Field Placement Pacing Guide for UTL 640 Student Interns, Fall 2019

Overview:
⇒ UTeach-LA student enrolled in UTL 640SS must complete a field internship of 45 hours of combined observation and teaching in a high school social studies classroom.
  ⇒ During the internship, student interns (SIs) are required to write 5-8 original lessons in order to deliver 8 teaches (they must submit at least five lesson plans and may teach three lessons twice for credit).
  ⇒ The fall internship will conclude on or before November 22, 2019.
  ⇒ SIs must plan to spend 4-5 hours/week in the field placement classroom in order to complete the internship within 11 weeks.
⇒ Cooperating teachers (CTs) will be included in all decision-making during the SI’s internship.
⇒ CTs and SIs will abide by all policies and procedures stated in the UTeach-LA Cooperating Teacher and Student Handbooks throughout the internship.
⇒ CTs will contact the University Instructor as soon as possible with any questions or concerns regarding their SI’s performance or professionalism while in the field.

**Weeks 1-2 (9/09-20)**

**The SI will...**
- Begin the practice of
  - Arriving promptly at the time scheduled with the CT.
  - Turning off and putting away their cell phones upon entering the CT’s classroom.
  - Keeping track of their hours on campus and having the CT sign each time they are present.
  - Referring to their “640 Observation Assignments” and “640 Lessons, Evaluations, Videos & Reflections” documents to keep track of timelines and directions associated with these field-related assignments.
- Work with the CT to determine the observation and teaching schedule from 9/09 to 11/22. *Mapping out a schedule of specific dates and times you will be present to observe and the projected dates you will teach during the internship will provide you and your CT with something to refer back to as the semester gets busy and will be helpful to you when it comes to scheduling your formal observations.*
- Review the list of student names in the CT’s classes and create or make copies of existing seating charts for the classes to which they will deliver lessons in order to start memorizing these names.
- Review the campus handbook. Discuss with the CT any questions or concerns they have about policies or procedures described therein.
- Observe their CT and with the CT’s direction, assist with distributing handouts, books, and materials.
- Discuss with the CT the semester units and curriculum for the course(s) with which you’ll work and which lessons you may teach during your internship—or at least in the next several weeks.
- Begin reading any materials/texts around which they’ll need to design lessons and/or researching unknown content. *Ask the CT for clarification or additional guidance when researching content; inquire about whether any texts or supporting supplemental materials can be checked out from the CT’s department, textbook office, or school library.*
- By the end of week 2, contact their UT field supervisor (FS) to inform her of the established observation schedule; be specific about the location of your school and classroom and the class times / block scheduling, etc.

**The CT will...**
- Provide the SI with a place in the classroom where the SI may be stationed and, if necessary, keep any materials needed for ongoing use in the CT’s classroom throughout the internship.
- Work with the SI to determine their observation and teaching schedule for the length of the internship.
- Discuss with the SI the daily schedule for the campus and the fall professional development days, student/staff holidays, and bad weather make up days scheduled during their internship period.
- Share with the SI the current semester units and curriculum for the course(s) with which they will work, along with any corresponding supportive district curriculum guides for said course(s).
- By the end of week 2, help the SI determine which lessons may be taught during their internship.
  - If settling on dates for all 7 teaches proves problematic, aim to schedule at least the first 3-4 teaches to fall within weeks 3 to 6. *Remember, SIs are allowed to repeat 2 lessons to earn credit for 2 teaches each, so teaches 3 and 4, for example, may take place on the same date if the CT and SI’s schedules allow.
  - It is highly recommended for SIs to start with a lesson of 40-45 minutes and build up to teaching a full class period over the course of their first 2-3 teaches.

**Week 3-4** (09/23-10/04)

**The SI will...**
- Continue
  - Observing their CT and with the CT’s direction, assisting with distributing handouts, books, and materials.
  - Working to learn students’ names in the classes they’re observing and will teach.
  - Keeping track of timelines associated with 640 field observation assignments.
- Offer to work with individual students or small groups in need of extra help or enrichment in order to build relationships and assist the CT.
- Contact their FS with sufficient advance notice in order to schedule their first official University Observation and post-observation debrief to fall during their 3rd or 4th teach (sometime during week three, four, or five) as directed on the syllabus.
- Make plans in advance to video record themselves teaching the required portion of their 1st and/or 2nd teach. *Pertains to the Teaching Video requirements—at least one of the first two teaches should be recorded. See “640 Lessons, Evaluations, Videos & Reflections.”
  - When the date of said teach(es) arrives, follow through with recording as planned.
- With the CT’s assistance and according to the expectations of UTL 640, design and teach their first 1-2 lessons, thereby conducting their first 2-3 teaches. Remember to:
  - Submit each lesson plan and its corresponding instructional materials for review to both the 640 Instructor and the CT at least 48 hours in advance of implementation (not including weekends).
  - Promptly submit the white observation forms completed by the CT when they arrive for 640 seminar.
  - These are official program documents and must be turned in as they’re accrued.
  - Additional observation forms are available in BEL 224 and online (at bottom).
- Look ahead to their upcoming lessons and plan accordingly.

