

THE MASTER TEACHER

The Master Teacher is a regularly employed public school teacher who has volunteered, and has been selected by local school district administrators based on pre-established criteria, to assist in the practical classroom training of prospective teachers. The local school administrator will assure required University standards of selected Master Teachers. Master Teachers render an invaluable service to the profession.

As a Master Teacher you are an important model. The Student Teacher knows that you were selected as a guide because of your overall professional qualities. He or she notes your outlook in life (personal philosophy), your relationship with teachers, custodians, secretaries, parents and pupils, and your attitudes towards teaching as a profession.

Professional ethics and enthusiasm are contagious. Your high standards for teaching, and your sense of dignity and feeling for our profession will potentially make a life-long impression on your Student Teacher. The Student Teacher is part of your legacy and you are to be commended for choosing to share your expertise.

The Master Teacher is Responsible To:

- 1) Teach demonstration lessons.
- 2) Model professional and effective teaching. Assure observations and discussion of the following strategies:
 - a. Classroom management
 - b. Instructional strategies inclusive of strategies for:
 - English language learners (EL)
 - Specially Designed Academic Instruction in English (SDAIE)
 - Students with special needs
 - Reading instruction and competency
- 3) Assure and support Student Teacher completion of required *TPA Tasks*.
- 4) Allow the Student Teacher to begin teaching one formal lesson per day as soon as possible. The CSOE Lesson Plan Template is required by the university and the Student Teacher may practice completing the Template in advance by observing the Master Teacher's lessons.
- 5) Assure full-day instruction by the Student Teacher for a minimum of two weeks at the end of the placement period.
- 6) Coach the candidate to address the Teaching Performance Expectations (TPEs) as they apply to instruction and daily classroom and professional activities.
- 7) Supervise and evaluate the lesson plans of the Student Teacher.
- 8) Guide the Student Teacher through teamwork and conferences.
- 9) Work closely with the University Mentor.
- 9) Make daily informal evaluation of the Student Teacher's work and complete a midterm progress report for the University Mentor and Coordinator.

- 10) Share your classroom, students and expertise.
- 11) Provide appropriate **space** to the student teacher.
- 12) Inform the Student Teacher of school building policies and procedures.
- 13) Introduce the Student Teacher to your students, to faculty, and to staff.
- 14) Complete a letter of recommendation for the confidential file of the Student Teacher.

In addition to classroom instruction, it is helpful for the Student Teacher to become familiar with or experience major activities and duties for which teachers are usually responsible. The following points suggest some of these areas:

- 1) Participating in/or observing staff meetings, in service meetings, school Open House, and selected parent-teacher conferences.
- 2) Gaining experience in long range planning, in referring to curriculum guides and learning how to use them.
- 3) Acquiring knowledge of special services provided in the school system.
- 4) Participating in/or observing such out-of-class responsibilities as playground supervision, school projects, or sponsorship of student service organizations.
- 5) Assisting with room environment.
- 6) Becoming familiar with the use and interpretation of various school records (such as cumulative record cards and pupil progress reporting forms) and with the school's testing program.
- 7) Visiting any available instructional materials center and becoming familiar with available instructional and technological resources.
- 8) Use one major criterion in selecting activities: What will the Student Teacher learn from the activity?
- 9) Visiting other classrooms in the building and school system where excellent teaching is going on.

The following points suggest information about your Student Teacher, which may assist you in learning to know him or her better and in planning classroom experiences accordingly:

- 1) Previous teacher training.
- 2) Current University program, class load, and schedule.
- 3) Previous contacts with children.
- 4) Outside demands on his or her time.
- 5) Hobbies and special interests.
- 6) Areas of most and least confidence.
- 7) Attitudes towards people and learning.
- 8) Available technology.

Orientation which you provide for Student Teachers may include the following:

- 1) Becoming familiar with the school site - such points as rest rooms, parking facilities (and permits), faculty eating areas, room locations, playground areas, use of the lounge, working room facilities, stock room organization (including the procedure to be followed in obtaining needed supplies), and the location of decentralized materials.
- 2) Learning to know other school personnel and their roles in the school: the Principal, other teachers, secretary, custodian, nurse, district counselor, and other auxiliary personnel.
- 3) Becoming familiar with district and school philosophy, policies and routines.
- 4) Developing an understanding of the nature/culture of the school, the district, and the community, gaining insight into the total school organization, understanding the building's unique aspects, and learning about the pupils and the nature of the class.
- 5) Learning where and how to obtain instructional materials or equipment, find supplies, operate equipment, and locate needed curriculum manuals or handbooks.

A successful beginning for a student teacher is of extreme importance. Vital to such a beginning are (1) the Master Teacher's acceptance of the Student Teacher as a co-worker and (2) conveying this feeling to the class. There are many things, which can be done to help the Student Teacher establish rapport and get off to a good start. Some specific suggestions for mentoring by Master Teachers are the following:

Suggestions for Mentoring Student Teachers

- 1) Prepare the class in advance for the Student Teacher's assumption of all classroom responsibilities. The age and maturity of the group, as well as whether or not they have had previous student teachers, will help determine the extent of the discussion needed. If information about the student teaching is given freely, most children will have a stronger desire to assist "their Student Teacher" to have a successful experience.
- 2) Assist the Student Teacher to learn basic ways of performing this transition without stifling creativity. Help him or her understand that there is more than one good way to present various lessons.
- 3) Let the Student Teacher observe you teach each area before teaching it, followed by cooperative planning before teaching. Completing a lesson plan, using the CSOE Lesson Plan Template while observing, is a way to develop the Student Teacher's skills in lesson planning and will pave the way for future detailed planning.
- 4) Let the Student Teacher observe your teaching of a subject again after he or she has taught it. Such observations need to be provided intermittently. Great insight can be gained by the Student Teacher after he or she has had experience teaching a specific area.
- 5) For observations to be truly productive, Student Teachers should be active observers, utilizing Co-observation Forms or Lesson Plan Templates.
- 6) Let the Student Teacher assume more and more responsibility as he or she demonstrates the ability to do so.
- 7) Give the Student Teacher all the tips you can in order to prevent difficulties.

- 8) During this stage, there should be cooperative planning for the Student Teacher's first units of actual teaching.
- 9) The Master Teacher provides the necessary support in the form of approval of all lesson plans, advance discussions, observation and evaluation, and constructive encouragement and criticism on a continuing basis.