

## School and Community Experiences

### EDPR 432 EC & EL Student Teaching Takeover Guidelines

The weekly guideline for student teaching outlines specific recommendations for the takeover transition. It is important that the student teacher and the cooperating teacher read through the recommendations and schedule their takeover plan early in the practicum. Keep in mind spring breaks and holidays require flexibility in this suggested schedule. Also, student ability and needs will require flexibility. Acceleration of the takeover is permissible if the student teacher is prepared and both the student teacher and the cooperating teacher agree to it.

*EC: Early Childhood*

*ELE: Elementary*

<p><b>WEEK 1</b> <i>EC</i></p> <p><b>WEEK 1&amp;2</b> <i>ELE</i></p> <p><b>Observation &amp; Participation</b></p>	<p>The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.</p>	<p>Appropriate classroom routines</p> <p>Classroom and school policies</p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Hall passes</li> <li>Keeping grades</li> <li>ID requirements</li> </ul> <p>Acceptable behavioral norms</p> <p>Management routines</p> <ul style="list-style-type: none"> <li>Should students raise their hands?</li> <li>Are detentions used?</li> <li>May students talk to each other?</li> <li>May students sharpen pencils at any time?</li> </ul>
	<p>The cooperating teacher will inform student teachers of the support on the right during the initial meeting.</p>	<p>Support staff and programs</p> <ul style="list-style-type: none"> <li>Librarian</li> <li>Counselor</li> <li>Learning coordinator</li> <li>Resource teachers</li> <li>Mentoring program</li> <li>Volunteer program</li> </ul> <p>Instructional materials and programs</p> <ul style="list-style-type: none"> <li>Texts</li> <li>AV equipment</li> <li>Library/learning centers</li> <li>Photocopying</li> <li>Computer usage</li> </ul>
	<p>The cooperating teacher will help student teachers establish a collegial relationship with other student teachers, other school staff, and themselves.</p>	
	<p>The cooperating teacher will help student teachers become part of the classroom instructional processes by asking them to take attendance, tutor students, read to students, teach small segments, etc.</p>	
	<p>The cooperating teacher will set aside time to discuss long-range planning for specific teaching assignments.</p>	

<b>WEEK 2 EC</b>	The major role of planning should remain with the cooperating teacher; however, the student teacher should be included in the process and assisting as appropriate.	
<b>WEEK 3&amp;4 ELE</b>  <b>Participation &amp; Teaching</b>	Shared teaching responsibilities by student teacher and cooperating teacher:	Team teaching lessons planned by the cooperating teacher Team teaching lessons jointly planned Team teaching lessons planned by the student teacher
<b>WEEKS 3-5 EC</b>  <b>WEEKS 5-8 ELE</b>  <b>Participation &amp; Teaching</b>	By the end of this time, the student teacher should have demonstrated that he/she can:	Plan individual lessons with learning outcomes clearly specified Perform paperwork duties, such as attendance and grading with some efficiency Perform routine direction of student behavior with some efficiency Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.) Utilize some generic teaching methods as appropriate (lecture and give directions, provide demonstrations, conduct recitations, direct small group discussions) and articulate reasons for using these methodologies Create teaching activities which have as their aim “learning by doing” and “learning processes” Begin to adapt teaching techniques and purposes for learners with special problems Master the curriculum content of the level being taught Prepare assessment devices to measure achievement of learning outcomes
The cooperating teacher should take time every day to confer with the student teacher about his/her teaching experiences. These weeks should work into a gradual takeover.		
<b>WEEKS 6-8 EC</b>	Student teachers will have full takeover of the teaching/planning of classes. Student teachers should always ask the advice and consent of the cooperating teacher.	
<b>WEEKS 9-14 ELE</b>  <b>TEACHING</b>	The cooperating teacher may always participate in the classroom in some way by:	Assisting with a lesson Working with special students Aiding in student evaluation Making frequent observations throughout the day in the classroom
<b>WEEKS 9-10 EC</b>  <b>WEEKS 15-17 ELE</b>  <b>Participation &amp; Teaching</b>	The cooperating teacher and supervisor may extend the full takeover based on the student teacher’s performance and needs. These weeks may be used for additional cooperating teaching/planning between the cooperating teacher and student teacher with a gradual takeover by the cooperating teacher.	