

Student Teaching Overview and Student Requirements

Student Teaching Phases

The student teaching phases are:

- Observation
- Observation-Participation
- Full-time teaching responsibility.

You should work with the cooperating teacher and university supervisor to plan for a gradual assumption of full-time planning. An option can include co-teaching with the cooperating teacher in order to provide more assistance to students; however, you should be responsible for planning and organizing lessons during full-time teaching. This co-teaching model is encouraged. A planning template is provided at the end of this document.

Observation Phase

At the beginning of your placement, observe the cooperating teacher and other model teachers to become acquainted with methods, styles, and activities conducted by experienced teachers. This early period of observation focuses heavily on “looking” and reflecting on what is “seen”. During this period, and whenever the cooperating teacher is teaching, concentrate on observing the teacher’s handling of subject matter, classroom management, and general response to behavior patterns. Reflect on observations and reactions in journal entries, and discuss observations with the cooperating teacher and with colleagues and faculty whenever possible

Observation - Participation Phase

During the observation-participation period, you should seek to perform various tasks necessary to the operation of the classroom. Suggested areas for observation and subsequent reflection include:

- Activities and behavior patterns of students
- Classroom customs
- Methods of maintaining discipline
- Teaching processes (methods, strategies)
- Assessment of student learning/needs
- Procedures for accommodating students’ special needs
- Human development and learning

The observation-participation period offers an opportunity to gain insight into the teaching-learning process before taking full responsibility for planning and teaching. Confer frequently with the cooperating teacher to discuss general and specific classroom problems, concerns, and questions. A plan should be developed for student teaching activities and recorded for future reference. You may wish to use the Planning Template at the end of this document. Give a copy of your activities plan to the university supervisor.

Participation may include the following activities:

- Caring for physical condition of the room
- Passing out papers
- Assisting teacher with extra-class duties
- Assisting in group work
- Assisting with audiovisual equipment
- Locating materials and return them to proper places
- Providing assistance for students who have been absent
- Assisting in evaluation: papers, products, sociograms, progress charts
- Discovering students' interests
- Replenishing and rearrange interest centers: bulletin boards, exhibits, displays, library materials
- Recording information: take attendance, make seating chart, grade papers, record grades in gradebook, mark report cards
- Working with students during periods before class sessions begin
- Making announcements
- Administering tests
- Preparing teaching materials: copying materials, charts, graphs, maps, bulletins
- Creating bulletin boards

Your demonstration of willingness, competence, and professional maturity, as well as the cooperating teacher's willingness to share responsibility will determine the time to begin assuming teaching and planning responsibilities. It is crucial that the initial period of observation/participation not be too long. Throughout the entire period of participation and student teaching responsibility, the cooperating teacher is expected to provide guidance. While the cooperating teacher must be in the room much of the time during this phase to provide guidance and to evaluate you, provision should be made to leave the room at least some of the time to allow you to grow in independence.

Full-Time Teaching Responsibility

You will continue observation and participation to become familiar with routine classroom operations prior to assuming full-time teaching responsibility. Full time teaching/co-teaching responsibility should commence when you have demonstrated the ability to perform at an acceptable level when managing the classroom and teaching subject matter.

- **Fourteen Week Placement**
Full-time teaching/co-teaching responsibility involves planning and delivering all daily class work for **three to four** weeks.
- **Six, Seven, or Eight Week Placement**
Full-time planning and delivering should occur for **two to three weeks** per placement.

Student Teaching Chalk and Wire Submissions

- Log into Chalk and Wire. If you cannot remember your username and/or your password, contact Garnet Coulthard. Your user name is usually the initial of your first name and your last name. Like bsmith.
- Click on Menu, Work, My Coursework and then click on your Assessment Portfolio and click on Edit Portfolio. You will see a section called Student Teaching.

14 Weekly Journals All ten of the INTASC standards need to be addressed sometime during your student teaching placement

- Week One
- Week Two
- Week Three
- Week Four
- Week Five
- Week Six
- Week Seven
- Week Eight
- Week Nine
- Week Ten
- Week Eleven
- Week Twelve
- Week Thirteen
- Week Fourteen
- Week Fifteen (extra if needed)

- Lesson Plans Unit of Study: Sequence of five or more lesson plans
- Pre and Post Assessment from your unit- choose the area of your student teaching.
- Student Work Samples
- Video Self-Evaluation
- Disposition Self-Evaluation (Mid) Complete during your week seven of student teaching
- Capstone Mock Job Interview Assignment
- Disposition Self-Evaluation (Final) complete during your last week of student teaching
- Praxis
- InTASC Self-Evaluation complete during your last week of student teaching
- Program Evaluation complete during your last week of student teaching
- Post-Technology Survey complete during your last week of student teaching
- Post-Multicultural Survey complete during your last week of student teaching
- Time Sheet submit at the end
- Midterm and Exit Evaluations-the midterm and exit evaluations are for your university supervisor to record your final evaluations from both the supervisor and the ones from your Cooperating Teacher. Around the middle and last week of student teaching,

they will be available for entry.

