Field Placement Pacing Guide for UTLA Student Teachers, Spring 2020

Overview:
- U Teach-LA student teachers (STs) must complete a field placement of 70 consecutive days per TEA requirement.
  - The fall student teaching apprenticeship must conclude by or before May 8, 2020.
  - During the 70-day placement, STs must take full responsibility for at least two 45- to 90-minute classes—including planning, teaching, managing, and grading—per TEA requirement. UTLA allows STs to take responsibility for one or more additional classes after obtaining the University Instructor’s approval.
- Cooperating teachers (CTs) will be included in all decision-making during the ST’s apprenticeship.
- CTs and STs will abide by all policies and procedures stated in the U Teach-LA Cooperating Teacher and Student Teacher Handbooks throughout the 70-day placement.
- CTs will contact the University Instructor as soon as possible with any questions or concerns regarding their ST’s performance or professionalism while in the field.

*Prior to the end of your 640 semester, the student teacher (ST) will...
- Complete the required criminal background check or system profile update for your placement district.
- Contact your CT to determine and plan for your placement start date with your CT and University Instructor. Administrator approval is required in order to begin the placement in advance of the district orientation date. The approval form was made available to both the ST and the CT via email from the University Instructor.

During the specified days of the placement, the student teacher (ST) will...

Days 1-5
- Confirm the placement start date and precise end date with the CT and submit required attendance form documenting this information to the University Instructor. Remember to review the district calendar to determine when student/staff holidays and bad weather make up days are scheduled when calculating the 70 days. *Campus/district professional development days DO count toward the requirement.
- Attend Professional Development day(s) as requested by the CT / permitted by the campus principal.
- Begin the daily practice of arriving at least 30 minutes before the school day begins, turning off and putting away their cell phones upon entering the CT’s classroom, and writing down pertinent info provided by the CT.
- Review the list of student names in the CT’s classes. Create or make copies of existing seating charts for the classes the ST will take over; start memorizing these names.
- Review the campus handbook. Learn about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.).
- Observe the CT and assist with distributing handouts, books, materials, etc. per his/her direction.
- Offer to assist the CT with
  1. preparing lesson plans and materials for the week,
  2. working with individual students or small groups in need of extra help or enrichment, and
  3. taking attendance and/or recording grades.
- Begin reading the curriculum materials and texts provided by the CT, especially those the ST will be responsible for teaching.
  - Ask for clarification or additional guidance when the ST does not feel knowledgeable about the content.
  - Research to find new materials to enrich these unit(s) as directed and/or desired.
- Begin the daily practice of arriving staying approximately 30 minutes after the last class ends. *The exception being Thursdays due to UTL 360 seminars, beginning 1/23.
- 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.
- Find out what the ST’s responsibilities are if the CT is absent and a substitute teacher will be present.
- Review the 4-observation process with the CT, indicating the need for two three-way, post-observation debrief meetings—the formative and the summative. *Note: If the CT is new to the UTeach-LA program, they may also be asked to meet briefly with the field supervisor early in the semester.
Attend Thursday evening seminars throughout the semester, beginning the Thursday before UT’s first week of classes.

**Days 6-10 (along with any unfinished responsibilities noted above)**

- Continue to assist the CT with preparing lesson plans/materials, working with individual students or small groups needing extra help or enrichment, and taking attendance and/or recording grades if allowed.
- If the ST has already attended your district’s student teacher orientation,
  - Begin conducting one 10- to 15-minute lesson activity each day in the two or more class periods the ST will likely take over.
    a. Use a structured activity that needs no extensive planning (e.g., an engagement or warm-up, short quiz, or closing activity).
    b. The CT will stay in the room.
  - With the CT’s permission and guidance, conduct a class discussion using the 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).

