**Cooperating Teachers, Unite!  
Best Practices for Working with Student Teachers**

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Tip #1: Teach on Two Levels

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| **Student Activity** | **Student Teacher Activity** |
| Pair/small group discussions | Observe one pair and note the strategies, metalanguage, etc. they are using (or not) |
|  | Observe one pair and do frequency counts of utterances |
|  | Observe multiple pairs/groups and compare completion and/or accuracy rates |
| Whole class discussions/activities | Reverse-engineer the course objectives for the day, based on the lesson |
|  | Do frequency counts of participation and/or accuracy counts for targeted structures |
|  | Measure wait times |

Tip #2: Scaffold the Student-Teaching Experience

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|  | **Student Teacher Tasks** |
| Beginning of the semester: | * Reverse-engineer objectives based on the class * Draft objectives for the next day’s lesson * Deliver mini-lessons with objectives and activities supplied to them |
| Middle of the semester: | * Plan and deliver lessons based on objectives supplied to them |
| End of the semester: | * Plan lessons from scratch, drafting all objectives and activities |

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| **Student Teacher Task** | **Some Questions to Ask** |
| Drafting goals for a lesson plan | * How will you know if the lesson is successful? * Which goal is most important in your mind? Why? * Which goal will be met first if the lesson proceeds in an ideal fashion? * What do students need to be able to do, from previous lessons, in order to have success here? How do those prerequisites show up in your goals? |
| Planning pair/group work for a lesson | * Why are you having students work in groups of 2 (or 3, etc.)? Why not bigger/smaller groups? * How will you form the groups? Why? What advantages might there be to forming groups this way/another way? Disadvantages? |

Tip #3: Use a process-based approach.

Tip #4: Be ready with recovery strategies.