

University/Elementary Classroom Partnership Structure of Increasing Responsibilities

Phase I – First of Three Semester Program

The goal of this first semester is for the student teacher to adjust to the elementary classroom. We hope this outline will serve as a guide in helping the beginning student teacher to focus on particular aspects of the teaching/learning process. Some student teachers come with prior teaching experience; others do not have any at all. We invite the cooperating teacher and the student to build a respectful and communicative relationship.

Weeks 1-5: Student will...

- Introduce candidate to the principal and school staff
- Meet with the Cooperating Teacher, go over schedules, become familiar with instructional materials, the curriculum and the daily routines
- Observe Cooperating Teacher and help wherever needed
- Seek opportunities to work with students on an individual or small group basis
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed

Weeks 6-10: Student will....

- Continue with above duties
- Regularly teach small group lessons
- Write up lesson plans for small group instruction
- Address bilingual and students with learning needs, making appropriate adaptations to lessons
- Notice how academic language is handled/developed
- Be observed by the Cooperating Teacher, actively listen and apply new information to improve practice.
- Provide mid-semester check-in – submit to Diane Garfield by week 8

Weeks 11-15: Student will...

- Continue with above duties
- Teach at least two whole class lessons and continue with small group instruction in specific content areas giving attention to developmentally appropriate practices
- Always consider learning opportunities to incorporate culturally responsive instruction
- Teach to and adapt lessons for students with specific learning needs
- Provide the final student teaching evaluation to the Cooperating Teacher by week 14 and submit to Diane Garfield
- Contact Diane Garfield with questions/concerns
diangarf@sfsu.edu

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Phase II Second Semester – Three-Semester Program

Weeks 1-7: The goal is to provide more opportunities for student teachers to experience classroom organization, management, and curriculum development in preparation for full time student teaching. Students are expected to spend at least 12 hours a week in the classroom during this phase of student teaching. Cooperating teachers and student teachers need to find time to meet, plan and reflect. An end-of-the semester evaluation should be submitted to Diane Garfield.

Weeks 1-5: Student Teacher will...

- Introduce yourself to the principal and school staff (if this is a new placement)
- Observe and assist cooperating teacher in all subject areas
- Work with individuals as well as small groups of students
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed
- Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and cooperating teacher's/supervisor's suggestions. Keep in mind developmentally appropriate practices (DAP), as well as culturally responsive instruction
- The goal is to prepare lesson plans for all curriculum areas.
- Make appropriate adaptations for bilingual and students with specific learning needs
- Be observed by Cooperating Teacher utilizing suggestions offered.

Weeks 6-15: Student Teacher will...

- Submit mid-semester check-in by week 8
- Continue with above duties
- Be consistently observed by the Cooperating Teacher
- Plan and prepare to be observed by the University Supervisor
- Teach to and adapt lessons for bilingual and students with learning needs
- Focus on student assessment – how do we know the students have learned what was taught?
- Highly recommended to plan and teach for two ½ days
- Submit final evaluation (due after week 14)

Cooperating Teachers are to:

- Meet regularly and support student teacher, facilitate his/her growth as a classroom teacher and provide appropriate feedback
- Fill out final evaluation (due after week 14) and submit to Diane Garfield
- Contact Diane Garfield, diangarf@sfsu.edu

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Phase III - Final Student Teaching Semester

The goal of the final semester of student teaching is for candidates to fully experience classroom teaching. The candidates need increasing opportunities to experience classroom organization, management, and curriculum development in preparation for solo teaching and the edTPA final assessment. The candidate is expected to spend four days a week in the classroom, Monday through Thursday. It is extremely important that cooperating teachers and student teachers find time to plan and reflect *together*.

Weeks 1-3: Student will....

- Introduce candidate to the principal and school staff (if this is a new placement)
- Observe and assist cooperating teacher in all subject areas
- Work with individuals as well as small groups of students
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, yard duty, and generally assist teacher as needed
- Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and teacher's suggestions.
- Practice culturally responsive instruction
- Work towards preparing *lesson plans* for all curriculum areas.
- Be mindful of bilingual students and student with learning needs by making appropriate adaptations
- Be observed by cooperating teacher and use suggestions offered.

Weeks 4-8: Student will....

- Continue with above duties
- Increase responsibilities in planning and delivering curriculum
- Allocate the time and opportunity to prepare and teach the edTPA teaching event (three consecutive math lessons and a literacy lesson)
- Submit **mid-term evaluation** by the 7th week of the semester

Weeks 8-15: Student will....

- Continue with above duties
- Continue to develop as a thoughtful and reflective practitioner
- Incorporate suggestions from both Cooperating Teacher and University Supervisor in order to enhance the quality of teaching
- Complete two weeks of solo teaching (five non-consecutive solo days and five consecutive days). Non-consecutive days may be completed earlier in semester
- Submit final evaluation by the 14th week of the semester.

Cooperating Teacher will:

- Meet regularly and support student teacher
- Facilitate student teacher's growth and provide ongoing feedback to both the student teacher and field supervisor
- Complete mid-term and final evaluation
- Contact Diane Garfield whenever concerns arise, diangarf@sfsu.edu