- Establish email contact with the UT field supervisor (FS). *Include your University Instructor and CT via CC.
  - Inform the FS of the CT’s class schedule and which class periods you will likely take over; be specific about class times / block scheduling, etc.
  - **Schedule the FS’s first observation to fall between days 16 and 25.** *Plan ahead to ensure that there are at least 7-10 school days between the FS’s first observation and the formative observation when scheduling this observation.
  - Provide a couple of tentative dates and times for the three-way formative evaluation meeting that work for both the CT and the ST. *The formative evaluation deadline is March 6th and the CT, the ST, and the FS must all be in attendance.

- Continue reading/researching the fall curriculum materials and texts provided by your CT.
- Plan the ST’s first full lesson for delivery on day 11 or 12; to ensure that you have time for needed revisions, have written plans ready for the CT’s review by the start of day 10. *If the ST will not yet have attended the district’s student teacher orientation by day 10 or 11, adjust this expectation accordingly.
- Create or research and find some supportive instructional materials to enrich the upcoming lessons the ST will teach during the current or in the next unit (e.g., a video or iMovie clip, bulletin board, handouts, PowerPoint presentation, complementary newspaper or e-zine articles, etc.).
- Begin actively working on your 360 Unit Plan first draft. **Focus on the unit that most neatly and completely fits within days 25 and 65.

- Attend Thursday evening seminars throughout the semester.

**Days 11-15**

- From this point forward, continue
  - drafting upcoming lesson plans and materials at least 48 hours in advance for the CT’s review,
  - reading/researching and preparing for the next unit accordingly, and
  - actively working on your 360 Unit Plan first draft.

- **By the end of this week (if not sooner), take full responsibility for one 45- to 90-minute class, including planning, teaching, managing, and grading.**
  - The ST may pick up a second class at this time if they and the CT feel the ST is ready and if the ST will be using the same lesson plan for both classes.

- Attend an extracurricular activity that involves one or more of the ST’s students, if possible. *If you cannot do so during this time, make plans to do so by day 30.

**Days 16-25 (along with the responsibilities noted above)**

- Construct, administer, and grade informal and/or formal assessments, if the ST has not yet done so.

- **Take full responsibility for a second class by day 20 if you have yet to do so.**
  - If the ST and CT have determined that the ST will teach three classes of the same prep, inform the University Instructor and begin working with the third class at this time as well.

- Participate in your
- CT’s first formal observation and post-observation debrief.
- FS’s first observation and post-observation debrief.

Following these early formal observations,
- provide the University Instructor with an electronic or paper copy of the CT’s observation form and
- check your email and sign the electronic DocuSign form to complete the FS’s observation form.

Confirm your tentatively scheduled formative observation and subsequent three-way evaluation meeting with the FS and CT. Reminder: At least 7-10 school days should fall between the FS’s first and second (formative) observation; the formative evaluation deadline is March 6th.

- Attend staff development or a faculty meeting.
- Complete and submit your 360 Unit Plan first draft by or before February 28th at noon.

**Days 26-40 (along with any outstanding expectations listed above)**

- Begin observing other excellent teachers in other subject areas, grades, and ability levels—for 30-45 minutes once per week if possible.
- Ask the 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 days 26 and 50.
- Download/print and complete the [UTL 360 Formative Evaluation Form](#) on your own to prepare for the FS’s second visit and following three-way meeting. Send this to the FS and University Instructor at least 24 hours before the scheduled meeting.
- Participate in your
  - CT’s second formal observation and post-observation debrief.
  - FS’s second, formative observation and subsequent three-way evaluation meeting with the CT.

Following these observations,
- provide the University Instructor with a copy of the CT’s observation form and
- check your email and sign the electronic DocuSign form to complete the FS’s formative eval.

Schedule the FS’s third observation to fall between days 41 and 50 and, tentatively, the final observation and three-way summative evaluation meeting to fall between days 51 and 65. *Make sure that there are at least 7-10 school days between these two observations when scheduling.
- Provide a couple of tentative dates and times for the three-way formative evaluation meeting that work for both the CT and ST. *The formative evaluation deadline is March 6th and the CT, the ST, and the FS must all be in attendance.

