

Checklist-Cooperating Teacher: Suggested Responsibilities for Student Teaching Placement

(Revise as needed for 6, 7, or 8 week placement)

Week One	
<input type="checkbox"/>	Give student teacher his/her own work area
<input type="checkbox"/>	Exchange contact information and discuss what to do if the student teacher needs to be absent
<input type="checkbox"/>	Discuss arrival and departure expectations
<input type="checkbox"/>	Discuss dress code
<input type="checkbox"/>	Orient to students and relevant personal information
<input type="checkbox"/>	Get copy of school calendar
<input type="checkbox"/>	Discuss computer etiquette and use of your supplies. Remind student teacher not to use personal electronics during the school day.
<input type="checkbox"/>	Tour building, teach copier use, show supplies
<input type="checkbox"/>	Introduce to faculty, principal, and students
<input type="checkbox"/>	Teach hidden rules of building/district
<input type="checkbox"/>	Talk out loud about routines and procedures
<input type="checkbox"/>	Give student teacher the daily/weekly schedule of activities for the class
<input type="checkbox"/>	Clearly explain all behavior management routines and procedures
<input type="checkbox"/>	Explain class expectations for seeking help or getting permission with two teachers in the room
<input type="checkbox"/>	Plan for next week's activity, such as read aloud, for student teach to teach next week
Week Two	
<input type="checkbox"/>	Student teacher begins assisting with morning preparation
<input type="checkbox"/>	Designate a spot for things the student teacher can do such as copying and grading
<input type="checkbox"/>	Explain grading routine
<input type="checkbox"/>	Encourage student teacher to assist
<input type="checkbox"/>	If a class activity is routine (such as morning message), assure that the student teacher develops an accurate written copy of the routine to follow
<input type="checkbox"/>	Determine which class activities/lessons require full lesson plans. The student teacher should plan to develop several full lesson plans each week.
<input type="checkbox"/>	Student teacher begins teaching one activity with a written routine or lessons with lesson plans approved by the cooperating teacher
<input type="checkbox"/>	Give immediate feedback regarding performance
<input type="checkbox"/>	Complete your first observation form.
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Begin to discuss what the student teacher will do for a Sequence of Lesson Plans/Unit for ePortfolio
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement

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Week Three <i>(begin part-time teaching)</i>	
<input type="checkbox"/>	Encourage student teacher to work with individuals
<input type="checkbox"/>	Student teacher adds another activity/lesson to teaching routine, having responsibility for at least two activities/lessons
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Complete one <i>Lesson Critique</i> form and share with the student teacher.
Week Four <i>(continue part-time teaching)</i>	
<input type="checkbox"/>	Student teacher adds another activity/lesson to teaching routine, having responsibility for at least three activities/lessons
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
Weeks Five and Six <i>(Increased Teaching)</i>	
<input type="checkbox"/>	Student teacher adds another activity/lesson to teaching routine, having responsibility for at least four – five activities/lessons
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
Week Seven <i>(begin full-time teaching)</i>	
<input type="checkbox"/>	Student teacher has responsibility for all activities/lessons or team teaches as needed
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	Using the forms provided, complete one <i>Lesson Critique</i> form and also complete the Midterm Evaluation forms.
Weeks Eight and Nine <i>(continue full-time teaching)</i>	
<input type="checkbox"/>	Student teacher has responsibility for all activities/lessons -
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	Complete the fourth (observation) evaluation
Week Ten <i>(continue full-time teaching)</i>	
<input type="checkbox"/>	Student teacher has responsibility for all activities/lessons or team teaches as needed
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review

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Week 10 cont'd	
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	Complete a Lesson Critique form.
Week Eleven <i>(begin to decrease teaching)</i>	
<input type="checkbox"/>	Student teacher drops one or more activities/lessons to teaching routine, having responsibility for some activities/lessons or team teaches as needed
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Student teacher can assist, team teach, observe, or work with individual students during the time they no longer have full responsibility
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	This is usually a good week for the student teacher to do their Sequence of Lesson Plans/Unit for ePortfolio
<input type="checkbox"/>	Complete a lesson critique form and the fifth (observation) evaluation to the University supervisor or the field office.
Weeks Twelve and Thirteen <i>(decreased teaching)</i>	
<input type="checkbox"/>	Student teacher drops one or most activities/lessons to teaching routine, having responsibility for some activities/lessons or team teaches as needed
<input type="checkbox"/>	Student teacher should have lesson plans for Monday ready by Friday for your review
<input type="checkbox"/>	Student teacher can assist, team teach, observe, or work with individual students during the time they no longer have full responsibility
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
Week Fourteen	
<input type="checkbox"/>	Student teacher drops most activities/lessons or team teaches as needed
<input type="checkbox"/>	Student teacher can assist, team teach, observe, or work with individual students during the time they no longer have full responsibility
<input type="checkbox"/>	You are encouraged to arrange visits to other classrooms for the student teacher to observe
<input type="checkbox"/>	Conference with the student teacher to plan, discuss their teaching strengths, and to determine areas for improvement
<input type="checkbox"/>	Complete and return the Final INTASC and Disposition Evaluations to the University supervisor or the field office.