- Exit Interview with University Supervisor
- Exit Interview with Cooperating Teacher

You will see a place to upload artifacts for each of the items above.

- When you are ready to submit an item, you will click on that item, Add Content, and Add File. Upload or drag your file over, Insert Files, and then close.
- You will then click the Green Submit Button on the upper right-hand corner of the screen.
- Type in the name of your university supervisor and click the blue submit button.
- If you look at your table of contents under that section, the light blue dot will be turned to green to show that it has been completed.
- After your supervisor has reviewed your submission, they will assess it and may also add suggestions for revision to this submission, or for your future work. Always look for any comments your supervisor may have left for you. **Sometimes you may be asked to redo and resubmit.**

- **Journal**

You will need to address all ten of the InTASC Standards during your student teaching. Keep a **daily** journal to reflect on your school/classroom activities and to provide evidence that you are addressing InTASC principles in your teaching.

Ask your supervisor when he/she expects you to submit your journal. Some supervisors might give a Friday deadline while others prefer Saturday or Sunday. Write your journal in Microsoft Word, starting a new document each week. If you use another word processing program, save the file as Rich Text Format (rtf) so your supervisor will be able to open it with Microsoft Word. If you are using an Apple device, convert documents to a .pdf or word before submitting them. Please do not submit documents using .pages.

The purpose of your journal is to reflect on how teaching impacts student learning. Choose one or more events each day to write about using the DAR model. Your writing should be Descriptive, Analytical, and Reflective. Start out by describing what happened, then analyze and explain why it happened. Reflect by focusing on the quality of your work as well as your strengths and weaknesses related to teaching principles and activities. What will you do differently in the future because of this experience? What worked well that you intend to follow in the future? Because your journal also provides evidence that you are addressing InTASC Standards, specify the related InTASC Standard e.g. (InTASC 2) at the end of each event.

Although your journal is not intended to be used as a daily “diary”, it may be beneficial to also include any concerns or problems you might have had that day. This is your opportunity to dialog with your supervisor about your experiences and ask of input. Your supervisor’s feedback will be valuable as you continue to grow and develop into a successful educator.

For every week of student teaching, a journal entry should be submitted in one document to your university supervisor in Chalk and Wire. You will click on Journal Week One, Add Content, Add File. Add, or drag the file to the green Add Files box, Start

Uploading All, and click close. Click the green Submit Button and enter the name of your university supervisor.

- **Unit Lesson Plans**

Prepare and teach five lessons. Your cooperating teacher will observe and evaluate your planning and delivery of the lesson(s). Submit the lesson plan(s) to your university supervisor in Chalk and Wire. Click on Lesson Plan, Add Content, Add File, Add your lesson plan and click Insert Files. Close and Submit.

Use the [Lesson Plan Template](#) to create your lesson plans. Your lesson plans should include your analysis of the lesson taught including strengths and weaknesses, your reflection, and your considerations for future practice. For more detailed instruction about using the template, refer to the [Lesson Plan Guide](#).

- **Student Work Samples Analysis and Rationale**

For one of the lessons taught, collect three samples of student achievement that demonstrate your ability to accurately plan and assess student learning. You will analyze the three samples to provide a rationale of why you identified these artifacts as meeting the criteria of “Not Met”, “Met”, and “Exemplary”. If the range of artifacts does not represent all three categories, describe what an artifact that exemplifies what the missing category would look like. The goal is to be able to show convincingly that you know how these achievement levels present themselves in the student performance.

You may take pictures of the student work with your iPad, phone, or camera. Save the picture, and add the work samples. You may add all of them in one entry.

- **Timesheet**

Download and save the [Time Sheet](#) . You may print it off and complete it by hand or fill it in electronically. At the end of the practicum, submit the time sheet in Chalk and Wire to your university supervisor. Your cooperating teacher may sign your actual timesheet before you upload it, or they can verify your hours on your final evaluation form.

To finish successfully, you must complete 70 days of student teaching.

In order to receive a passing grade, the final Summative Evaluation ratings for each InTASC Standard (for each placement) must be at the Developing, Basic, or Proficient level. Not more than two principles can be Developing. A Candidate may NOT receive an unsatisfactory rating and still pass student teaching.