**The CT will...**
- Show the SI where they may find and how to use any teacher “tools” that are available to them, including the use and care of classroom technology and the campus copy machine(s) on campus. Discuss the policies for using said tools with the SI.
- Model and, if appropriate, allow the SI to work with individual or small groups of students needing extra help or enrichment.
- Review and provide helpful feedback on the SI’s lesson plans, orally or in writing, at least 18 hours before delivery. *Please notify the University Instructor if the SI has yet to submit a lesson plan for a scheduled teach that’s to be delivered in less than 24 hours.
- Observe and evaluate the SI when teaching their first 2-3 lessons/teaches using the UTL 640 Observation Forms provided by the SI.
  - The 640 form is also available online at the bottom of this page.
  - When the FS is observing/evaluating the SI, the CT may decide whether or not to simultaneously observe/evaluate the SI.
☐ Debrief with the SI one-on-one following each observation and evaluation to provide affirmative and constructive feedback on the SI’s overall performance (instructional design and delivery, interaction with students, and demonstrated professionalism).

☐ Consider offering support to the SI with their video recording requirement during teaches.

☐ Continue to provide guidance in determining the topics and materials for the SI’s upcoming lessons.

**Weeks 5-6 (10/07-18)**

*The SI will...*

☐ Continue

- Observing their CT and assisting with classroom duties at the CT’s direction.
- Working to learn students’ names if necessary.
- Keeping track of timelines associated with 640 field observation assignments.
- Keeping track of requirements and timelines associated the Teaching Videos and Lesson Reflection assignments—Reflection 1 is due within this window. *See “640 Lessons, Evaluations, Videos & Reflections.”*

☐ With the CT’s assistance and according to the expectations of UTL 640, design and teach lessons 3-4, thereby conducting teaches 3-5. Remember to:

- Ensure that you are incorporating engaging media into your lessons (video clips, photographs, art, music, etc.) and/or using technology to enhance learning and instruction.
- Submit each lesson plan and its corresponding instructional materials for review to both the 640 Instructor and the CT at least 48 hours in advance of implementation (not including weekends).
- Promptly turn in the white observation forms completed by the CT upon arrival for UTL 640.

☐ Participate in the FS’s first official University Observation and post-observation debrief.

- Subsequent to the FS’s observation and debrief, acknowledge via email their FS’s electronic observation evaluation form upon receipt.

☐ Offer to assist the CT with grading informal and/or formal assessments, if possible.

☐ Ask their CT or a colleague to assist in collecting 4-5 clear digital photos of the SI delivering instruction and/or working with small groups of students. *Submit 3-4 clear photos to the UTL 640 Instructor via email by 11/03 (These will be part of Tech Practicum #3).*

☐ Look ahead to their upcoming lessons and plan accordingly. *PSAT testing will likely occur on either October 16th. Ask the CT if PSAT testing will impact the SI’s ability to access their placement campus on this date and plan accordingly.*

*The CT will...*

☐ Continue

- Reviewing and providing helpful feedback on the SI’s lesson plans at least 18 hours before delivery. *Remember to notify the University Instructor if the SI has yet to submit a lesson plan for a scheduled teach that’s to be delivered in less than 24 hours.*
- Observing and evaluating the SI when teaching using the UTL 640 Observation Forms provided by the SI. *If the FS is observing/evaluating the SI, the CT may choose whether or not to simultaneously observe/evaluate the SI.*
- Debriefing with the SI one-on-one following each observation and evaluation to provide affirmative and constructive feedback on the SI’s overall performance.
- Providing guidance in determining the topics and materials for the SI’s upcoming lessons.
- Supporting the SI with their video recording requirements during teaching.

☐ Offer to assist the SI in collecting clear digital photos of the SI delivering instruction and/or working with small groups of students, if possible.

**Weeks 7-11 (10/21-11/22)**

*The SI will...*

☐ Continue

- Observing their CT and assisting with classroom duties at the CT’s direction.
- Keeping track of timelines associated with 640 field observation assignments, including collecting 4-5 clear digital photos of the SI delivering instruction and/or working with small groups of students. (For use in the portfolio.)
- **Planning and conducting lessons until they meet the requirement of 8 teaches stemming from 5-8 lesson plans.**
- Submitting lesson plans and corresponding materials in advance as required and the CT’s completed observation forms as accrued upon arrival for 640 seminar.
- Keeping track of requirements and timelines associated the Teaching Videos and Lesson Reflection assignments—Reflection 2 is due within this window; Reflection 3 is due following it.
- **Contact their FS with sufficient advance notice** in order to **schedule their second official University Observation and post-observation debrief to fall during their 7th teach (sometime during week 8 or 9) as directed on the syllabus.**
- **Participate in the FS’s second official University Observation and post-observation debrief.**
  - Subsequent to the FS’s observation and debrief, **acknowledge via email their FS’s electronic observation evaluation form** upon receipt.
  - Write a thank-you note to the FS.
- **Return all borrowed materials to the CT and/or school library as needed.**
- **Write a thank-you note to the CT and to any other district employee who has been helpful.**

**The CT will...**
- **Continue**
  - Reviewing and providing helpful feedback on the SI’s lesson plans at least 18 hours before delivery.
  - Observing and evaluating the SI when teaching using the UTL 640 Observation Forms provided.
  - Debriefing with the SI one-on-one following each observation and evaluation
  - Providing guidance in determining the topics and materials for the SI’s upcoming lessons.
  - Supporting the SI with their video recording requirements during teaching.

*NOTE:*
*If an SI will need additional time beyond 11/22 to complete field placement hours due to extenuating circumstances, the SI must obtain the University Instructor’s permission by or before 5:00PM on 11/14 in order to continue the placement beyond the Thanksgiving break. Please be advised that no lessons/teaches may be implemented for credit after 11/22.*