

Planning For Instruction

All student teachers are required to teach from well-constructed lesson plans. It is recommended that they become familiar with the curriculum and discuss the Cooperating Teacher's long-range plans for the semester. Team planning early in the semester can help the student teacher become familiar with expectations and procedures. Each student teacher is expected to develop at least one complete unit plan, and to plan and teach one unit according to the criteria outlined in the Teacher Work Sample.

Daily Lesson Plans

Daily plans must be available for every lesson taught. Although experienced teachers often do not develop complete daily lesson plans, the student teacher is expected to do so. The lesson plan should be provided to the Cooperating Teacher and University Supervisor prior to the beginning of the lesson.

While no single format is prescribed, every lesson should include:

- Objectives - The purpose of the lesson
- Standards addressed in the lesson
- Materials needed - including page numbers, supplies, resources
- Procedure - Step by step through the lesson activities
- Evaluation - Assessment of how well students achieved your objectives

It is also a good idea to include a "sponge" activity for each lesson for students who complete the assignment early.

Unit Plans

Every student teacher should design at least one unit plan complete with a justification, objectives, materials and resources, daily and/or weekly outlines, activities, assignments, and assessments.

Steps to constructing a unit include:

- A curriculum survey - Determine the school district expectations for the topic to be taught. Discuss with the Cooperating Teacher what has been taught, what s/he expects to be covered, and what resources are available. Locate curriculum guidelines from professional organizations.

- Research the topic to be covered. Become thoroughly familiar with the subject matter. You don't want to teach what you don't know.
- Identify objectives to be accomplished and justifications for the unit. Include knowledge and content objectives, skills/processes objectives, and affective objectives.
- Develop the learning experiences to be included. Consider where you will teach the skills students need to be successful in these learning experiences. Focus on activities that require the students to take an active part in their own learning. Link new knowledge with prior knowledge and activities that involve application of knowledge.
- Identify and locate the materials and resources you will need to accomplish your objectives.
- Develop a variety of assessment components and grading procedures. Remember that good rubrics take a considerable amount of time to write and that not all learning can be assessed with one test.
- Write the unit. Organize all your materials, copies of activities, directions, worksheets, tests, letters, etc. into one folder. Make sure it is neatly presented, correctly produced, professional, and complete.

Suggested Timeline of Experiences & Teaching Load for the Student Teacher

This timeline was created from the input of University Supervisors. It is suggested that this timeline be followed but certainly understood if adjustments need to be made based on the uniqueness of the school context, student teacher, etc.

As teacher evaluation continues to change, we realize that giving up your classroom for an extended period of time may be worrisome. With a shift in thinking, the STEPP Office hopes that we can all look at some fresh ways of incorporating student teachers into your classrooms. We want students to allow you the opportunity to implement some additional interventions and creative co-teaching approaches to assist you in your students' achievement and growth. There is not a set requirement of weeks in which a student needs to be in full control of a classroom. We would like you to make a judgment based on your students and the individual student teacher. Please do what feels best to you. We have included some links about co-teaching, if you are in need of some ideas.

Co-Teaching Strategies and Examples - <http://www.stcloudstate.edu/oce/teaching/documents/Co-Teachingdefinitionsandexamples.pdf>

Co-Teaching Planning Sheet - <http://www.stcloudstate.edu/oce/teaching/documents/Co-Teachingplanningsheet.pdf>

We strongly encourage the following arrangements:

- Time is given to the student teacher for a transition into independent teaching and/or co-teaching.*
- The opportunity for all student teachers to understand what it is like to take on a full load of classes during student teaching. This will better prepare the student teacher to take responsibility for the entire teaching load when s/he is a licensed teacher.
- Time is given to the student teacher to transition out of independent teaching so there is uninterrupted learning for the P-12 school students.

***Definition of Independent Teaching:** During “independent teaching” the student teacher is the lead instructor in the classroom. S/he is preparing his/her own lessons and assessments and is managing the classroom independently. The Cooperating Teacher is always close by during this time period. S/he is never too far away that s/he can’t be called upon should the need arise. Again, we want to see the student teacher take on this full teaching responsibility while having the support of the Cooperating Teacher and University Supervisor.

***Definition of Co-Teaching:** While co-teaching is not a new phenomenon, its application in the student teaching experience is a new area of study. Co-teaching in student teaching enables two professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching in student teaching model may be implemented with any content at any grade level.¹

Co-teaching in student teaching provides a comprehensive and rigorous experience for teacher candidates, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for P-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving teacher candidates the time and support necessary to gain skills and confidence required to teach successfully.¹

¹Co-Teaching in Student Teaching. (2011) *St. Cloud University*. Retrieved January 24, 2012, from <http://www.stcloudstate.edu/oce/coteaching/default.asp>.

