it has been found that the equivalent total of four days is a reasonable goal. This does *not* mean more than one day at a time. A word of caution: after your student teacher begins taking continuous responsibilities in your classroom, it becomes increasingly difficult for her to break away to visit other situations. You will likely have to take the lead in encouraging your student teacher to spend some time in this way, inasmuch as she may be reluctant to leave your classroom, where she knows he is learning so much. It is almost inconceivable to her that something else could give her additional values!

The primary purpose in having the student teacher visit other situations is that such experiences help her better understand the students at the level or subject she is teaching. She gains a broader perspective and a deeper insight into *your* students by knowing more about what students are like in *other* levels or subjects. The special purposes for elementary student teachers include the necessary acquaintance a teacher of lower elementary must have of the upper elementary, and vice versa. The special purposes for secondary student teachers include the needed acquaintence with other subjects and levels within her certification field, i.e., social studies: civics, U.S. history I and II, world history, American problems, and the various junior-high courses. Another kind of visiting that secondary student teachers have found helpful is to take a full day to follow a typical schedule of a student in a particular grade. It is ordinarily a simple matter for supervising teachers and principals to assist student teachers in clearing such arrangements informally with the other teachers and schools involved.

It is highly desirable for a student teacher to visit with parents or to visit in homes. We should watch for opportunities to give the student teacher this kind of experience. Almost invariably, parents have a kind attitude toward anyone who is genuinely interested in “Junior,” providing that the teacher or student teacher does not put them on the defensive. Student teachers must learn to work skillfully with parents, and this is only partially accomplished during PTA meetings.

We believe that the supervising teacher who strives early in the term to become acquainted with the strengths and weaknesses of his/her student teacher is in a good position to make important suggestions (assignments) for preparations, background reading, and review reading in methods to his/her own student teacher. You have every right to make such assignments, just as you would with one of your regular students.

In addition to providing apprenticeship opportunities,, there are two special ways in which you can help your student teacher become more ready to begin work in his own classroom next fall:

1. Relate what has happened this year so far, and what will happen after he leaves—giving special attention to how you get the school year underway in September.
2. Encourage him to develop an adequate file of materials and teaching aids.

Your Outlook

You are legally responsible for the classroom and for the welfare and education of your students. The student teacher must understand this and be willing to work within the operating framework that you set up. This does not mean that the student teacher must be your carbon copy. No supervising teacher really wants to develop an imitator. Rather, it means that your student teacher

has a responsibility to bring his plans to you for approval or suggestions. (This is one of the purposes of written, well-organized planning.) Furthermore, the relationship of the student teacher to the supervising teacher is that of a college student to his college-sponsored teacher.

Often a supervising teacher asks us if he will find the student teacher's philosophy to be more advanced than his. Such a question usually arises from an unnecessary concern. Education is constantly moving forward and being modified; no two teachers, either experienced or inexperienced, see things exactly alike. Furthermore, no teacher who is successful stands still. You may have graduated in 1930, 1940, 1960, or 1965; but do you teach today just as you did your first year? Of course not; so you, like education as a whole, have progressed. If this were not so, you would have given up and left the profession long ago! We hope that you will gain some new ideas from your student teacher. This is not a basic purpose in the program, however; the chances are that your student teacher will get more new ideas from you! The main opportunity for you will be in gaining more skill in helping another teacher (in this case, your student teacher) and consequently more critically examining what you have been doing in your own teaching.

TOWARD WHAT GOALS?

In simplest terms, student teaching is a realistic situation wherein the learner places in action her skills and understandings of teaching, striving toward maximum improvement and professional growth during the designated span of time. From this definition, it follows that the burden of responsibility for growth and improvement rests upon the student teacher, not upon the supervising teacher.

The immediate goal of the supervising teacher should be to provide development opportunities for the student teacher. These opportunities should be sequential in nature and designed to move toward increased professional competence—but the student teacher's actual growth and development will depend upon the student teacher herself. It has been said, "You can lead a horse to water but you can't make him drink."

Security

The *supervising teacher's* own outlook toward the profession, the attitude and actions of the faculty, and the behavior of the students contribute toward a feeling of security (or lack of it!) in the student teacher. During her years in the college environment, the student teacher has probably been well-accepted by a close circle of friends; she has felt a kind of security in the routine and predictable continuity of the college program. But the student-teaching situation is so very different—the separation from the old circle of friends, the continual demands upon her time and energy, the evaluation of professional competence rather than academic performance, and the unpredictable elements of public-school schedules and children's behavior. The student teacher needs to feel that she is wanted in the school, that she can be helpful to the students in the classroom, and that the supervising teacher wants to work with her.

Self-Reliance

Student teachers are generally resourceful people and quite able to conduct themselves as ladies and gentlemen in almost any setting. They are prone, however, to share a common weakness—inability to set reasonable goals and to work diligently and consistently toward those goals without pressure from other people. It is more important that your student teacher learn to set goals for himself than for him to "please" you or the co-ordinator. He must become less dependent upon our directing him while becoming self-reliant.

Self-Evaluation

Student teaching establishes habits and behavior patterns that carry over into the first years of teaching. It is extremely important that your student teacher develop the ability to analyze his own teaching skills, his dealings with other teachers, and the effects of his influence upon students. Unfortunately, in many school systems little organized help is given to new teachers. Consequently, the continuing development of your student teacher may well depend upon the accuracy and adequacy of self-evaluation habits he gains while with you.

