

FREQUENTLY ASKED QUESTIONS BY FACILITATING TEACHERS

Are lesson plans required?

Yes, student teachers should design plans that contain content, pedagogical, and logistical details for all lessons taught during student teaching. There is no specified planning format prescribed by the Teacher Education Program. However, individual supervisors or county systems may have particular requirements that should be addressed. New teachers need to develop the ability to plan for effective educational experiences for children.

How often should student teacher/facilitating teacher conferences be held?

They should occur frequently. Mini-conferences may occur several times a day as the facilitating teacher and student teacher engage in an ongoing conversation about the experience. At least once a week, a formal systematic conference should be scheduled to review past performance and plan for the future. Such conferences are invaluable to the student teacher. They increase security, provide feedback, strengthen the relationship, enable analysis of student learning, and clarify the planning process. These conferences are best held privately to permit candid discussion.

Who grades the student teacher?

The university determines the final grade for the student teacher. The facilitating teacher submits a recommended grade on the ST-11 in Tk20 at the conclusion of the student teaching placement. These grades along with those submitted by the university supervisor are considered in determining the final grade.

When should the facilitating teacher's evaluation take place?

The final evaluation should take place during the final days of the student teaching assignment in that teacher's class. A preliminary evaluation should be held as part of the scheduled performance review(s) to enable the student teacher to make a formative analysis of performance and set specific professional goals for strengthening areas of weakness. Informal evaluations should be held frequently.

On what criteria should student teachers be evaluated?

The ST-11 rubric provides the descriptors used for evaluating student teachers using the ST-11 summative evaluation at Shepherd University. It is aligned to the performance indicators for teachers as defined by the West Virginia Department of Education for which student teachers are required to demonstrate competency before being recommended for licensure.

Should the student teacher be responsible for special duties?

Yes. The student teacher is responsible for assuming all regular duties assigned to the facilitating teacher. For example, if handling bus duty is part of a facilitating teacher's assignment, the student teacher should learn how to perform that role. Judgment should be exercised, however, as to when the student teacher is able to handle such responsibilities alone.

Should student teachers attend after-school meetings such as those with faculty or parents?

Definitely. Such meetings are an integral part of the teaching experience.

What can I do if a student teacher is clearly inadequate and/or does not respond to suggestions or other feedback?

Confer with the student teacher's university supervisor. Do this as early in the placement as is warranted. Additional supervision will be provided. As a last measure the university will remove a student teacher at the joint request of the facilitating teacher, building administrator, and university supervisor.

Are the students familiar with the curricula of the schools where they will student teach?

Not necessarily. Since there are no nationally determined curricula for American schools and since many districts develop their own, student teachers must learn these just as new teachers do.