Spring 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. [Thursdays, 5-8pm, on UT campus, beginning January 18th]
⇒ 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.

Days 1-5 of the Spring Semester

**Within first 1-2 days**
- Attend Professional Development day(s) as requested by your CT and permitted by the campus principal, if possible.
- Begin the daily practice of arriving at least 30 minutes before the school day begins and 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.
- Review the list of student names in your CT’s classes, esp. those you will take over (if known).
- Help your CT prepare lesson plans for the week, per his/her direction.
- Read the student handbook. Learn what you can about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.).
- Discuss with your CT his/her discipline expectations and procedures for dealing with problems.
- 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.*
- Begin reading the texts for which you will be responsible and/or researching to find new materials for your prospective unit(s).
- 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.*
- Work with individual or small groups of students needing extra help or enrichment activities, per the direction of your CT.
- 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. *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 may also be asked to participate in a brief meeting with your field supervisor early in the semester.

- 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, beginning 1/18.*

**Days 6-10** (along with any unfinished responsibilities noted in Days 1-5)
- Begin actively planning your first unit.
- 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.).
- 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).
- Attend Thursday evening seminars throughout the semester, beginning the first week of UT classes.

**Days 11-15**
- **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.** [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.]
- Look ahead to upcoming lessons / the next unit 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 school 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**
- **Take full responsibility for a second class if you haven’t already done so.** [If you and your CT have determined that you will teach three classes of the same prep, you should begin working with the third class this week as well.]
- **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.

**Days 21-40** (along with the responsibilities noted above)
- Attend staff development or a faculty meeting.
- Begin observing other excellent teachers in other subject areas, grades, and ability levels—once per week if possible.
- 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 days 21 and 50.
- **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 the 3-way formative evaluation meeting, **sign the official forms completed by your field supervisor and CT.** Submit the yellow sheets or printed copies of
these forms to your 360 Instructor. *All white observation/evaluation sheets should stay with your UT field supervisor.

Days 41-60
☐ Schedule and participate in your fourth observation as suggested on the student teacher syllabus calendar.
☐ 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 50. **Send 2-3 clear photos of you in action to your instructor via email by April 2nd.**
☐ **Schedule and participate in your final observation—the summative evaluation—and 3-way post-observation debrief** as directed on the student teacher syllabus calendar. At the conclusion of the 3-way summative meeting, **sign the official forms completed by your field supervisor and CT.** Submit 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.** *All white observation/evaluation sheets should stay with your UT field supervisor.*
☐ Look ahead to the end of your student teaching and plan an orderly transition. *If you are teaching a unit, aim to complete instruction before you begin to transition students back to the CT.*

Days (61-65)
☐ Transition students back to the CT by no later than the end of day 63.
☐ Return all materials to your CT and school library.
☐ **Ask your CT to complete and sign your Attendance Documentation form on your last day in the field; submit this form to your 360 Instructor as soon as possible afterward.** *If the 360 course has ended, bring the form directly to the UTLA office.*
☐ 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.)