Self-reliance and self-evaluation go hand-in-hand with intelligent utilization of resources and assistance. To be self-reliant certainly does not mean to spurn help from outside persons or situations, nor does a self-evaluating person resist help toward improvement. It is generally true of young adults that help is best received when it has been *sought*. Your student teacher should learn to look upon you, other teachers, parents, the principal, the co-ordinator, and even the students as potential helpers. He must come to understand what kinds of help each can offer and how he can best capitalize upon the help. As with children, you bring help to the student teacher during the early part of the term—later on, as soon as the student teacher gains reasonable confidence, the pattern should change so that he is placed more and more in the position of seeking out what help he wants.

One of the best techniques you can use to develop this transition is a shift in the nature of your conference with the student teacher. At first, you should take the lead in the conference time, commenting upon recent happenings in the classroom, suggesting and soliciting suggestions from the student teacher. Before many weeks go by, depend more and more upon the student teacher's leadership and planning in the conference itself. While a student teacher is becoming competent as a classroom teacher, we must also see that he becomes resourceful and capable of deciding what is worth talking over in conference.

It can be said that the difference between a merely over-confident person and a self-reliant person is that the latter:

1. Knows what help and assistance he can use.
2. Goes about getting the help from responsible sources, and
3. Properly utilizes the help after it becomes available.

There is a vast difference between being a good follower and being a good leader. Though an effective leader is ordinarily an excellent follower and knows well how to play a productive secondary role in certain situations, an effective follower may not be a good leader. No one argues with the fact that a good teacher must be a skillful leader. Consequently, one reliable indicator of your student teacher's quality during the latter part of the term is his leadership ability.

Leadership ability consists of many areas of knowledge and skills. It is intellectual understanding of human nature, sympathetic interest in others' needs and problems, and behavioral skill in working with others—plus the important factor of ability to initiate action and to draw out the maximum potential of others in the group. Intellectual knowledge is not enough; sympathy for others is not enough; skill in getting along with others is not enough. The student teacher “with a difference” has *initiative*.

Professional Competence

If *professional competence* could be clearly and adequately defined, many teacher evaluation committees could be dissolved and one of the most complex problems ever to face the profession could be committed to history. But it *isn't* that easy. A supervising teacher who has participated in a final evaluation conference with a coordinator of student teaching gains a quick perception of the difficulties. Obviously, even in the most ideal student-teaching situation not every student teacher will be “excellent.” Some come with more adequate backgrounds, some are more responsive to

help and suggestion, some are more skilled and experienced in working with others, and all differ in their ability to take advantage of opportunities in student teaching. For all, however, professional competence is (or should be) the ultimate goal. Following is a list of factors which we consider related to professional competence:

1. Ability to assume adequately responsibility for classroom organization and management.
2. Creative skill in selection and use of materials and resources.
3. Effective, responsible, and loyal relationship to others on the faculty.
4. Democratic ideals and approach to classroom teaching.
5. Good health and vigor.
6. Comprehensive knowledge of subject matter.
7. Comprehensive knowledge of child growth and development.
8. Respect for children.
9. Emotional stability and appropriate self-control.
10. Experimental outlook and approach to problems.
11. Appropriate dress, posture, and manners.
12. Deep interest in sharing ideas with others in the profession and working with colleagues to gain mutual benefits and understandings.

It will be helpful to go over the items on the Student Teaching Evaluation Form with the student teacher several times during the term. At such conferences, try to find out the student teacher's self-perceptions and self-evaluation.

FOR THE RECORD

When you come to the end of the term, you will be asked to make a careful evaluation and to write a recommendation for your student teacher. You will not be asked to assign a grade. In the fall of 1960, the Michigan State University faculty, on the recommendation of the College of Education, voted to discontinue grades in student teaching, and substituted a detailed Student Teaching Evaluation Form with a brief paragraph of comment. The Evaluation Form asks that you rate the student teacher on a number of behaviors and characteristics.

Final evaluations and recommendations must be made in terms of the uses to which data will be put. Not only should these reports reflect competence and growth shown during student teaching, but they must be usable by superintendents and principals who are seeking reliable indicators of the student teacher's potentialities.

A student teacher may be professionally impaired by an unrealistic evaluation. Examples can be cited where administrators have hired graduates with unrealistic "outstanding" ratings in student teaching and have placed the supposed "top quality" teachers in extremely difficult positions. These cases often result in conspicuous inadequacies in performance that lead to resignation or dismissal.

The coordinator is charged with the responsibility for equalizing tendencies of supervising teachers to vary in their ratings of teaching skills. The coordinator's task is to attempt, with parallel action of other coordinators, to ensure that a rating from one school or center represents as nearly as possible the same value judgment as a rating from another school or center within the University's program, or from another term, past or future. Should this not be done, our student teaching evaluations and recommendations could lose their merit and command less credibility in the eyes of many administrators who use them to make decisions each year. Supervising teachers should strive, therefore, to be honest rather than generous, to report as accurately as possible the actual performance of their student teacher. A student teacher whose performance during the term has been unusually strong or weak may well turn out *later* to be a surprisingly good teacher.

You should keep in mind that, although evaluation of your student teacher is a necessary responsibility shared by you and the co-ordinator, you will not be asked to determine whether your student teacher will receive college credit or whether she will be recommended for certification. The coordinator will consult with you and give careful consideration to all factors; however, the University places on the co-ordinator's shoulders the final responsibility for determination of credit and the recommendation for certification to teach.

The evaluation of the *student teacher* can *not* be interpreted as an evaluation of the *supervising teacher*. This should be self-evident, but occasionally in cases where friendship and personal interest have emotionally involved the supervising teacher to an unusual degree, the supervising teacher sometimes resents criticism of the student teacher. Weakness in the student teacher must not be inferred to mean weakness in the supervising teacher.

You will probably spend more time with your student teachers, get to know them better, work with them more closely, and be better remembered by them than by any other teacher during their high school and college career.

Make the most of it.