

What's Expected of a Practicum I Student Teacher?

Your student teacher should have contacted you before the university semester starts to set up an initial meeting.

He/she should introduce themselves to the principal and the school secretary and make sure that they have all the pertinent contact information.

He/she will need to make arrangements with you to obtain needed information, such as:

- School and classroom daily schedules,
- Classroom rules
- Tentative weekly time for planning with you
- Major curricular units to be taught this semester,
- List of pupil names,
- Emergency information and their role in such cases,
- Any district policies, or circumstances they should know.

Should learn the names of the children.

Become familiar with teachers, aides and support staff in both classroom and school.

Assume responsibility for assisting you with classroom organization, preparation, and routine tasks.

Complete all tasks assigned by you. Participate in appropriate school responsibilities, such as:

- Yard and bus duty
- Faculty meeting, staff development, back to school night, open house, field trips and other special events
- A parent conference, if approved by the parent and school personnel
- An IEP, or planning conference (SST), if approved by parent and school personnel.

Become familiar with the instructional program for your grade level, such as Frameworks, Content Standards, and Teacher Manuals.

Be able to model good manuscript and cursive penmanship.

Prepare a bulletin board, displaying student work, or relating to current subject matter.

Observe your lessons, and help individuals and small groups.

Conduct opening exercises for at least a week.

Use whatever technology you have available.

Begin small group instruction with one or more groups.

When you feel student teacher is ready, they may initiate their own classroom participation such as, developing lesson plans or using and expanding on the lessons in the teacher manual.

Each Practicum I student must complete the following course requirements:

1. Within the first six weeks plan a series of teaching experiences, increasing in length and complexity to prepare for the six lessons and the five half-day solo teaching.
2. Read orally to the class using literature from at least three genres.
3. Develop three reading lessons demonstrating grade appropriate strategies. (BIM if requested).
4. Develop a sequence of three lessons (in a subject other than reading) that progressively builds a skill. (BIM if requested)
5. Develop a block plan and lesson plans for five consecutive, half-day solo teaching sessions. (Plans should be approved by you at least two days prior to solo teaching).
6. If there is opportunity, student teacher should observe and teach English learners.