**Days 41-50 (along with any outstanding expectations listed above)**

- Participate in your
  - CT’s third formal observation and post-observation debrief.
  - FS’s third observation and post-observation debrief.

Following these observations,
- provide the University Instructor with a copy of the CT’s third observation form and
- check your email and sign the electronic DocuSign form to complete the FS’s third observation.

- Send 2-3 clear photos of you in action to the University Instructor via email by or before April 10th.
- Confirm your tentatively scheduled summative observation and subsequent three-way evaluation meeting with the FS and CT. Reminders:
  - At least 7-10 school days should fall between the FS’s third and fourth (summative) observation; the summative evaluation deadline is April 24th.
  - The summative observation must be conducted before transitioning students back to the CT.
- Attend another extracurricular activity that involves one or more of the ST’s students, if possible. *If you cannot do so during this time, make plans to do so by day 60.

**Days 51-63 (along with any outstanding expectations listed above)**

- Look ahead to the end of the ST’s placement and plan an orderly transition. *If teaching a unit of your own design, aim to complete instruction before you begin transitioning students back to the CT.
- Download/print and complete the [UTL 360 Summative Evaluation Form](#) on your own to prepare for the FS’s final visit and following three-way meeting. Send this to the FS and University Instructor at least 24 hours before the scheduled summative meeting.
- Participate in your
- CT’s fourth formal observation and post-observation debrief.
- FS’s final, summative observation and subsequent three-way evaluation meeting with the CT.

Following these observations,
- provide the University Instructor with a copy of the CT’s fourth observation form and
- check your email and sign the electronic DocuSign form to complete your FS’s summative eval.

**Days 64-70**
- Transition students back to the CT by no later than the end of day 67.
- Return all materials to the CT and school library.
- After confirming your records with those of your CT, complete and submit your electronic Attendance Documentation form via DocuSign on your last day in the field.
- Write a thank you note to the CT, to the principal, and to any other district employee who has been helpful. (Rewards for this act will come down the road.)

**During the specified days of the placement, the cooperating teacher (CT) will...**

**Days 1-5**
- Confirm the ST’s placement start date and precise end date, making sure that the ST has taken into account any scheduled student/staff holidays and bad weather make up days. *Campus or district professional development days attended count toward the ST’s required 70 days.
- Provide the ST with a place in the classroom where the ST may be stationed and keep their materials and personal items throughout the student teaching placement.
- Discuss the daily schedule, discipline expectations and procedures for dealing with problems, and emergency procedures (fire drill, tornado alert, etc.) with the ST.
- Show the ST 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 ST.
- Share with the ST and provide an overview of the semester units and curriculum goals for the course(s) they teach during the 70-day placement, along with all supporting district curriculum documents or teacher guides for said course(s) as applicable.
- Suggest to the ST a couple of tentative dates and times for the three-way meeting following the second, formative observation. The formative evaluation deadline is March 6th and the CT, the ST, and the UT field supervisor must all be in attendance. *Note: If you are new to the UTeach-LA program or have not worked with the ST’s field supervisor (FS) in the past, you may request to meet briefly with the FS early in the semester before/after the supervisor’s first observation visit.

**Days 6-10**
- Support the ST in conducting
  - one 10- to 15-minute structured activity (e.g., an engagement or warm-up, short quiz, or closing activity) each day in the two or more class periods the ST is likely take over as long as the ST has attended the district’s student teacher orientation. *Remain in the room.
  - a class discussion using your plans/materials as long as the ST has attended the district’s student teacher orientation. *Remain in the room.
    a. Provide pre-lesson guidance for incorporating effective discussion strategies.
    b. Take informal notes and debrief post-lesson to help the ST reflect on his/her performance and set goals for facilitating similar upcoming discussions.
- Review and provide affirmative and constructive feedback on the ST’s first full lesson plan for delivery on day 11 or 12.

