A GUIDE FOR THE STUDENT TEACHING EXPERIENCE

LIST OF EXPERIENCES FOR THE STUDENT TEACHER

A GUIDE FOR THE RESIDENCY EXPERIENCE

LIST OF EXPERIENCES FOR THE RESIDENT
William Paterson University  
College of Education  
Office of Field Experiences

A GUIDE FOR THE STUDENT TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe cooperating teacher teaching, become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans, work on bulletin board. <strong>Begin co-teaching</strong> using One Teach, One Observe; Station Teaching; One Teach, Once Assist strategies.</td>
</tr>
<tr>
<td>2, 3</td>
<td>Begin teaching a class. Continue observing and co-teaching with the cooperating teacher, i.e., grading papers, recording grades in grade book. Begin developing lesson plans for a two week unit, etc. May observe other quality teachers in the building. Increase co-teaching.</td>
</tr>
<tr>
<td>4</td>
<td>Increase teaching load and responsibility. Move to Parallel Teaching in the co-teaching model.</td>
</tr>
<tr>
<td>5-7</td>
<td>Begin taking the lead in co-planning and co-teaching many of the classes.</td>
</tr>
<tr>
<td>8</td>
<td>Student teacher is teaching all day implementing co-teaching methods. The student teacher performs all teacher responsibilities such as lesson planning and recording grades after co-planning and discussions with the cooperating teacher.</td>
</tr>
<tr>
<td>9-14</td>
<td>The student teacher is taking the lead in the co-planning and co-teaching model and teaching all day and has assumed all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences. The cooperating teacher is focusing on struggling students while observing the student teacher to be assured that all students are learning. The cooperating teacher and student teacher meet daily to discuss the day's accomplishments, tomorrow's lesson plans, best methods of presentation, areas for improvement, etc.</td>
</tr>
<tr>
<td>15</td>
<td>The student teacher should observe other quality teachers in the building.</td>
</tr>
<tr>
<td>16</td>
<td>Student teacher writes a thank-you note to the cooperating teacher and principal.</td>
</tr>
</tbody>
</table>

**NOTE:** This is a guide only. The philosophy of the cooperating school, the style of the cooperating teacher, the maturity of the student teacher, etc., will determine the actual student teaching program for each WPU student. Please see handbook for responsibilities not necessarily mentioned in this guide that are considered essential during the student teaching experience.
A GUIDE FOR THE RESIDENCY EXPERIENCE

The following stages are designed to serve as a model of the collaborative relationship between the resident and the cooperating teacher. While the length and structure of each stage will vary, all are important to the success of the residency. The duration of each stage is dependent upon a satisfactory evaluation by the supervisor and cooperating teacher.

Stages:

I. Early Observation (Weeks 1 – 6)

   Early Observation
   • CT introduces the resident to the school culture and the resources available to support academic achievement of diverse learners.
   • observe the CT modeling effective teaching practices, including differentiated instruction.
   • establish relationships with the students, becoming familiar with student needs, interests, and profiles.
   • observe and assists in classroom management procedures.
   • CT leads pre- and post-lesson conferences with the resident to evaluate, reflect, answer questions and plan for future lessons.
   • observe methods in which the CT collects and records student data to implement data-based decision-making.
   • Begin co-teaching using One Teach, One Observe; Station Teaching; One Teach, Once Assist strategies.

** The CT begins to establish the resident as the co-teacher from the early stages of the residency.

The CT, along with the Supervisor, conducts formal observations of the resident and provides feedback, according to each University’s established timelines.
II. Co-Teaching (Weeks 7 – 20)

Co-Teaching

Together with the CT:
- utilize relationships with the students and understanding of student profiles to facilitate all classroom activities.
- work together as a team, co-planning and co-teaching effective teaching practices, including differentiated instruction. (The resident and the CT may vary the lead teacher role giving both CT and resident opportunities to demonstrate effective teaching practices.)
- implement and practice consistency in classroom management procedures.
- co-facilitate pre- and post-lesson conferences to evaluate, reflect, answer questions and plan for future lessons.
- jointly collect and record student data to implement data-based decision-making.
- integrate the school culture and school and community resources available to support academic achievement of diverse learners.

The CT, along with the Supervisor, conducts formal observations of the resident and provides feedback, according to each University’s established timelines.

III. Lead Teacher (Weeks 20 – end)

- teach all day and assume all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences.
- utilize the CT as another instructor in the classroom in either co-teaching or working with struggling students
- meet daily to discuss the day’s accomplishments, tomorrow’s lesson plans, best methods of presentation, areas for improvement, etc.
- integrate the school culture and school and community resources available to support academic achievement of diverse learners.
- implement and practice consistency in classroom management procedures.
- utilize relationships with the students and understanding of student profiles to facilitate all classroom activities.

The CT, along with the Supervisor, conducts formal observations of the resident and provides feedback, according to each University’s established timelines.

At the end of the residency, the CT will be able to teach a class solo or co-teach having been fully prepared for either type of teaching assignment.
A LIST OF EXPERIENCES FOR THE STUDENT TEACHER AND RESIDENTS

- Observe your Cooperating Teacher and ask for feedback when teaching
- Observe Teachers Recommended by the Cooperating Teacher
- Develop and Use Daily Lesson Plans - Prepare Lesson Plans for a Teacher Work Sample Unit
- Grade Papers - Prepare and Use Your Own Grade Book

Learn How School Operates

- Attendance Procedures
- Fire Drills
- Parent Conferences
- PTA or PTO Meetings
- Back to School Night
- Faculty Meetings/In-Service
- Faculty Handbook
- Discipline Procedures
- Emergency Plans
- Student Record Procedures

- Grade Cards/Assessments
- Lunch Room Operation
- Athletic Events
- District and School Policies and Procedures
- Library Rules
- Assemblies
- Teacher Websites
- Board of Education Meetings
- Grade Level/Department Meetings

Use Available Technology

Prepare Bulletin Boards

Develop Skills in Duties Outside the Classroom

- Hall Supervision
- Lunchroom Supervision
- Playground Supervision
- Recess Supervision
- Study hall Supervision

- Field Trip Supervision
- Club Sponsor
- Sell Athletic Tickets
- Participate in Fund Raisers

Note: This is a list of common experiences in elementary and secondary schools. Due to the uniqueness of each assignment, student teachers may not experience all of the activities listed. Also, student teachers may experience activities not listed above.