

IMPORTANT INFORMATION FOR STUDENT TEACHERS

The Basics

1. ATTENDANCE EVERYDAY IS ESSENTIAL

In cases of absence due to illness, you are responsible for calling your cooperating teacher and YOUR SUPERVISOR as soon as possible, either the night before or early in the morning. **You and your cooperating teacher should exchange phone numbers as soon as possible.** A written request for an excused absence must be made. Please note that a written request does not automatically mean your appeal will be approved.

If you are absent, it is your responsibility to make sure that the teacher's manual, your lesson plans, and any other materials necessary for the day's lessons and activities are delivered to your cooperating teacher. You may have the only teacher's manual.

You are to keep a record of your absences for the duration of each student teaching assignment. This record should be kept in your notebook and should be made available to your supervisor each time that s/he comes to see you.

2. PUNCTUALITY IS VERY IMPORTANT

You should determine with your cooperating teacher the appropriate times for arriving and leaving your school. You should allow for time before and after school for faculty and grade level meetings, and meetings with your cooperating teacher to discuss daily, weekly, and long range plans. Do not leave early mornings to finish completing a lesson to be done that day!

3. DRESS

Since you are beginning your professional career as a teacher, you should dress accordingly. Check with your cooperating teacher concerning appropriate dress.

4. TAKE INITIATIVE

During your initial weeks of student teaching you will be gradually initiated into the teaching program by jointly working with your cooperating teacher. It is important that you develop a good working relationship with your cooperating teacher. If you have any questions about the educational programs at your school or any questions relating to your specific situation you should not hesitate to ask.

5. PARTICIPATE IN ALL PHASES OF THE EDUCATIONAL PROGRAM

Observe how the children function outside of the classroom. **When possible accompany the students to art, music and physical education. Observe and help in the cafeteria, playground, and halls and with after-school programs.** Become aware of the 'total' behavior of your students.

6. WORKING

You will be "putting in a lot of hours" during your student teaching experience. It will be most

Beneficial if you do **NOT** work for these 16 weeks.

The ‘Nuts and Bolts’ of your Student Teaching Experience

1. THE STUDENT TEACHING NOTEBOOK

During both of your student teaching placements you are expected to keep a loose-leaf notebook. When preparing your notebook, please use a large three-ring binder with at least six sections. Your checklist should be put in the front of your notebook so your supervisor can see what has been done when s/he visits.

a) Section one will be your forms on your initial observations of your teacher’s lessons as well as the classroom and school familiarization forms.

b) Section two will be used for your lesson plans and lesson reflections. Once you begin teaching you need to only reflect on one lesson per day. This reflection **IS NOT like a DIARY ENTRY and should not be a summary of the lesson;** rather, **it should contain your reflections on significant experiences and issues in your teaching-what went well and what did not go well** and what might you do different.

c) Section three will be used for your unit and its reflection.

d) Section four will be use for all your designated assignments while student teaching (i.e.: video self- evaluation; culturally responsive teaching; etc)

e) Section five will include all your seminar reflections and assignments.

f) Section six will be used for all evaluations you have received from either your cooperating teacher or your supervisor.

2. BE PREPARED

It is very important that you carefully prepare for all of the lessons and activities that you will be teaching. For **EACH LESSON** you must prepare a written lesson plan. **LESSON PLANS SHOULD BE AVAILABLE TO YOUR COOPERATING TEACHER AT LEAST ONE OR TWO DAYS PRIOR TO THE PRESENTATION OF THE LESSON.**

3. VISITS

During the first week your supervisor will meet with you to discuss the goals and expectations of the student teacher experience. This will be an unscheduled visit. During each session there will be at least *five visits*, three will be “formal” classroom observations and will be scheduled in advance and will involve observation of actual teaching in which a typed lesson plan is required. Hopefully, these observations will be in different content area as well as different group sizes. A final three-way conference will be held during the last week of student teaching to review your student teaching experience. Additional observations and/or conferences will be scheduled if the student teacher, teacher or supervisor feels they are needed. You should have your notebook up-to-date and ready for me each time that I come to visit or observe.

