

WEEKLY STUDENT TEACHING SCHEDULE

The following is a model of a typical schedule for a semester-long or 14-15 week student teaching experience. This model is representative of the type of progression that occurs from week one through week fourteen/fifteen. Students involved in a 7-week assignment would be expected to follow a similar but accelerated schedule.

Week 1	<p><u>Observation.</u> Activities include: observing, assisting in lesson planning, responding to papers, and assisting in other class and school work.</p>	<p>Cooperating Teacher always present</p>
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The Student Teaching Proposal is jointly developed by the Cooperating Teacher and the Student Teacher.

Week 2	<p><u>Introduction to Teaching.</u> Student Teacher assumes partial responsibility for portions of instruction (e.g., opening activities, spelling). Added responsibilities often continue throughout the semester. Possible observations in other classrooms.</p>	<p>Cooperating Teacher always present</p>
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The initial 3-way conference between the Cooperating Teacher, Student Teacher, and College Supervisor should be scheduled within the first 7 days of the assignment. At this conference, the Student Teaching Proposal is reviewed and expectations and responsibilities are discussed.

Weeks 3-6	<p><u>Part-time Teaching.</u> Student Teacher begins team teaching with Cooperating Teacher or teach from the Cooperating Teacher's plans. Student Teacher gradually assumes responsibility for additional content areas. Cooperating Teacher continue to supervise and model.</p>	<p>Cooperating Teacher usually present</p>
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The Student Teacher, Cooperating Teacher, and College Supervisor should begin preparations for the second 3-way conference (mid-term evaluation).

Weeks 7-11	<p><u>Increased Teaching.</u> Student Teacher assumes the planning and teaching responsibilities for a significant portion of the school day. Cooperating Teacher should continue to supervise and model for Student Teacher. Student teachers may spend some time observing in other classes and grade levels.</p>	<p>Cooperating Teacher in and out of the room.*</p>
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The second 3-way conference (midterm) should be held during the 7th week. Student Teacher should be provided with specific feedback and recommendations for continued improvement and teaching success. Student Teacher should self-evaluate and identify current strengths and areas for future growth. Midterm ratings are assigned.

WEEKLY STUDENT TEACHING SCHEDULE continued

Weeks 12-13 ***Head Teaching.*** Student Teacher should assume full responsibility for planning and teaching for the entire day. Cooperating Teacher in and out of the room *

Cooperating Teacher and College Supervisor should observe and provide written feedback to Student Teacher.

WeeksP 14-15 ***Phase-Out.*** To ensure a smooth transition, Cooperating Teachers reassume primary teaching responsibilities for the class. Cooperating Teacher present
Student Teacher spends some time observing in other grade levels and schools.

The final 3-way conference will usually be scheduled during this week. Cooperating Teacher and College Supervisor will present letters of recommendation. Student Teacher Self-Evaluation form, Cooperating Teacher and College Supervisor Evaluation form will be completed.

* NOTE: **Student Teacher should not be left alone for several hours.**
The Cooperating Teacher should drop in and out of the room periodically even when the Student Teacher is head teaching.

According to Iowa Code, since a Student Teacher is not yet licensed, they may NOT be used as a substitute teacher.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.

Carl Jung