

CI 403 – Fall 2024

Recommended Progression of Classroom Engagement

This placement is the second in a series of three classroom experiences for secondary early field student teachers (hereinafter called student teachers). Previously, student teachers have observed and interacted for at least 45 hours with high school students in the classroom setting and have taught three lessons. This CI 403 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) 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 upon classroom engagement activities, 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 until the end of the placement (see Weeks 13-16).

Weeks 1-4: Acclimation and getting to know students; focused observation (Danielson journals/observations)
8/26 – 9/20

The cooperating teacher will orient the student teacher to the school, specifically introducing him or her to other faculty and staff and highlighting 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 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 (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, students can also occasionally tutor students and/or support small groups of students under the direction of the teacher. They 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 5-7: Co-planning and co-teaching (1 class period per week)
9/23 – 10/11

During this timeframe the student teacher should be taking on more responsibility. He or she should be helping with management routines and should be 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 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 8-10: Modeling instruction (whole lessons or segments of lessons)
10/14 – 11/1

During this time there should be a gradual progression 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 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 11-12: Teach 2 independent lessons
11/4 – 11/15

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 for two successive days [not to exceed 90 minutes of independent instructional time each day].

Weeks 13-16: Target: Plan and teach independently for 4 of the 6 hours for **one week between** 11/18, 11/25 (Thanksgiving break), 12/2

It is recommended that the student teacher complete this sustained teaching either the week of 11/25 or the week of 12/2. Student teachers will have near takeover of all planning and teaching duties for all relevant classes (4 of 6 hours in the field during that week). They will not, however, be expected to take over all duties outside of the classroom. There should be multiple discussions throughout the selected week between the student teacher and the cooperating teacher. The student teachers 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, making frequent observations throughout the day in the classroom. When the partial 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.