

Timeline for the Student Teaching Experience (single placement)

Prior to Student Teaching:

1. Contact the cooperating teacher as soon as possible after being notified of the prospective placement and schedule an interview. Introduce yourself to the principal if possible while you're in the building.
2. Research websites for the school district and building.
3. Plan to attend the placement a minimum of 5 full-days or 10 half-days during the first five weeks of the semester.

Weeks One and Two: (Week One will be completed as a "field experience" during the first five weeks of the semester. Week Two will commence as the student teacher begins the full day placement beginning the sixth week of the semester.)

1. Learn about the building and district.
 - a. Complete the "Student Teaching Checklist of Activities and Experiences." (See Appendix A.)
 - b. Meet building administrators, teachers and support staff.
 - c. Tour the building and district.
 - d. Study the school handbook on building and district policies.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for media orders, field trips, tornado/fire drills, illness, injuries, special duties (lunch room, recess), discipline and classroom responsibility.
 - g. Special Education majors completing the special education placement should consult and track requirements listed on the "Special Education Student Teacher Evaluation Checklist." (Appendix J).
2. Become involved in the classroom.
 - a. Arrange to have a designated center or area for any student teaching materials and supplies.
 - b. Learn students' names.

- c. Observe classroom instruction, noting procedures, teaching styles, learning styles of students, curriculum materials and classroom management techniques.
- d. Review teacher's files as well as students' files.
- e. Offer assistance by taking class attendance, correcting papers, and developing and obtaining materials.
- f. Begin working with small groups and individual students.
- g. Prepare for and teach at least one subject or class at the elementary level or a portion of a class at the secondary level.
- h. Assist in playground, lunchroom, and other non-teaching duties normally performed by the cooperating teacher.
- i. Conference on a regular basis with the cooperating teacher.
- j. Fill out Weekly Progress Repos

Weeks Three Through Five:

1. Continue the previous weeks' activities.
2. Submit detailed daily lesson plans to cooperating teacher.
3. File plans in the Student Teaching notebook.
4. Submit general weekly teaching plan to cooperating teacher by each Friday.
5. Add one or two additional subjects or portions of classes to the teaching load each week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.
8. Attend and participate in parent/teacher conferences.
9. Following Week Five, meet with cooperating teacher to review the mid-term evaluation.
10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.

Weeks Six Through Ten:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching for a minimum of three weeks.
3. Implement the unit of study.
4. Participate in parent/teacher conferences. (These may be scheduled earlier in some districts.)
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.

Weeks Eleven and Twelve:

1. Ease out of teaching, returning the class to the cooperating teacher.

2. Finalize validation of contributions to the students' learning records.
3. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
3. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
4. Return all textbooks and other educational materials that were borrowed.
5. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
6. Prepare transition notes for the cooperating teacher.
7. Prepare the students for the transition.
8. Special Education majors completing the special education placement should submit the completed "Special Education Student Teacher Evaluation Checklist" (Appendix J) to his/her college supervisor.
9. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.
10. Consider an appropriate thank you remembrance or gift for the cooperating teacher.

Timeline for the Student Teaching Experience (*dual placement*)

Some student teachers complete requirements for a K-12 endorsement in elementary and secondary settings, with one placement scheduled for the first half of the semester and the second placement scheduled for the last half of the semester. These arrangements require the student teacher to condense and compress requirements for each placement in a shorter period of time.

Prior to Student Teaching:

1. Contact the cooperating teachers and schedule an interview.
2. Research websites for the school district(s) and building(s).
3. Student teachers with two assignments will be required to observe in their first placement every Tuesday and Thursday during the first five weeks of the semester.

- j. Fill out Weekly Progress Reports at the end of each week. (See Appendix H.)
3. Plan for teaching in consultation with the cooperating teacher.
 - a. Study the curriculum for each subject taught.
 - b. Develop a schedule for teaching throughout the placement.
 - c. Determine the lesson plan form(s) to be used for writing daily lessons. (See Appendices F and G.)
 - d. Identify and schedule units for elementary level or special chapters/subjects for secondary level to be taught during the semester.
 - e. Seek out audio-visual equipment, computers and other technology that are available to support teaching.
 - f. Develop, construct and collect teaching materials (e.g., software, transparencies, bulletin boards, activities, etc.) for future use in teaching.
 - g. Identify and order materials needed for the placement (i.e., videos, DVD's, CD's, software, films, etc.).

Weeks Three Through Five: (Week Three will commence as the student teacher begins the full day placement beginning the sixth week of the semester.)

1. Continue the previous weeks' activities.
4. Submit detailed daily lesson plans to cooperating teacher.
3. File plans in the Student Teaching notebook.
4. Submit general weekly teaching plan to cooperating teacher by each Friday.
5. Add one or two additional subjects or portions of classes to the teaching load each half-week.
6. Interview the building administrator and/or Human Resources Director.
7. Refer to students' records (i.e., cumulative folders, report forms, special

conferences) for information regarding special expectations, medical conditions, modifications and/or procedures, etc.

8. Attend and participate in parent/teacher conferences.
9. Following Week Four or Five, meet with cooperating teacher to review the mid-term evaluation.
10. Assume responsibility for record keeping, such as attendance, recording of grades, etc.

Weeks Six Through Seven:

1. Continue the previous weeks' activities.
2. Assume responsibility for full-time preparation and teaching for a minimum of two weeks.
3. Implement the unit of study in either the first or second placement.
4. Participate in parent/teacher conferences.
5. Participate in meetings such as IEPT's, child-study teams, staff meetings, school improvement teams, etc.
6. Ease out of teaching at the end of Week Seven, returning the class to the cooperating teacher.
7. Schedule a final evaluation conference with cooperating teacher. Read and sign the final evaluation after which the cooperating teacher will forward it to the Education Department.
8. Grade and return any outstanding assignments and/or projects to the cooperating teacher.
9. Finalize validation of contributions to the students' learning records.
10. Return all textbooks and other educational materials that were borrowed.
11. Prepare transition lesson plans for the cooperating teacher for the week following the conclusion of the placement.
12. Prepare transition notes for the cooperating teacher.
13. Prepare the students for the transition.

14. Write thank you notes to the students, cooperating teacher, building principal and college supervisor.