

# Linfield College

## Education Department

### 2008 Fall Semester Secondary Full-time Student Teaching Guidelines Middle Level or High School

Full-time student teaching involves a 15-week placement in a public middle or high school classroom. During this 15-week period, the student teacher is expected to successfully complete at least nine weeks of full teaching responsibility for all but one of the classes taught by the cooperating teacher. The student teacher performs all the duties normally assigned to the cooperating teacher. The Linfield student teacher should begin his/her full-time student teaching experience on September 3 and end on December 15.

A suggested outline for the full-time student teacher is as follows:

#### **Week 1            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, ELD), staff, and students
  - b. Tour the building
  - c. Acquire a description of building regulations and policies
  - d. Learn about school services—library, counseling, learning room, 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. Obtain a classroom schedule
  - c. Describe classroom management techniques used by the cooperating teacher
  - d. Describe classroom routines
  - e. Indicate the location of supplies in the classroom and equipment available to students
3. The student teacher will understand the curriculum for the assigned courses
  - a. List textbooks and materials used in the classroom
  - b. Survey the teacher's editions of textbooks used in the classroom
  - c. Read the appropriate state academic content standards
4. The student teacher will learn the characteristics of each student
  - a. Names
  - b. Interests
  - c. Ability levels (read IEP and 504 plans)
5. The student teacher will begin working directly with students
  - a. Begin working with students individually and/or in small groups
  - b. Teach short segments of lessons
  - c. Assist the cooperating teacher with taking roll, reading bulletins, handing out papers, etc.
  - d. Grade student papers

#### **Weeks 2-5            Focus: Gradually begin taking responsibility for teaching activities**

##### *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. As necessary, supervise students outside the classroom
4. The student teacher will complete Tabs 1-3 of the work sample. Tabs 1-3 must be completed prior to the first day of teaching in the work sample unit.
5. Take full responsibility for one subject at a time. This should begin with the class that is most familiar to the student teacher. As the student teacher feels comfortable with that class, a second section of the same course might be added, then a week later another course, and so on until all but one of the cooperating teacher's classes are being taught. The cooperating teacher should be present most of the time, gradually leaving the room for longer periods. Lesson plans should be reviewed before teaching occurs at each stage of student teaching, but especially during this early stage.

**Weeks 6-14 Focus: Taking responsibility for classes**

*Objectives:*

1. The student teacher will continue to develop proficiency in planning and teaching
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. Work with the cooperating teacher to evaluate and improve classroom management
3. The student teacher will continue developing proficiency in previously mentioned goals
4. The student teacher will teach a work sample unit
5. The student teacher will complete Tabs 4, 5, and 6 of the work sample
6. The student teacher should meet frequently with the cooperating teacher and supervisor to receive feedback on how to improve teaching

**Week 15 Focus: Gradual assumption of all responsibility by the cooperating teacher.**

*Objectives:*

1. The student teacher will assist in the transfer of teaching duties back to the cooperating teacher
2. The student teacher may, with the approval of his/her cooperating teacher and supervisor observe the management and instruction of other teachers

Note: Every student teacher, every classroom, and every supervisor is unique. Each student teacher's schedule will be different. The precise timing of the student teaching experience depends on a number of factors, and student teacher and cooperating teacher, in consultation with the Linfield supervisor, should determine what would work best. The work samples, in particular, require careful planning. The earlier in the semester that a schedule is set up, the more comfortable a student teacher usually feels.

**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 *Student Teaching Summary Report* and indicate that either;
  - a. The student teacher successfully completed full-time student teaching, will receive an "M" (mastery) grade, and be recommended for licensure; or

- b. The student teacher did not successfully complete full-time student teaching and will meet with Education Department and his/her education advisor to determine a course of action.