



UNIVERSITY OF  
NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

**College of Arts and Sciences  
School of Education  
Analysis of Student Teaching Intern  
by the University Supervisor - Carol Marcotte, Ph.D.**

**Strengths**

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

I have concluded that the best and most original way to analyze a student teacher's skills is through their final/third observation when they solo teach. The analysis below is evidence of Quinn's teaching as she taught a morning meeting (plus) activity. It was high energy and student centered.

Quinn demonstrated strong instructional practice through the creation of a positive, inclusive, and well-managed classroom environment. Students consistently exhibited respectful behavior toward one another, as evidenced through thoughtful questioning, peer compliments, and attentive listening. Established routines and clear expectations supported smooth transitions between activities, allowing instructional time to be maximized.

A significant strength of Ms. Quinn's teaching was her ability to meet the diverse developmental and learning needs of her students. She incorporated movement, choice, and interactive activities (e.g., greeting routines, games, and student-led opportunities), which supported engagement and allowed students to use energy productively. Additionally, Quinn provided meaningful support for a student with special needs, ensuring full inclusion in classroom activities such as reading, questioning, and assisting with technology.

Quinn utilized a variety of instructional strategies, including modeling, cooperative learning, student-led instruction, and kinesthetic activities. These approaches supported multiple learning

styles and fostered active participation. Her use of questioning strategies promoted both comprehension and critical thinking, as students were encouraged to ask thoughtful questions and provide meaningful feedback to their peers.

Ongoing formative assessment was evident throughout the lesson. Ms. Quinn incorporated self-assessment strategies, monitored student engagement, and adjusted instruction in real time based on student needs. Her ability to “double task” supporting individual students while facilitating whole-group instruction demonstrated strong instructional awareness and responsiveness.

Furthermore, Quinn fostered student leadership and collaboration by providing opportunities for students to take on instructional roles. Students demonstrated ownership of their learning through leading discussions, presenting information, and engaging in shared classroom responsibilities.

Quinn has grown so much during her student teaching! She has become confident in her teaching and designs highly effective lessons that engage students. Her genuine and caring approach to students is wonderful. I have enjoyed working with Quinn very much!~

### **Professional Development**

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

Quinn used many classroom management strategies and was richly engaging with her students. They were very active. Continued searching for classroom managements strategies (like some of the calming activities that she used would be beneficial.