

## School and Community Experiences

### EDPR 442 Student Teaching Takeover Guidelines

In addition to being models for imitation and evaluators of the instruction of novice teachers, cooperating teachers are called upon to instruct by articulating how they think about teaching. How do teachers make instructional decisions? What principles govern practice? How do the following interconnect in the classroom: social context, knowledge of subject matter and learning, curricular goals, adolescent social and intellectual development? In short, what concepts of teaching and learning guide what teachers do? General recommendations for working with student teachers are outlined. The general recommendations are made with the following circumstances in mind.

- Student teachers will work with cooperating teacher(s) in either a high school or a middle/junior high school
- When student teachers are teaching for two or more cooperating teachers simultaneously, the cooperating teachers should coordinate efforts so that undue burdens are not placed upon student teachers or upon cooperating teachers.
- Cooperating teachers should not be absent from classrooms for long periods of time when student teachers are teaching. An essential role of the cooperating teacher is to engage student teachers in intellectual dialogue based upon observations of their teaching.
- The teaching experience is to be conceived as a cooperative and collaborative venture.
- Student teachers need to be accorded time to prepare and reflect on their experiences.
- Student teachers will be enrolled in required UIUC coursework while they are teaching and consequently will be completing assignments and projects related to this coursework.

#### Weekly Guidelines for EDPR 442 Student Teaching Schedule

<b>WEEK 1-2</b>  <b>Observation &amp; Participation</b>	The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.	Appropriate classroom routines Classroom and school policies Attendance Hall passes Keeping grades ID requirements Acceptable behavioral norms Management routines Should students raise their hands? Are detentions used? May students talk to each other? May students sharpen pencils at any time?
	The cooperating teacher will inform student teachers of the support on the right during the initial meeting.	Support staff and programs Librarian Counselor Learning coordinator Resource teachers Mentoring program Volunteer program Instructional materials and programs Texts AV equipment Library/learning centers Photocopying Computer usage
	The cooperating teacher will help student teachers establish a collegial relationship with other student teachers, other school staff, and themselves.	

	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.	
	The cooperating teacher will set aside time to discuss long-range planning for specific teaching assignments.	
<b>WEEK 3-5</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>Participation &amp; Teaching</b>	Shared teaching responsibilities by student teacher and cooperating teacher	<ul style="list-style-type: none"> <li>Team teaching lessons planned by the cooperating teacher</li> <li>Team teaching lessons jointly planned</li> <li>Team teaching lessons planned by the student teacher</li> </ul>
<b>WEEKS 6-8</b>	By the end of this time, the student teacher should have demonstrated that he/she can	<ul style="list-style-type: none"> <li>Plan individual lessons with learning outcomes clearly specified</li> <li>Perform paperwork duties, such as attendance and grading with some efficiency</li> <li>Perform routine direction of student behavior with some efficiency</li> <li>Employ teaching materials other than a textbook (computer, films, videos, periodical literature, etc.)</li> <li>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</li> <li>Create teaching activities which have as their aim “learning by doing” and “learning processes”</li> <li>Begin to adapt teaching techniques and purposes for learners with special problems</li> <li>Master the curriculum content of the level being taught</li> <li>Prepare assessment devices to measure achievement of learning outcomes</li> <li>Prepare assessment devices to measure achievement of learning outcomes</li> </ul>
	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 9-14</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>Teaching</b>	The cooperating teacher may always participate in the classroom in some way by	<ul style="list-style-type: none"> <li>Assisting with a lesson</li> <li>Working with special students</li> <li>Aiding in student evaluation</li> <li>Making frequent observations throughout the day in the classroom</li> </ul>
<b>WEEKS 15-17</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.	
<b>Participation &amp; Teaching</b>		