Secondary Placements – Suggested Timeline of Experiences and Teaching Load

Week	Activities
1	Observing. Planning. Meetings with Cooperating Teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, e-mail, voice mail, etc. ready for use. Discuss unit plan for Teacher Work Sample (TWS).
2	Cooperative teaching. Assist Cooperating Teacher with attendance, departmental meetings, after-school meetings, other projects and/or other activities. Ongoing TWS planning/preparation by student teacher.
3	Team planning and teaching. Student teacher should add one class to his/her individual planning and teaching. Ongoing TWS planning/preparation by student teacher.
4	Student teacher should add another class to his/her individual planning and teaching. Continue team teaching and planning with other classes. Ongoing TWS planning/preparation by student teacher.
5	Independent Teaching and/or Co-Teaching – Student Teacher should teach and plan for either a full load (all classes) with a minimum of 2 different preps (preferably) or 4 classes if a teacher has responsibility for 5 classes on a traditional schedule or if the school has a block with 3 classes each day or 2/3 split every other day; minimum of 2 different preps. Ongoing TWS planning/preparation by student teacher.
6	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
7	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
8	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
9	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
10	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
11	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
12	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.

13	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
14	Begin transition back to partial load. Ensure that the Cooperating Teacher has all the necessary information to gradually resume the teaching of classes. Ongoing TWS planning/preparation by student teacher.
15	Finalize transition out of independent teaching. Observe other teachers and classrooms.
16	(Student teachers in agricultural education may be required to complete a longer student teaching experience. Also, student teachers in business and marketing may complete a 16-week placement. An adjustment to this schedule is supported in these situations.)

K-12 Placements (Art & Music) – Suggested Timeline of Experiences and Teaching Load

Week	Activity
1	Observing. Planning. Meetings with Cooperating Teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, e-mail, voice mail, etc. ready for use. Discuss unit plan for Teacher Work Sample (TWS)*.
2	Team Teaching. Ongoing TWS planning/preparation by student teacher. Ongoing TWS planning/preparation by student teacher.
3	Teach partial load with original lesson plans. Ongoing TWS planning/preparation by student teacher.
4	Independent Teaching and/or Co-Teaching. Teaching all classes (6-7 preps for elementary; minimum of 2 different preps for secondary) (3 week minimum of independent teaching).
5	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
6	Independent Teaching and/or Co-Teaching. Ongoing TWS planning/preparation by student teacher.
7	Begin transition back to partial load. Ensure that the Cooperating Teacher has all the necessary information to gradually resume teaching of classes. Ongoing TWS planning/preparation by student teacher.

8	Minimal teaching. Observe other teachers and classrooms.
	Change to second 8-week placement.
9-16	Repeat as per weeks 1-8 above.

* Student teachers in K-12 Art & Music placements complete one work sample. Decision of when this work sample should be implemented and completed, either in the first or second 8-week placement, should be made with input from the University Supervisor and Cooperating Teacher.

Early Childhood Education Placements – Suggested Timeline of Experiences and Teaching Load

Week	Goals and Objectives:	Teacher Candidate Action/Demonstration:
1	<p>Goal: Become oriented to the classroom, the mentor teacher’s philosophy and style, and to the children.</p> <p>Objective: Assist with classroom management whenever possible. Implement and assess one lesson this week.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Participate in all classroom activities. ○ Observe teacher/child interactions. ○ Observe discipline strategies. ○ Observe transition techniques. ○ Observe the management of other adults in the classroom. ○ Become familiar with the classroom layout. ○ Explore storage areas and materials for classroom use. ○ Carryout one mentor teacher designed activity each day.
2	<p>Goal: Continued development as a teacher candidate. Become familiar with transitions and strategies for changing activity.</p> <p>Objective: Assist with classroom management whenever possible.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies.

	<p>Transition children successfully from one activity to another. Implement and assess three lessons this week.</p>	<ul style="list-style-type: none"> ○ Begin to participate in discipline, when appropriate. ○ Continue to observe transition techniques. ○ Begin to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one mentor teacher designed activity each day. ○ Design and carryout one activity this week.
<p>3</p>	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week. Continue to assist with classroom management and transition to activity.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Continue to observe transition techniques. ○ Continue to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one activity each day this week.
<p>4</p>	<p>Goal: You should be familiar with the routines, the mentor teacher, and the children. Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week.</p> <p>Assist in one parent communication effort.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Begin to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate.

		<ul style="list-style-type: none"> ○ Continue to observe transition techniques. ○ Continue to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one activity each day this week. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations, etc.)
5	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week.</p> <p>If possible, assist with a type of formal assessment. (Developmental checklist, reading inventory, standardized test prep., etc.)</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions. ○ Begin to lead the management of other adults in the classroom. ○ Carryout one activity each day this week. ○ If possible, assist in one formal assessment measure.
6	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess two lessons each day this week.</p> <p>Assist in one parent communication effort.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions.

		<ul style="list-style-type: none"> ○ Continue to lead the management of other adults in the classroom. ○ Carryout two activities each day this week. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations.)
7	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess two lessons each day this week. Investigate in-house resources to assist children at varying rates of learning/development.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions. ○ Continue to lead the management of other adults in the classroom. ○ Carryout two activities each day this week. ○ Investigate resources within the program to assist with individualization of instruction to ensure that children at all rates of learning and development can be successful.
8	<p>Goal: You should be comfortable with classroom routines, planning, and implementation of lessons. Continued development as a teacher candidate.</p> <p>Objective: Teach/manage the majority of the days' activities and lessons each day this week. Assess student progress. Reflect on your progress as a teacher candidate.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Lead the majority of classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Lead the majority of transitions. ○ Carryout the majority of activities each day this week.

		<ul style="list-style-type: none"> ○ Assess student's progress. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations, etc.)
	Change to second 8-week placement.	
9-16	Repeat as per weeks 1-8 above.	