

Linfield College

Education Department

2008 Fall Semester Elementary Part-time Student Teaching Guidelines Early Childhood & Elementary or Elementary & Middle Level Education

The methods block and part-time student teaching semester is a fifteen-week experience designed to move a student teacher to the goal of three full-days of teaching. This is accomplished in three phases. The Linfield student teacher should begin his/her part-time student teaching experience on September 3 and end on December 15.

Phase I: September 3 through September 12 (Monday—Friday all day at assigned school)

Focus: Orientation and Observation

Objectives:

1. The student teacher will become familiar with school personnel and the building
 - a. Meet the school principal, teachers, specialists (counselor, special education teacher, library media, speech and language, music, physical education, reading, ELD), staff, and students
 - b. Tour the building
 - c. Acquire a description of building regulations and policies
 - d. Learn about school services—library, counseling, special education, instructional technology, office, Educational Services District (ESD)
2. The student teacher will understand the organizational plan of the classroom
 - a. Construct a seating chart
 - b. Ask cooperating teacher how groups (guided reading, math, table, etc.) were formed
 - c. Obtain a classroom schedule
 - d. Describe classroom management techniques used by the cooperating teacher
 - e. Describe classroom routines (lunch counts, lining up, dismissal)
 - f. Indicate the location of supplies in the classroom and equipment available to students
3. The student teacher will understand the curriculum for the assigned grade level(s)
 - a. List textbooks and materials used in the classroom
 - b. Survey the teacher's editions of each textbook used in the classroom
 - c. Read the state curriculum standards for the grade level(s)
4. The student teacher will learn the characteristics of each student
 - a. Names
 - b. Interests
 - c. Ability levels (read IEP and 504 plans)

Focus: Teach at least one group of students in one subject area

Objectives:

1. The student teacher will develop skill in planning for instruction by creating lesson plans that include:
 - a. Curriculum standards
 - b. Instructional objectives
 - c. Terms, concepts, or vocabulary
 - d. Learning materials
 - e. Instructional strategies
 - f. Adaptations
 - g. Assessment
 - h. Reflection of teaching

2. The student teacher will develop proficiency teaching lessons to ensure student learning
 - a. Give clear directions
 - b. Convey purpose and objectives to the students
 - c. Motivate students to learn
 - d. Answer student questions
 - e. Adapt lessons during teaching to meet student needs based on formative assessments
 - f. Demonstrate alternative ways to explain concepts
 - g. Demonstrate proper use of materials and equipment
3. The student teacher will begin to develop proficiency in classroom management
 - a. Manage students in small groups and as a whole group
 - b. Assist the cooperating teacher in maintaining an atmosphere of learning
 - c. Supervise students outside the classroom (playground, lunch room, etc.)
4. The student teacher will complete Tab 1 of the work sample

Phase II: September 15 through November 21 (Monday/Friday at Linfield, all day at assigned school Tuesday/Wednesday/Thursday)

Focus: Build up to teaching a minimum of two subjects daily (alternate subjects through Phase II to ensure the student teacher teaches all subject areas)

Objectives:

1. The student teacher will continue to develop proficiency in planning and teaching at least two subjects
2. The student teacher will improve classroom management skills
 - a. Maintain a good working atmosphere during his/her teaching
 - b. Assume responsibility for the classroom routine
 - c. Assist the cooperating teacher in classroom management
3. The student teacher will continue developing proficiency in Phase I goals
4. The student teacher will complete Tabs 2 and 3 of the work sample
- 5.

Phase III: December 1 through December 15 (Monday—Friday all day at assigned school)

Focus: Full responsibility of the classroom and teaching for three complete school days

Objectives:

1. The student teacher will master planning and teaching skills
 - a. Successfully plan and teach for three full days
 - b. Create a plan for classroom volunteers/assistants
 - c. Use the cooperating teacher as an aide
2. The student teacher will continue to improve classroom management skills
3. The student teacher will continue to develop proficiency in Phase II goals
4. The student teacher will complete Tabs 4, 5, and 6 of the work sample

The evaluation process:

1. The college supervisor will complete a *Student Teacher Observation* form for each observation of the fifteen weeks and provide a copy to the student teacher and cooperating teacher.
2. The cooperating teacher will complete the *Student Teaching Assessment* form, at mid-term and end of the semester. This form covers all of the TSPC OAR's required for a teaching license recommendation.
3. The college supervisor will review and approve the work sample completed during part-time student teaching. The cooperating teacher will verify that the lessons were taught.
4. At the end of fifteen weeks, the student teacher is assessed by both the cooperating teacher and college supervisor who each complete an *Evaluation of Part-time Student Teacher* and indicate that either;
 - a. The student teacher successfully completed part-time student teaching, will receive an "M" (mastery) grade, and be recommended for full-time student teaching; or
 - b. The student teacher did not successfully complete part-time student teaching and will meet with his/her education advisor to determine a course of action.