**Days 11-15**
- Continue to review and provide affirmative and constructive feedback on the ST’s lesson plans and materials in advance of their implementation.
- Observe and take informal notes during delivery of the ST’s first two-three full lessons and debrief post-lesson to help the ST reflect on his/her performance and make adjustments between teaches.
- Offer supportive suggestions and constructive feedback on the ST’s 360 Unit Plan first draft.
Days 16-25
- Begin leaving the classroom during the class periods for which the ST has taken responsibility in order to support the ST’s growth in class management and transition students into more fully relying on the ST for instruction. *School districts’ expectations for their CTs’ monitoring of STs’ work with students take precedence, of course.*
  - Start by being out of the room for just 25-30% of the class period and build up to staying out of the room for 75-100% of the time.
  - If the ST has not demonstrated the he/she is prepared to lead his/her assigned class periods independently for at least 75% of the period by day 25, inform the University Instructor of this issue and please provide specific information as to the nature of the delay.
- Observe and formally evaluate the ST while teaching a lesson using the **UTL 360 Observation Form** between days 16 and 20.
  - Debrief with the ST one-on-one following the observation.
  - Provide him/her with an electronic or paper copy.
- Welcome the FS when he/she first visits your classroom and ensure that the ST has a place ready for the FS to sit during the observation.

Days 26-40
- Observe and formally evaluate the ST while teaching, again using the **UTL 360 Observation Form**, between days 26 and 30 and at least three days prior to the FS’ second, formative observation when scheduling this observation. As before, debrief with the ST one-on-one afterward, and provide him/her with an electronic or paper copy.
- Assist the ST in
  - making arrangements to observe other excellent teachers in other subject areas, grades, and ability levels for 30-45 minutes each week, if possible, during a class period when the ST is not teaching.
  - in collecting 6-8 clear digital photos of the ST delivering instruction and/or working with small groups of students between days 26 and 50.
- Offer supportive suggestions and constructive feedback as the ST continues fleshing out his/her 360 Unit Plan.
- Prepare for and participate in the three-way formative evaluation meeting with the FS following the FS’s second observation visit.
  - Download/print and complete the **UTL 360 Formative Evaluation Form** in order to prepare for this previously scheduled three-way meeting. This form will be used during the discussion.
  - Before concluding the discussion, suggest to the ST and FS a couple of tentative dates and times for the second three-way meeting following the final, summative observation. *The summative evaluation deadline is April 24th.*

Days 41-50 *(along with any outstanding expectations listed above)*
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching between days 41 and 45.
- Confirm your tentatively scheduled summative observation and subsequent three-way evaluation meeting with your FS and CT. **Reminders:**
  - At least 7-10 school days should fall between your FS’s third and fourth (summative) observation; the summative evaluation deadline is April 24th.
  - The summative observation must be conducted before transitioning students back to the CT.
- Attend another extracurricular activity that involves one or more of your students, if possible. *If you cannot do so during this time, make plans to do so by day 60.

Days 51-63 *(along with any outstanding expectations listed above)*
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching between days 51 and 55 and at least three days prior to the FS’s fourth, summative observation when scheduling this observation.
- Much as you did for the formative, prepare for and participate in the three-way summative evaluation meeting with the FS following the FS’s final observation. Download/print and complete the **UTL 360 Summative Evaluation Form**; this will be used during the discussion.
After the summative evaluation meeting has taken place, begin slowly coming back into the classroom during the ST’s class periods in order to begin transitioning students back to relying fully on you. *If the ST is finishing a unit of his/her own design, aim to wait for the unit’s conclusion to begin this transition.

**Days 64-70**
- Work with the ST to
  - transition students back to you by or before the end of day 67, and
  - confirm that his/her attendance records align with yours.
- Complete and sign the electronic Attendance Documentation form via DocuSign on the ST’s last day in the field.