

EDPR 250 MG – Fall 2017

Recommended Guidelines Leading up to Takeover

This placement is the second in a series of three classroom experiences for middle grade early field student teachers (hereinafter called student teachers). Previously, these student teachers have observed and interacted with students in either a general or pull-out classroom setting, where they spent at least 45 hours and taught 2 lessons. This EDPR 250 placement removes the supports of the team of student teachers and allows them to experience more independent and individual classroom teaching with the support of their cooperating teachers before moving into full-time student teaching (EDPR 442 MG) in the spring semester.

It is important to emphasize that these are just guidelines. If, in the opinion of the cooperating teacher and supervisor, a student teacher is ready to begin some tasks earlier than this guide suggests, that is permissible. However, it is important to gradually build up towards the full takeover, recognizing that our students are still learning both the art and science of teaching and need to be able to observe their cooperating teachers modeling instructional strategies, to gradually demonstrate best practices they observe, and to co-teach in small group and whole class activities. The student teacher has several University classes and is not yet prepared to assume full instructional responsibility, even for a small group of students for long periods of time without the support of the cooperating teacher. Therefore, there should be very little work assigned outside of the placement hours on Tuesday through Thursday mornings until the recommended takeover.

Weeks 1-3: Acclimation and daily routines/transitions

8/29/17 – 9/14/17

The cooperating teacher will orient the student teacher to the school, specifically introducing him or her to other faculty and staff, highlighting the support services and resources available. The cooperating teacher should also help the student teacher understand the normal procedures that occur throughout a school day, both in the classroom and across the school. The primary focus of the student teacher these first few weeks is to observe the cooperating teacher's management and instruction, as well as classroom procedures. The student teacher will begin to write hall passes, practice getting the attention of students, keep grades, and help with the classroom website, all where applicable. They should also attend all meetings that occur during placement times Tuesday through Thursday mornings (within the timeframe they are to be at the school) in an effort to better understand the full professional responsibilities of the cooperating teacher. When appropriate, student teachers can also occasionally tutor students and/or support small groups of students under the direction of the teacher. Student teachers should not assume independent, routine instructional responsibility for a small group of students or a whole class. It is important to remember that there should not be much, if any, work outside of the regular school day.

Weeks 4-5: Management routines/collaborative planning/brief modeling episodes

9/19/17 – 9/28/17

During this timeframe the student teacher should be taking on more responsibility. He or she should be helping with management routines and collaborating with the cooperating teacher to understand how lessons and units are planned and implemented. Although the major role of planning is still in the hands of the cooperating teacher, the student teacher should begin practicing planning lessons and discussing opportunities to implement some of his/her ideas in the cooperating teacher's lessons. Gradually, he or she should be given the opportunity to model for the students brief instructional strategies seen from and discussed with the cooperating teacher. The student teacher may also be given the chance to co-teach short segments of lessons with the cooperating teacher. He/she should not assume independent planning or instructional responsibility for a small group of students or a whole class. It is important to remember that there should not be much work outside of the regular school day.

Weeks 6-7: Assumption of duties from cooperating teachers' planning: co-teaching, small group, modeling, single periods of instruction

10/3/17 – 10/12/17

During this time there should be a gradual takeover of teaching duties by the student teacher while still observing the cooperating teacher frequently. **The student teacher should continue using the cooperating teacher's lesson plans to:** (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using

instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of students during a single school day, (d) teach a single, whole class instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day]. The cooperating teacher should remain present in the classroom to support the student, provide feedback, and intervene in any classroom management concerns that require assistance.

Weeks 8-10: Developing independent plans and continuing Weeks 6-7 activities

10/17/17 – 11/2/17

During this time, the student should continue taking over some teaching responsibilities while still observing the cooperating teacher frequently. **The student teacher can begin developing up to two of his or her own lesson plans per week, based on feedback and support of the classroom teacher** to: (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of during a single school day, (d) teach a single, whole class instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day].

Weeks 11-12: 1-3 lessons per week (planned and taught)

11/6/17 – 11/16/17

During this time there should be a gradual takeover of teaching duties by the student teacher while still observing the cooperating teacher frequently. **The student teacher should begin developing at least one, and up to three, of his or her own lesson plans per week, based on feedback and support of the classroom teacher** to: (a) co-teach all or part of a lesson with the cooperating teacher, (b) independently teach a lesson, in whole or part, using instructional strategies that the student teacher has previously observed, (c) provide primary instruction for one assigned small group of students [e.g., a reading or math group] during a single school day, (d) teach a single, whole class instructional content period (e.g. reading, math, science, etc.) for two successive days [not to exceed 90 minutes of independent instructional time each day], and (e) teach one or two lessons they have prepared and shared with the cooperating teacher. From here, the student teacher's load should increase until they are teaching the entire half day. Again, it is important that the cooperating teacher is present in the classroom. However, if the student teacher is ready, the cooperating teacher may leave the classroom from time to time giving the student teacher the experience of doing things on his or her own. It is essential that the cooperating teacher take time each day to confer with the student teacher about his or her experiences and provide feedback on lesson plans and execution.

Weeks 13/14-15: Full placement takeover (planning and teaching) for one week

11/21/17 (Thanksgiving break) – 12/13/17

It is recommended that the student teacher complete their full-week takeover either the week of 11/27/17 or the week of 12/4/17. Student teachers will have full takeover of all planning and teaching duties for all classes. They will not, however, be expected to take over all duties outside of the classroom. There should be multiple discussions throughout each of these three days between the student teacher and the cooperating teacher. The student teacher should be asking the advice and consent of the cooperating teacher for all lessons planned. The cooperating teacher may participate in the classroom in some way by assisting with a lesson, working with special students, aiding in student evaluation, and making frequent observations throughout the day in the classroom. When the three-morning takeover is completed, the student teacher should continue participating in the classroom through the remainder of their placement, using some of the activities highlighted in Weeks 8-12 above. The candidate may also visit additional classrooms throughout the school to observe different teaching methods.