4. EVALUATION

A major responsibility of the cooperating teacher and the supervisor is to evaluate the work of the student teacher. You, as a prospective teacher, should expect to be constantly evaluated. Such evaluations detail competencies as well as areas that may need improvement.

After each observation your supervisor may hold a post observation conference with you. Your supervisor will also provide written feedback on the lesson. **Evaluation is a continuous process and therefore you should practice the act of self-evaluation after each and every lesson you implement.** Additionally, you should complete a student evaluation form at mid-quarter time and at the end of the quarter.

It is important that you and your cooperating teacher hold frequent conferences to discuss your progress. Your cooperating teacher should provide you with a written evaluation after executed lessons. These evaluations should be placed in the appropriate section of your notebook.

A Mid-Quarter Evaluation form should be completed by your cooperating teacher and reviewed with you. A copy of this completed form should be given to your supervisor. At the end of each student teaching experience the teacher will complete a Final Evaluation Form that will be reviewed at the final three-way conference.

5. CONFERENCE TIMES

You and your cooperating teacher should arrange a time each day either before school, after school, or during a preparation period when you can discuss the day's work and make plans for the lessons and activities for the remainder of each week.

6. LESSON PLANS

LESSONS ARE NOT TO BE WRITTEN IN NARRATIVE FORM. LESSONS PLANS ARE FOR YOUR BENEFIT AND SHOULD BE IN A FONT YOU CAN READ AND A FORMAT THAT IS EASY FOR YOU TO FOLLOW. YOU MAY CHOOSE TO USE BULLETS OR NUMBERED STEPS IN YOUR LESSON.

There are two types of lesson plans that you will be expected to write during your student teaching experience; daily lesson plans & weekly lesson plans.

For each lesson that you will be teaching you are required to write a lesson plan and submit it to your cooperating teacher at least a day or two prior to the actual presentation of the lesson for feedback. You must use the lesson plan format that has been provided for you. Every lesson that is observed should be typed, one copy for your supervisor and one for your notebook. Once you begin teaching at least one of the lessons that you teach must be accompanied by a reflective evaluation. These reflections should be placed in the appropriate section of your notebook with its corresponding lesson plan.

You should have a lesson plan book or weekly planner to use during each student teaching assignment. You may purchase one, make one, or get one from your school. In writing the plans for each coming week, you should include a brief description of what you will be teaching in

each subject area. This may just include the objective, the activity, and the assessment. The weekly plans should not replace your specific daily lesson plans for each subject, because if your lessons are well planned and organized ahead of time, you will feel more comfortable and be more effective.

7. THE UNIT

A unit is a plan that organizes a sequential progression of lessons related in theme, topic, issue, or problem.

During the second week of each student teaching assignment, you should choose and begin to work on with the assistance of your teacher a unit in a given subject area. This unit should **minimally** cover at least one week. The unit must be completely developed and reviewed by your teacher before being taught. You must use the format provided. The Unit Plan Title Page must be completed at least three days prior to the unit beginning. The Unit Checklist will also be provided to assist you with your planning. Your completed unit will be placed in the appropriate section of your notebook. Your unit must also be accompanied by a reflective evaluation.

8. SUGGESTIONS

In addition to assuming the instructional and non-instructional responsibilities of the classroom you will be expected to attend any district, building and grade level faculty meetings that your cooperating teacher attends. You are encouraged to participate in any workshops or other activities that will enhance and broaden your professional background. You should also develop a file of teaching ideas and activities including the various materials that you have collected throughout your student teaching experience.

9. SEMINARS (EDU 492)

In addition to instructional and non-instructional responsibilities of the classroom or district, you are **required** to attend all seminars given by your center. All assignments given in these seminars should be placed in the appropriate section of your notebook