



COLLEGE OF EDUCATION
Teacher Education and Student Services

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(example of 14 week – good student teacher)

Ms. STUDENT TEACHER successfully completed 14 weeks of student teaching, at SCHOOL NAME, CITY, STATE teaching five sections of sixth-grade language arts, from February 1, 200X to May 14, 200X. STUDENT TEACHER also took the initiative to team and student teach in the social studies area for one week. STUDENT TEACHER'S students came from diverse socioeconomic and ethnic backgrounds, including several possessing behavioral disorders, learning disabilities, attention deficit and hyperactive attention deficit disorders, multiple physical disabilities, and several identified as gifted and talented. Throughout her student teaching experience, students responded positively to STUDENT TEACHER'S enthusiasm for teaching and learning and her genuine warmth and caring.

I was impressed with how STUDENT TEACHER utilized students' interests and knowledge to develop her lessons and units. In her reading unit, based on the novel *Cages*, students were given the opportunity to explore and solve "real-life" dilemmas in individual, partner, and cooperative group settings. STUDENT TEACHER also connected classroom learning to students' real lives by designing a bulletin board that displayed pictures of students' pets. STUDENT TEACHER took the initiative to arrange for a guest speaker from the local Humane Society to inform students about their organization. In her unit, lessons, and learning activities, STUDENT TEACHER provided students with different forums to express their ideas, opinions, and knowledge through drama, personal journals, designing book covers, and creative writing. She also designed a comprehensive learning packet that included activities that were specifically designed to develop students' understanding of the characters, plot, and themes of the story. STUDENT TEACHER utilized technology effectively, enhancing her units, lessons, and activities using a variety of computer programs, and broadened her knowledge base, completing research over the Internet.

As the semester progressed, STUDENT TEACHER gained the confidence and management skills to capture students' attention and keep their interest. She was able to facilitate both small and large group instruction effectively. She was able to implement different management strategies that focused on students assessing and taking responsibility for their own behavior. Her classroom could be described as respectful, caring and supportive-students were actively involved in helping each other learn through cooperative learning activities, peer tutoring, and interactive discussions. STUDENT TEACHER demonstrated the ability to adapt teaching methods, lesson content, and learning activities to better meet the needs of her students. For example, she presented assignments into more manageable portions for several of her students that had unique learning needs.

STUDENT TEACHER interacted with students, parents, staff members, and administrators in a professional manner. She participated and contributed to team, teacher, staff, and IEP meetings, STUDENT TEACHER seminars, sixth grade orientation, Taco/Family night Battle of the Books, and parent teacher conferences.

I believe that STUDENT TEACHER would make an excellent addition to any elementary or middle school staff and recommend her highly.

Recommender
University College Supervisor

Date
Phone
e-mail address