

# University/Elementary Classroom Partnership

## Structure of Increasing Responsibilities

### Phase I – First of Three Semester Program

We invite the Master Teacher and the candidate to build a respectful relationship, one in which communication skills are fostered and respect for one another's integrity is tantamount.

The goal of this first semester is for the student to adjust to the elementary classroom. We hope that this outline will serve as a guide in helping the beginning student teacher to focus on particular aspects of the teaching/learning process. Some student teachers come with prior teaching experience, others do not have any at all.

#### **Weeks 1-5: Student will...**

- Introduce him/herself to the principal and school staff
- Meet with the Master Teacher, go over schedules, become familiar with instructional materials, the curriculum and the daily routines
- Observe Master Teacher and help wherever needed
- Seek opportunities to work with students on an individual or small group basis
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed

#### **Weeks 6-10: Student will....**

- Continue with above duties
- Regularly teach small group lessons and *at least one* whole class lesson
- Write up lesson plan for small group instruction and a formal lesson plan for whole class instruction
- Address bilingual and students with learning needs, making appropriate adaptations to lessons
- Notice how academic language is handled/developed
- Be observed by the master teacher, actively listen and apply to improve practice.

#### **Weeks 11-15: Student will...**

- Continue with above duties
- Teach at least **two** whole class lessons and continue with small group instruction in specific content areas giving attention to developmentally appropriate practices
- Always consider learning opportunities to incorporate culturally responsive instruction
- Teach to and adapt lessons for students with specific learning needs
- Apply student assessments based on Master Teacher's needs and methods preparation
- Provide the final student teaching evaluation to the Master Teacher by week 14.

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Phase II Second Semester – Three-Semester Program

**Weeks 1-7:** The goal is to provide more opportunities for student teachers to experience classroom organization, management, and curriculum development in preparation for full time student teaching. They are expected to spend at least 12 hours a week in the classroom during this time. Master teachers and student teachers need to find time to meet, plan and reflect. Semester dates are January 27 (Wednesday) to May 19 (Thursday). Evaluations should be submitted to Diane Garfield.

### **Weeks 1-5: Student Teacher will...**

- Introduce him/herself to the principal and school staff (if this is a new placement)
- Observe and assist master teacher in *all* subject areas
- Work with individuals as well as small groups of students
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, assist with yard duty, and generally assist teacher as needed
- Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and Master teacher's/supervisor's suggestions. Keep in mind developmentally appropriate practices (DAP), as well as culturally responsive instruction
- The goal is to prepare lesson plans for all curriculum areas.
- Make appropriate adaptations for bilingual and students with specific learning needs
- Be observed by Master Teacher and using suggestions offered.

### **Weeks 8-15: Student Teacher will...**

- Continue with above duties
- Be consistently observed by the Master Teacher
- Begin to plan and create lesson plans for a variety of curriculum areas
- Teach to and adapt lessons for bilingual and students with learning needs
- Focus on student assessment – how do we know the students have learned what was taught?
- Highly recommended to plan and teach for two ½ days
- Submit final evaluation (due after 14<sup>th</sup> week)

### **Master Teachers are to:**

- Meet regularly and support student teacher, facilitate his/her growth as a classroom teacher and provide appropriate feedback
- Fill out final evaluation (due after 14<sup>th</sup> week)
- Contact Diane Garfield (see letter of introduction) with conc

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### Phase III - Final Student Teaching Semester

The goal of the final semester of student teaching is for candidates to fully experience classroom teaching. The candidates need increasing opportunities to experience classroom organization, management, and curriculum development in preparation for solo teaching and the edTPA final assessment. The candidate is expected to spend four days a week in the classroom, Monday through Thursday. It is extremely important that Master Teachers and student teachers find time to plan and reflect *together*.

#### **Weeks 1-3: Student will....**

- Introduce candidate to the principal and school staff (if this is a new placement)
- Observe and assist master teacher in all subject areas
- Work with individuals as well as small groups of students
- Assume routine responsibilities, e.g. take attendance, lunch count, lines, yard duty, and generally assist teacher as needed
- Plan and teach whole class lessons and small group instruction in specific content areas, as generated by course assignments and teacher's suggestions.
- Practice culturally responsive instruction
- Work towards preparing *lesson plans* for all curriculum areas.
- Be mindful of bilingual students and student with learning needs by making appropriate adaptations
- Be observed by master teacher and use suggestions offered.

#### **Weeks 4-8: Student will....**

- Continue with above duties
- Increase responsibilities in planning and delivering curriculum
- Allocate the time and opportunity to prepare and teach the edTPA teaching event (three consecutive math lessons)
- Submit mid-term evaluation by the week 7<sup>th</sup> week of the semester

#### **Weeks 8-15: Student will....**

- Continue with above duties
- Continue to develop as a thoughtful and reflective practitioner
- Incorporate suggestions from both master teacher and supervisor in order to enhance the quality of teaching
- Complete two weeks of solo teaching (five non-consecutive solo days and five consecutive days). Non-consecutive days may be completed earlier in semester
- Submit final evaluation by the 14<sup>th</sup> week of the semester.

#### **Master Teacher will:**

- Meet regularly and support student teacher
- Facilitate student teacher's growth and provide ongoing feedback to both the student teacher and field supervisor
- Complete mid-term and final evaluation
- Contact Diane Garfield whenever concerns arise, [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu)