Assignments & Expectations of Teacher Candidates in Student Teaching

Pre-Week 1: Security & Safety Plan:
Prior to student teaching, the teacher candidate must discuss with the cooperating teacher the school security procedures (i.e., fire, lockdown, severe weather, etc.) and routines, and safety procedures for your individual classroom (i.e., classroom routine, lockdown protocol, etc.). In addition and in greater detail, the candidate MUST discuss with you and write down a description of the security and safety procedures for individual students; this includes all of the following and anything more that your school/classroom provides for the children: student allergies, student behavior plans, student health plans, student IEPs and 504s, how to handle individual students with special needs (i.e., transition from room-to-room, subject-to-subject, etc.).

This plan must be written and shared with you to ensure that the candidate got all information correct, and that you agree with all information written about the classroom and individual students (de-identified). Once it is agreed upon by you, the candidate must provide this plan to the supervisor via Field Experience Module in LiveText as an attachment, and to the Seminar instructor on Blackboard NO LATER THAN the middle of the first week of student teaching.

The information gleaned from this important assignment must be used in planning for all curriculum, instruction (differentiated instruction), and classroom management throughout the student teaching experience.

Weeks 2-16: Weekly Reflections:
Each week, candidates are expected to write in-depth reflection journals (that typically attempt to solve a problem) that can be shared with the cooperating teacher and supervisor (it is only shared with the Seminar instructor IF there is information that needs to be known). The journal reflections must meet the level of depth expected for professionals, and will be uploaded into the Field Experience Module in LiveText as an attachment for the cooperating teacher and the supervisor to access weekly. Typically, the due date for these reflections has been on Friday; however, it is up to the cooperating teacher, the supervisor, and the candidate in collaboration, to determine a date on which the reflections should be turned in consistently (choose a day of the week that is best and stick with that day each week; often, Sundays work best for these because the candidate has had a day or two to reflect more deeply on the week). EXCLUSIONS: weekly reflection is NOT expected on weeks when Capstone assigns a reflection, nor when there is another assignment due (week 1).
Guidelines for reflection journals:

1. Each must attempt to understand and make sense of their classrooms, and further their learning of how to make their teaching, structure, curriculum, classroom management, etc., better. There must be description of the background or situation that occurred.
2. Each must attempt to challenge their own practices and beliefs about teaching and children’s growth/development. There must be an analysis of what could have been the impetus to the event (what caused the event to take place?).
3. Each must attempt to use their analytical skills to self-critique, and creativity to imagine and dream of better practice.
   a. There must be an inferential aspect to the reflection – what is the significance of this event? Why are you choosing to focus on this – what impact could/did it have? Why is it so important to try to “fix” (or focus on) this?
   b. There must be an imagined (and realistic) solution to the problem, or a paragraph posing probing questions to better their practice.

Teacher Work Sample:
This is a critical task that provides data for two reasons: (1) grading purposes that reflect a measurement of whether the candidate is truly ready for the professional practice of being a teacher; and (2) accreditation evaluation. Much more detailed information regarding this important assignment is provided in the Student Teaching Handbook, and also will be provided in the T&L 488 Senior Seminar and T&L 489 Senior Capstone courses.

This is a UNIT plan written in great detail in the Understanding by Design format located within the LiveText program (NOT Field Experience Module). Students will write the unit plan in Word format first, to share and get feedback from the cooperating teacher and the supervisor prior to teaching, prior to submitting the final copy into LiveText.

- The cooperating teacher MUST approve the topic before the candidate may begin planning the unit.
- The Capstone instructor or the Seminar instructor (for those who are not in Capstone only) must approve the proposal at least 2 weeks prior to teaching the unit.
- There must be modification along the way in teaching the unit, and the final copy of the unit in LiveText should reflect those modifications, and be written about in the final reflection.