



Shannon Stephens provides feedback.

Berniece Patterson

Over the course of my career, I have been a student teacher, mentored student teachers as a cooperating teacher, and I now supervise student teachers. The triad of student teacher, mentor teacher, and university supervisor works best when all parties clearly communicate and understand the expectations of all three roles. As we enter the second semester of the year, I would like to share, especially for mentor teachers, one university's expectations of student teachers.

The standard procedure is to evaluate a student's teaching twice at both the elementary and secondary levels. As supervisors, we follow an evaluation form which has been adopted by the college of education and is used to rate student progress in five categories.

Category I: Active, Successful Student Participation in Learning Process

Students should be challenged while experiencing success in a lesson that has been organized and presented at an appropriate level of difficulty. It is important for students to be able to compose their own quality artwork of the concept/skills that are being taught, while displaying originality. Creative and critical thinking should be evident in students' work.

Category II: Learner-centered Instruction

Students at UNT are trained in Discipline Based Art Education



Katrina Grandinetti monitoring a student's work.

SUPERVISING

(DBAE), which is a comprehensive, sequential approach to instruction and learning. Student teachers are expected to plan lessons incorporating the four areas of DBAE: art history, art criticism, aesthetics, and production.

Student teachers learn to integrate art with other subject areas to increase student comprehension and are required to base instruction on the Texas Essential Knowledge and Skills (TEKS).

Category III: Evaluation and Feedback on Student Progress

Students need to know that the student teacher has set high standards for them and cares about them and their learning. The student teacher

needs to extend students' responses and explain why their responses are correct. Extending will not only increase understanding, but will make students feel that their contributions are important.

Keeping students focused on art concepts, skills, and objectives, so that there is no lapse time, can help to prevent inappropriate behavior.

Student teachers tend to progress in monitoring from being concerned

in the beginning about students looking busy, to actually observing each student's work as they move throughout the room to determine if students understand content and skills. Student teachers move up to the next level when they realize that they need to look for quality in students' work and use input gathered through monitoring to re-teach skills and content.

Category IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

The student teacher needs to begin the lesson promptly. Materials that can be distributed in advance will provide more classroom time for teaching and learning. Keeping students focused on art concepts, skills, and objectives, so that there is no lapse time, can help to prevent inappropriate behavior. Students feel more comfortable when a routine is followed, and a routine tends to eliminate confusion and saves time.

Global awareness can be a challenge. In the beginning, student teachers tend to focus totally on the student they are helping. With experience, they learn that it is important to glance around the room and have their ears “tuned in” to the whole classroom environment, while giving individual help. If off-task behavior is observed, re-directing needs to take place quickly and in a positive manner, so that the student’s dignity is preserved, and the student will not feel the need to be defensive.

Category V: Professional Communication

A pleasant voice with good inflection is necessary to maintain students’ interest. Being grammatically correct is expected in all verbal and written communication, and all written communication should be spelled accurately. Having a patient demeanor, being a good listener, and exhibiting genuine respect are important characteristics for the student teacher.

Conclusions

We want our student teachers to be prepared with quality instruction so that students can achieve their maximum potential. The student-teaching experience is an important step between college classes and the student teacher’s own classroom. The knowledge and experience that the student teachers gain with the mentor teachers in their classrooms is invaluable. Hats off to our mentor teachers! 🐞

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Basic Expectations of Student Teachers

1. Dress in appropriate attire. Follow the school dress code.
2. Arrive on time every day. Student teachers should be in the classroom before or at the same time as the mentor teacher.
3. In order to complete the required student-teaching hours, daily attendance is imperative.
4. Attend all faculty meetings.
5. Keep a daily journal to reflect on progress during the semester. Entries include comments about successes, as well as areas in which improvement is desired.
6. Perform assigned professional duties.
7. Follow the school district policy and procedures.

STUDENT TEACHERS



Mentor Teachers:

Do these expectations match your own for student teachers? Are there any expectations you feel have been left out? Any with which you do not agree? Any you believe should be more specifically addressed? Please let me know at d_bpat@att.net.

Left: Lindsay Garrison connecting quilt/pattern to everyday life.

Below: Shannon Stephens teaching sequence of watercolor painting.

