Guidelines to Takeover (EDPR 432)

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| ***WEEKS 1 & 2:***  ***EDPR 432***  **Observation and Participation** | 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  Engagement 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. | |
| ***WEEK 3 & 4:***  ***EDPR 432***  **Participation and Teaching** | 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 |
| 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. | |

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| ***WEEKS 5-8:***  ***EDPR 432***  **Participation and**  **Teaching** | By the end of this time, the student teacher should have demonstrated that he/she can: | 1. Plan individual lessons with learning outcomes clearly specified 2. Perform paperwork duties, such as attendance and grading with some efficiency 3. Perform routine direction of student behavior with some efficiency 4. Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.) 5. 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 6. Create teaching activities which have as their aim “learning by doing” and “learning processes” 7. Begin to adapt teaching techniques and purposes for learners with special considerations 8. Master the curriculum content of the level being taught 9. 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. | |
| ***WEEKS 9-14:***  ***EDPR 432***  **TEACHING** | 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. Students will engage in several weeks of takeover, with partial weeks counting toward the total number of weeks. | |
| The cooperating teacher may always participate in the classroom in some  way by: | 1. Assisting with a lesson 2. Working with individual students 3. Aiding in student evaluation 4. Making frequent observations throughout the day in the classroom |
| ***WEEKS 15-17:***  ***EDPR 432***  **Participation,**  **Teaching & Observation of Other Classes** | * 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. | |