**Overview of Student Teaching Activities/Responsibilities – Elementary/Secondary 15 Weeks**

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| **Weeks** | **Student Teacher (Classroom)** | **Student Teacher (Assignments)** | **Classroom Teacher** | **Supervisor** |
| **Prior to Starting Date** | * Help teacher prepare classroom (Fall); spend time with teacher prior to start of student teaching (Spring) * Log in to BB and review the syllabus, course calendar, and assignments. | - Draft welcome letter and have teacher approve.  - Complete required EDU 430 PRE-STUDENT TEACHING ASSIGNMENTS.  - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM). | * Review student teacher’s letter of introduction. * Review the student teacher handbook. * Provide resources and overview of curriculum for the entire placement * Provide access of school’s teacher handbook to student teacher | * Review the student teacher handbook * Review student teacher folder, application, and placement information. * Set up meeting between student teacher and classroom teacher(s). |
| **1** | * Become acquainted with classroom, students, routines, procedures. * Assist with classroom duties. * Plan student teaching (phase in/phase out) and share with supervisor * Show your teacher the requirements for completing the Student Intervention and Unit Plan. * Inquire of your teacher their insights regarding Week 1 Discussion Board topic. * Contact supervisor with any questions or concerns. | - Begin work on EDU 430 assignments  - Brainstorm student intervention and unit plan ideas with teacher.  - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM). | - Model and include the student teacher in beginning of the year activities, routines, procedures.  - Help student teacher complete assignments (left).  - Provide ideas and help secure resources for the unit plan.  - Plan student teaching (phase in/phase out)  - Fill out stipend form, seal in envelope and give to the supervisor.  - Provide insights regarding the student teacher’s Week 1 Discussion Board topic.  - Have student teacher show you the student intervention and unit plan assignments they are required to complete. | * Meet with teacher(s) and student teacher. * Complete initial meeting form. * Talk through phase in/phase out process * Provide teachers with Stipend form, have them complete it, seal it in the envelope and then mail it or drop it off at the respective SOE office. * Review weekly reports/schedule and daily journals. * Make yourself available to the teacher and student teacher (email, phone calls). |
| **2 - 3** | * Know names of all students (week 2). * Continue assisting with classroom duties taking them over (walking students to specials, morning routine, etc.). * Submit the next week’s lesson plans to teacher every Thursday.   - Plan for adding next subject to teaching responsibilities.  - Contact supervisor with any questions or concerns.   * Inquire of your teacher their insights regarding Week 3 Discussion Board topic. | -Continue working on EDU 430 assignments  - With your teacher, develop student intervention and unit plan assignments overview and upload to BB.  - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM).  - Meet with seminar group or professor as scheduled. as scheduled. | - Model and include the student teacher in beginning of the year activities, routines, procedures.  - Help student teacher complete assignments (left).  - Allow student teacher to take over some routines and procedures, co-teach, taking students to specials, etc.  - Provide guidance and feedback to student on their performance.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Plan with student next subject they will begin teaching/co-teaching.  - Provide insights regarding the student teacher’s Week 3 Discussion Board assignment.  - Conference with supervisor and provide update on the student teacher’s performance and any concerns. | - Make first lesson observation visit (week 3).  - Conference with teacher and student teacher over your observation (student signs and dates form).   * Review weekly reports/schedule and daily journals.   - Make yourself available to the teacher and student teacher (email, phone calls). |
| **4-5** | - Begin implementing student intervention and unit plan assignments.  - Begin teaching next subject/class.  - Submit the next week’s lesson plans to teacher every Thursday.  - Contact supervisor with any questions or concerns.  [Remember to identify one lesson from your unit plan to videotape for self-analysis. Your teacher is to observe you teach that lesson and complete a formal lesson observation of your teaching using the SAU form used by your supervisor. You and your teacher are to conference over the lesson AFTER you have watched the video and constructed a written self-analysis. Provide your supervisor with the teacher’s lesson observation form and written self-analysis. Don’t forget to upload the lesson plan, a copy of the teacher’s formal lesson observation/evaluation and your self-reflection with the unit plan assignments.] | - Continue working on EDU 430 assignments.  - Implement student intervention and unit plan.  - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM).  - Work on resume/cover letter.  - Meet with seminar group or professor as scheduled. | - Plan with student next subject they will begin teaching/co-teaching.  - Provide guidance and feedback to student on their performance.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Provide insights regarding the student teacher’s Week 5 Discussion Board assignment.  - Contact supervisor with any questions or concerns.  [Remember to conduct one formal lesson evaluation while student videotapes the specified lesson from their unit plan (use SAU form). Conference with student who shares the videotape analysis and you share your lesson evaluation. Have student sign/date form.] | * Review weekly reports/schedule and daily journals.   - Make yourself available to the teacher and student teacher (email, phone calls). |
