Fall Pacing Guide for UTL 360 Student Teachers

Reminders:
⇒ UTeach-LA Student Teachers (STs) are required to attend a weekly 3-hour seminar on important educational and professional issues. *[Thursday, 5-8pm, on UT campus beginning August 31st]*
⇒ Cooperating Teachers (CTs) should be included in ALL decision-making during the ST’s apprenticeship.
⇒ STs are required to abide ALL policies and procedures stated in the UTeach-LA Student Teacher Handbook throughout the 65-day student teaching placement.

Prior to the 1st Class Day with Students

- Attend Professional Development sessions as requested by your CT, if possible.
- Offer to help your CT set up the classroom.
- Help your CT prepare the first day of class lesson plan, per his/her direction.
- Read the district’s student handbook. Learn what you can about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.) for your placement campus.
- Begin reading the texts for which you will be responsible and/or researching to find new materials for your prospective unit(s).
- Discuss with your CT his/her discipline expectations and procedures for dealing with problems.
- Review the list of student names in your CT’s classes, esp. those you will take over (if known).

Days 1-5 of Your Field Placement (along with any unfinished responsibilities noted above)

- Attend your district’s required student teacher orientation session; begin reporting to your CT’s classroom immediately afterward.
- Attend Thursday evening seminars throughout the semester.

Within first 1-2 days in your CT’s classroom

- Begin the daily practice of turning off your cell phone when you enter your CT’s classroom.
- Work with CT to determine a place in the classroom that will be your “station”. STs will keep their materials and personal items there during the semester.
- Locate the copy machine available to your teacher. Learn the policies for using any teacher “tools”, including the use and care of the copy machine.
- Make copies of the seating charts for the classes you will take over; start memorizing names.
- Observe your CT in action.

During remaining 2-3 days

- Assist your CT per his/her direction. Help distribute handouts, books, and materials.
- Determine if you are allowed to take attendance and/or record grades for your CT. If so, learn the procedures for taking attendance and recording grades and offer to do so.
- Discuss with your CT and review on your own the curriculum organization and teacher guides for the level(s) and lessons/unit(s) you will teach. *Hint: Depending on the district you’re in, these may be referred to as scope and sequence documents. Ask for guidance if you do not feel knowledgeable about the content.*
- Find out what your responsibilities are if the CT is absent and a substitute teacher will be present.
- Locate the library. Learn the policies and procedures, especially those that enable teachers to check out books and equipment. *Hint: Ask about the campus or department professional library as well.*
- AFTER ATTENDING DISTRICT ORIENTATION: Work with individual or small groups of students needing extra help or enrichment activities, per the direction of your CT.
- **AFTER ATTENDING DISTRICT ORIENTATION:** Conduct a 10- to 15-minute segment of a lesson using a structured activity that needs no extensive planning (e.g., an engagement or warm-up, short quiz, or closing activity); your CT will stay in the room.

- Establish contact with your field supervisor. Inform him/her of your CT’s class schedule and which class periods you’ll take over; be specific about class times / block scheduling, etc.

- Review the 4-observation process with your CT, indicating the need for two three-way, post-lesson debrief meetings—the formative and the summative (these follow your 2nd and 4th observations). *Note: If your CT is new to the UTeach-LA program or has not worked with your UT field supervisor in the past, your CT will also need to participate in a brief meeting with your field supervisor early in the semester.

### Days 6-10 (along with any unfinished responsibilities noted in week 1)
- Begin actively planning your first unit.

- **AFTER ATTENDING DISTRICT ORIENTATION:** Plan and teach a lesson for one class period; have written plans ready to be approved by your CT at least 48 hours in advance of the teaching day.

- Plan and create some special instructional materials to support the upcoming unit/lessons you will teach (e.g., a video or iMovie clip, bulletin board, handouts, PowerPoint presentation, complementary newspaper or e-zine articles, etc.).

- **AFTER ATTENDING DISTRICT ORIENTATION:** With your CT’s permission and guidance, conduct a class discussion using your CT’s plans and incorporate effective verbal-interaction strategies (e.g., using students’ names; projecting your voice; showing interest and energy through body language such as nodding, smiling, moving around the room; encouraging responses with specific positive feedback and courtesy; providing closure with a few summative statements).

- In addition to arriving at least 30 minutes before the school day starts, begin staying approximately 30 minutes after the last class ends. *The exception being Thursdays due to UTL 360 seminars.

### Days 11-15 (along with any unfinished responsibilities noted in week 2)
- Look ahead to upcoming lessons/units and plan accordingly.

- Schedule your first observation as suggested on the student teacher syllabus calendar. *Identify the due date for the formative observation and plan ahead to ensure that you’ll have at least 7-10 days between your first and second observations.

- Attend an extracurricular activity that involves one or more of your students, if possible. *If you cannot do so this week, make plans to do so in the near future.

### Days 16-20
- **By day 17 (if not sooner), take full responsibility for one 45-90 minute class,** including planning & writing daily lessons, teaching, managing, and grading. [You may pick up a second class at this time if you and your CT feel you are ready and if you’ll be using the same lesson plan for both classes.]

- Participate in your first observation and post-observation debrief as suggested on the student teacher syllabus calendar.

- Be sure that you are incorporating appropriate media into your lessons (video clips, photographs, art, music, etc.) on a regular basis to support instruction and engage students.

- Construct, administer, and grade informal and/or formal assessments if you have not yet done so.
☐ Ask your CT or a colleague to assist you in collecting 6-8 clear digital photos of you delivering instruction and/or working with small groups of students between now and November 10th (F).

☐ Schedule and participate in your second observation—the formative evaluation—and 3-way post-observation debrief as suggested on the student teacher syllabus calendar. **At the conclusion of your formative evaluation, participate in a 3-way debrief, sign the evaluation forms completed by your field supervisor and CT, and bring the yellow sheets or printed copies of these forms to your 360 Instructor.** *The white formative assessment sheets should stay with your UT field supervisor.*

☐ Observe other excellent teachers in other subject areas, grades, and ability levels, if possible.

**Days 41-50** (along with the responsibilities noted above)

☐ Schedule and participate in your third observation as suggested on the student teacher syllabus calendar. *Identify the due date for the summative observation and plan ahead to ensure that you’ll have at least 7-10 days between your third and fourth (final) observations.

☐ Continue collecting 6-8 clear digital photos of you delivering instruction and/or working with small groups of students, with your CT’s or a colleague’s assistance, by the end of day on November 10th.

☐ Look ahead to the end of your student teaching to plan an orderly transition.

**Days 51-60** (along with the responsibilities noted above)

☐ **Send 2-3 clear photos** of you delivering instruction and/or working with small groups of students **to your instructor via email by 11/10.**

☐ **Schedule and participate in your summative observation. Then, participate in a 3-way debrief, sign the summative evaluation forms completed by your field supervisor and CT, and bring the yellow sheets or printed copies of these forms to your 360 Instructor.** *The summative observation must be conducted before you can transition students back to the CT.* *The white summative assessment sheets should stay with your UT field supervisor.*

☐ Look ahead to the end of your student teaching to plan an orderly transition.

**Days 61-65**

☐ If you are teaching a unit, try to complete instruction before you begin to transition students back to the CT.

☐ Return all materials to your CT and school library.

☐ **Ask your CT to assist in verifying and then sign your Attendance Documentation form; submit this form to your 360 Instructor.**

☐ Write a thank you note to your CT, to the principal, and to any other district employee who has been helpful. *(Your rewards for this act will come down the road.)*