Essential Traits of a Master Teacher

An Effective Master Teacher:

- understands that learning is a developmental process for pre-service teacher candidates;
- builds trust;
- invites the ST to collegial activities - grade level meetings, to parent-teacher conferences, meetings about students if appropriate;
- includes the ST in school community events;
- models and discusses how to build community and how that is reflected in classroom management;
- articulates how decisions are made; such as thinking alouds with ST about teaching and management decisions;
- provides collaboration time for lesson planning and learning about classroom management;
- observes ST actually teach, and provides frequent oral and written feedback;
- provides ST with appropriate background information about the students;
- to help ST learn to be a reflective teacher by asking good questions - listening at times, talking at times;
- coordinates with ST how you will check-in on solo days and the solo week during their third semester;
- listens well, and prompts ST to inquire into their teaching practice;
- supports ST to take risks and to try out and test new teaching practices;
- models professional practices, such as demonstrating how to hold high expectations, and reflecting on how to address mistakes;
- provides informative, detailed and meaningful comments on the ST (university) evaluations, and
- communicates with the university supervisor to support the student teacher’s progress.

Master Teachers are asked to....

- Introduce student teacher to the elementary class as a practicing professional/co-teacher;
- Communicate expectations and concerns with the student teacher;
- Allow the student teacher to work with children to complete course assignments;
- Coordinate with student teacher to teach lessons that are in alignment with your own class/school objectives;
o Plan with, observe student teacher on an on-going basis, and provide written/verbal feedback;

o Contact Diane Garfield (contact Dr. Arce for BEST Program) during the first semester with concerns or problems;

o Provide student teacher with contact information in order to facilitate speedy communication;

o Meet with student teacher to complete semester evaluations.

o Asked to submit Field Experience Evaluations to Diane Garfield, Placement Coordinator, Burk Hall 187 (diangarf@sfsu.edu).

Essential Traits of a Student Teacher

An Effective Student Teacher models professional behavior by:

o dressing appropriately as per school culture; arriving on time and communicating any changes in schedule with MT & University Supervisor;

o avoids gossip;

o holds high expectations of self;

o is friendly and sociable with faculty, staff, site administrators and parents, and

o speaks respectfully about students and parents.

o is patient with self and understands that becoming a teacher is a developmental process;

o builds trust;

o attends collegial activities - grade level meetings, parent-teacher conferences, meetings about students if appropriate and faculty meetings if invited, and able;

o attends school community events and

o asks and discusses how to build community and how that is reflected in MT’s classroom management;

o observes MT and asks questions about how decisions are made concerning teaching and management;

o collaborates with MT for lesson planning and learning about classroom management;

o teaches frequently and expects oral and written feedback from MT;

o learns about the students;

o asks good questions - listening at times, talking at times, in order to become a reflective teacher;

o listens carefully to feedback, and asks reflective questions about your teaching practices;

o tries out and tests new teaching practices, and takes risks;

o sets a time to meet with MT to receive feedback on the mid-term and final semester evaluations;

o communicates regularly with the university supervisor.
In addition, student teachers are expected to ....

- Fill out emergency card information to have on file at the school;
- Arrive at the school site at least 15 minutes before school begins;
- Participate in the elementary classroom as per the instructions of the supervising teacher;
- Act in a professional manner at all times;
- Participate in small group and whole class teaching;
- Be available to help students as needed;
- Schedule ample time to confer with the supervising teacher on a regular basis;
- Clearly communicate course assignments and deadlines that must be completed in the field placement with the Master Teacher;
- Follow school district instructional calendar;
- Increase duties/responsibilities as directed by Master Teacher;
- Demonstrate developing competence in curriculum selection, planning, teaching and assessing with small groups and whole class;
- Provide detailed written lesson plans for all lessons, submits a lesson plan at least two days prior to the university supervisor’s observation;
- Use feedback about your progress as you continue in the program (including evidence of development toward competence in the mid-term evaluation, week 7 for those in final student teaching);
- Submit final evaluation at end of the semester (week 14);
- **Note:** Students follow SFSU’s calendar. They are not required to attend field placement when SFSU is on break;
- Make sure that the Field Experience Evaluations are submitted to Diane Garfield, Placement Coordinator, Burk Hall 187 ([diangarf@sfsu.edu](mailto:diangarf@sfsu.edu)).