

Suggested Schedule/Activities for Student Teaching

Ten Day Beginning of the Year Experience (for undergraduate students only)

- Communicate with your teacher and make sure you clearly understand the expectations of the school and the Clinical teacher in all areas including arrival time, lesson plan due dates, debriefing, etc.
- Meet principal and staff and familiarize yourself with the layout of the school.
- Observe procedures during pre-planning days.
- Observe how to set up a room.
- Observe organization of materials, paper work, records, lesson planning, grade book, permanent records, etc....
- Learn the student's names, personalities, learning styles, personal interests, etc...
- Make note of any medical problems (allergies, etc...)
- Make note of students with learning disabilities, gifted, etc. Review IEP's (if permitted).
- Help the Clinical teacher and/or paraprofessional prepare for the new school year.
- Review the district's student learning objectives and curriculum.
- Review textbooks and other teaching materials.
- Briefly visit with Specials' teachers if possible and observe what is going on in music, art, computer lab, and library.
- Show initiative in recognizing work to be done and in offering to do it.

75 Days of Student teaching

Graduate student teachers should incorporate suggestions listed above in this portion of the experience.

Phase One: Week 1-2

- Observe the Clinical teacher's teaching style, classroom procedures, and management system.
- Observe behavior patterns, peruse student records (with teacher approval), and learn names of students.
- Compose a **letter to parents** introducing yourself with Clinical teacher's assistance. Letter should be proofread and approved by Clinical teacher, Building Coordinator, and/or Principal according to the assigned school's policy.
- Check attendance, collect materials, and make announcements.
- Become familiar with the needs of all children, especially children with IEP's and those on RTI and the programs and strategies that have been developed for them.
- Begin short and long range planning.
- Discuss your teaching schedule with your Clinical teacher.
- Complete the Personal Contact Information form and the Class Schedule Form and submit to your University Supervisor.
- Plans are submitted to the Clinical teacher for approval a minimum of 3 days before teaching (or earlier if requested by the teacher).
- Assist in whole class instruction.
- Begin co-teaching at one class no later than the second week of the semester.

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Phase Two: Weeks 3-4

- Slowly take on classes until co-teaching the full load of classes.
- Check and/or grade student's work in a timely manner (with teacher's approval).
- Co-plan lessons with Clinical Teacher and teach self-developed lessons if applicable.

Phase Two: Weeks 5 – 12

- Continue co-teaching and assisting with whole class instruction.
- Assume entire responsibility of the class for a **minimum of 10 days (five of which must be consecutive. (We recommend your Clinical teacher leave the room as often as possible during the independent teaching period and have before and/or after school dialogue about the experience.)**
- Invite your principal (or his/her designee) to observe at least once during the full-time teaching. (This is not a requirement.)

Phase Three: Weeks 13 – 15

- Continue to co-teach classes.
- Observe other classrooms and/or grade levels.
- Complete attendance documentation
- Return all materials belonging to the Clinical Teacher and the teaching site.