| **6-7** | - Complete midterm evaluation on self (week 7). Meet with teacher and supervisor to conference over their midterm evaluation.  - Begin teaching next subject/class.  - Submit the next week’s lesson plans to teacher every Thursday.   * Inquire of your teacher their insights regarding Week 7 Discussion Board topic.   - Contact supervisor with any questions or concerns.  [Remember to identify one lesson from your unit plan to videotape for self-analysis. Your teacher is to observe you teach that lesson and complete a formal lesson observation of your teaching using the SAU form used by your supervisor. You and your teacher are to conference over the lesson AFTER you have watched the video and constructed a written self-analysis. Provide your supervisor with the teacher’s lesson observation form and written self-analysis. Don’t forget to upload the lesson plan, a copy of the teacher’s formal lesson observation/evaluation and your self-reflection with the unit plan assignments.] | - Continue working on EDU 430 assignments.  - Wrap up student intervention and unit plan teaching by week 8.  - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM).  - Finalize work on resume/cover letter.  - Revise EDU 429 profiles  - Meet with seminar group or professor as scheduled. | - Complete midterm evaluation on student teacher. Conference with student teacher on midterm evaluation and set goals for next five weeks.  - Plan with student next subject they will begin teaching/co-teaching allowing for more solo teaching and gradual control of all classroom activities.  - Provide guidance and feedback to student on their performance.  - Guide student in parent/teacher conference techniques.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Provide insights regarding the student teacher’s Week 7 Discussion Board assignment.  - Contact supervisor with any questions or concerns.  [Remember to conduct one formal lesson evaluation while student videotapes the specified lesson from their unit plan (use SAU form). Conference with student who shares the videotape analysis and you share your lesson evaluation. Have student sign/date form.] | - Make second lesson observation/ evaluation. Conference with student and have them sign and date the form.  - Complete midterm evaluation on student teacher. Conference with student teacher on midterm evaluation and set goals for next five weeks.   * Review weekly reports/schedule and daily journals.   - Make yourself available to the teacher and student teacher (email, phone calls). |
| **8-9** | - Begin teaching next subject.  - Submit the next week’s lesson plans to teacher every Thursday.   * Inquire of your teacher their insights regarding Week 9 Discussion Board topic.   - Contact supervisor with any questions or concerns. | - Continue working on EDU 430 assignments  - Send weekly reflection/schedule and  profiles and brochure.  - Meet with seminar group or professor as scheduled. | - Plan with student next subject they will begin teaching. Student teacher should be moving toward teaching all subjects and full control of classroom activities.  - Provide guidance and feedback to student on their performance.  - Guide student in parent/teacher conference techniques.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Provide insights regarding the student teacher’s Week 9 Discussion Board assignment.  - Contact supervisor with any questions or concerns. | - Review weekly reports/schedule and daily journals.  - Make yourself available to the teacher and student teacher (email, phone calls). |
| **10-11** | - Continue teaching  - Submit the next week’s lesson plans to teacher every Thursday.  - Contact supervisor with any questions or concerns. | - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM).  - Continue working on completing final EDU 430 assignments.  - Meet with seminar group or professor as scheduled. | - Allow student full of teaching and related classroom responsibilities.  - Provide guidance and feedback to student on their performance.  - Guide student in parent/teacher conference techniques.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Contact supervisor with any questions or concerns. | - Make third lesson observation/ evaluation (week 10). Conference with student and have them sign and date the form.  - Review weekly reports/schedule and daily journals.  - Make yourself available to the teacher and student teacher (email, phone calls). |
| **12-13** | - Continue teaching  - Submit the next week’s lesson plans to teacher every Thursday.  - Contact supervisor with any questions or concerns. | - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM).  - Give your summary & evidence of Professional Interaction to your supervisor.  - Submit final EDU 430 assignments.  **NOTE: EDU 430 ENDS WEEK 12. All Assignments are DUE by the end of Week 12!** | - Allow student full control of teaching and related classroom responsibilities.  - Guide student in parent/teacher conference techniques.  - Provide guidance and feedback to student on their performance.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Contact supervisor with any questions or concerns. | * Review weekly reports/schedule and daily journals.   -Request of student teacher their summary & evidence regarding their engagement in Professional Interactions.  - Make yourself available to the teacher and student teacher (email, phone calls). |
| **14-15** | - Begin phasing out of subject teaching.  - Submit the next week’s lesson plans to teacher every Thursday.  - If time permits, plan to observe in other classrooms during week 15.  - Continue helping teacher.  - Write thank you notes to all who have helped you and give your teacher(s) a small gift of appreciation. | - Send weekly reflection/schedule and daily journaling to supervisor (Sunday 6 PM). | - Begin phasing student out of control of teaching and related classroom responsibilities.  - Provide guidance and feedback to student on their performance.  - Review the student’s lesson plans for the following week (every Thursday) and provide guidance and feedback.  - Complete final evaluation on student teacher. Make recommendation for certification. Conference with student teacher on final evaluation. (https:vialivetext.com)  - Provide student with letter of recommendation. | - Make fourth lesson observation/ evaluation. Conference with student and have them sign and date the form.   * Review weekly reports/schedule and daily journals.   - Make yourself available to the teacher and student teacher (email, phone calls).  - Complete final evaluation on student teacher. Make recommendation for certification. Conference with student teacher on final evaluation. (https:vialivetext.com)  - Provide student with letter of recommendation.  - Complete Professional Folder checklist and include all required information, including final expense report. Mail or drop off at respective SOE office immediately. |