



STUDENT TEACHER ROLES

As a student teacher you will be playing several different roles. Friend and Cook (1996) identify three key roles: observer, co-teacher, and teacher-in-charge. These roles are not mutually exclusive and distinct; at times you will be involved in all three roles simultaneously. The following is a bit of guidance for the three roles you may play.

1. Observer

Be alert to what is going on in the classroom. Develop an awareness not only of the obvious but also of the more subtle nuances of moods and feelings. Notice the physical features of the room and analyze their effect. Study the methodology of the teacher. See how much you can learn about backgrounds and attitudes of individual pupils by classroom behavior. If pupils have assigned seats, see how soon you can make a seating chart, filling in all the names. Let all your observing be done not from the viewpoint of a critic of your supervisor, but from the viewpoint of a student and future teacher who wants to learn everything possible to become a good teacher. You may need to mask your feelings while observing lest the pupils become observers of your reactions. Never study or read while observing class sessions; it is both disrespectful and unethical.

2. Co-Teacher

Increasingly student teachers are being asked to co-teach with their cooperating teachers in partnership roles. The change is brought with an emphasis on teaming and collaboration, inclusion models, and higher standards for learning, such as Virginia's Standards of Learning. The co-teaching model includes the following formats: (1) One teach, one assist—one teacher does the teaching while the other assists students; (2) Parallel teaching—the classroom is split in half and both instructors teach the same information at the same time; (3) Alternative teaching—one teacher manages most of the class while the other teacher works with a small group inside or outside the classroom; (4) Station teaching—both teachers facilitate various teaching stations in the classroom; (5) Team teaching—two teachers serve as one with both teachers engaging in conversation without lecture.

3. Teacher-in-Charge

Make careful lesson plans—also a unit plan if you are teaching an entire unit. Always clear your daily plans with your supervisor in advance, submitting a copy to him. Keep your goals in mind—long-range and immediate. Seek criticism and accept it gracefully. Act as though your supervisor were not present in the sense that you do not consciously depend on him to get you out of a "tight spot" that might develop. Do not let your eyes constantly shift direction to check approval or disapproval; keep your eye contact with your pupils. Be firm with pupils, but courteous. Project your voice that all may hear easily. Believe in yourself; act confident and your feeling of confidence will grow.

DAILY LESSON PLANS

Overall course and unit planning is necessary to good teaching so that the teacher and the pupils have a sense of total purpose and goal. You will never satisfactorily arrive where you ought unless you have clearly in mind where you want to go and how long it should take. Unit plans are not enough, however; day-by-day, you need a sense of direction that is in line with long-range goals. Daily lesson plans will help you make the steady, gradual progress that assures the achievement of these unit or ultimate goals.

Daily lesson planning is a way to organize the instructional program so that the objectives of instruction can be met. This organization includes the content, materials, activities, and methods to be used in instruction. It allows instruction to proceed in a manner that is understandable to both the teacher and the student. We want the organization and planning process to result in an efficient and effective teaching-learning situation.

Your discipline problems will be kept to a minimum if you have a clear outline of the day's work. Such an outline will save you from the moments of hesitation and unsureness that cue the pupils to take over. When you become an experienced teacher, you may feel adequate with less structured lesson plans, but for your early years, you need the discipline of careful thinking required by a well-developed written plan.

During Supervised Teaching, you will be required to submit daily lesson plans to your supervising teacher. Depending where you teach, you may be required to submit lesson plans to the principal in advance.

There is no single best form for a lesson plan. The following is a suggested outline. It is best for you to write your plan in outline rather than essay form. The outline is easier to use with quick glances while you are teaching.

- I. Organize the content knowledge for student learning
- II. Identify the objectives of the lesson and link goals/objectives to SOL's
- III. Plan for the diverse needs of students
- IV. Plan a creative way to introduce the lesson
- V. Develop the lesson by enumerating the sequence of activities and gathering the necessary materials
- VI. Determine closure and evaluation procedures
- VII. Plan for follow-up activities considering the scope and sequence of the curriculum
- VIII. Self evaluate the lesson and determine how it can be improved

Such systematic planning should enable you to better meet the variety of individual differences and to provide for interesting and motivating learning experiences for all pupils in the classroom.