



UNIVERSITY OF  
NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

**College of Arts and Sciences  
School of Education  
Analysis of Student Teaching Intern  
by the Cooperating Teacher**

**Strengths**

*What strengths is your intern bringing to the profession that are more apparent to you now as they complete their student teaching internship?*

Quinn excels at engaging students and building meaningful connections with them. She demonstrates strong relational skills and fosters a classroom environment where students feel supported, respected, and valued. She also shows impressive flexibility and adaptability when plans change unexpectedly. Quinn handles these situations with professionalism and composure, ensuring that instruction and classroom routines continue with minimal disruption. The ability to think on one's feet and prioritize relationships is essential to effective teaching, as student growth depends on trust and a sense of connection. Quinn consistently embodies these qualities, and they will serve as a strong foundation for her continued success in the teaching profession.

**Professional Development**

*In what areas will your intern need attention and further development as they begin their teaching career?*

One area for Quinn's continued growth is classroom management. As she transitions into leading her own classroom, her ability to establish and consistently reinforce expectations, manage student behavior, and maintain strong pacing will be essential. At times, building greater confidence in redirecting students and implementing proactive strategies will help maximize instructional time and support a focused learning environment.

This is a skill that develops naturally with practice, and with continued experience, reflection, and support, Quinn will grow increasingly effective and confident in managing her classroom. At the start of her teaching experience, Quinn did not have the opportunity to observe the full range of Responsive Classroom practices used to establish routines, classroom expectations, logical consequences, and community-building structures such as Hopes and

Dreams. Because the first several weeks of the school year are critical for building this foundation, it will be important for Quinn to prioritize implementing these routines and norms early on. During our time together she has witnessed how consistently these structures support student behavior and are referenced throughout the year to hold students accountable.