Description of Phase II Student Teaching and Clinical Practice Requirements

Phase II Student Teaching is a 16 week, 640 hour placement at an approved school with an approved cooperating teacher. The placement can be split into two 8 week pieces if the candidate has a P-12 teaching field such as Music (Instrumental or Vocal), Physical Education, Modern Languages, and Art where one 8 week placement is elementary and one 8 week placement is secondary or a second teaching field where one 8 week placement corresponded to one teaching field and a second 8 week placement corresponds to the second teaching field. It is also possible to do an 8 week placement and two four week placements. For example, candidates in Physical Education often earn the endorsement in Health; they student teach 8 weeks in Physical Education at either the elementary or secondary level, then 4 weeks in Physical Education at the other level and four weeks in Health.

The Student Teacher Manual contains a detailed timeline of the clinical expectations for candidates throughout the placement:

(Week 1) (Fall 8/18-8/24) (Spring 1/12-1/14)
- Report to assigned school on first day.
  (Fall) August 18, 2010
  (Spring) January 12, 2011
- Turn in health form and state certificate to office in assigned school or to Human Resources (pick up certificate at end of assignment).
- Share Student Teacher (ST) Manual with Cooperating Teacher (CT).
- **Mail the classroom schedule to University Supervisor(s).**
- Provide the school office with a local address, telephone, and emergency information.
- Begin a journal of new information learned, questions that need to be asked, schedules for special programs, etc.
- Learn the emergency plans for disaster drills, school and district policies (ex: conduct, dress, dispensing medication, attendance).
- Begin work on Section II of the Student Teacher Manual (Professional Relations of Teachers Guidebook for ED/EE 431).
- Consider preplanning for Interview Portfolio (Optional).
- Learn student medical information you will need to be aware of.
- Maintain the CT schedule, attending meetings, conferences and continue the CT schedule for the remainder of the semester.
- **Proposed Schedule for Teaching:** This period of time should include observation, journaling, assisting in lesson planning, correcting papers, administrative class and school work. The CT is always present.
- TWS (Refer to flowchart in Section III TWS Assignment.). Begin preparation to teach full-time or a three week period.

(Week 2) (Fall 8/25-8/31) (Spring 1/17-1/21)
- Continue journaling – include new information and knowledge learned, questions that need answering.
- Begin meeting regularly with the CT to plan teaching experiences, share journal information.
Sometime within the first two weeks, the Education Supervisor will conduct an initial visit with the teacher candidate and CT to review the university requirements. Currently, this visit is done via telephone due to budget constraints.

Work on competencies for the PRT book.

Begin work on Interview Portfolio (Optional).

**Proposed Schedule for Teaching:** Begin to maintain a lesson plan notebook. Begin with the Hunter Lesson Plan format or another detailed plan approved by your supervisors and CT. Reflect in writing on the back of each plan daily and continue doing this throughout the semester. Detailed lesson planning should always be prepared and will be reviewed by Education and/or Academic Supervisor(s), as appropriate. Assume full or partial responsibility for one class period/subject. **Split assignments** should increase their teaching load at a faster pace. The student teacher (ST) should retain this class period for most of the semester as a major responsibility. A midterm evaluation should be completed by CT for 4 week placements. The CT is always present for 16 week placements.

**TWS** (Refer to flowchart in Section III TWS Assignment.).

**(Week 3)** (Fall 9/01-9/07) (Spring 1/24-1/28)

- Journal writing should be continued at this point.
- Continue work on PRT Guidebook and Interview Portfolio throughout semester.
- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- **Proposed Schedule for Teaching:** The student teacher may be ready to accept a second and third class period/subject. ST should be given full responsibility of at least 2 or 3 class periods or more if an 8 week placement. The CT is always present.
- **TWS** (Refer to flowchart in Section III TWS Assignment.).

**(Week 4)** (Fall 9/08-9/14) (Spring 1/31-2/04)

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- **Split assignment** candidates in 8 week placements need to make sure CT completes midterm evaluation online. To make the form official, we ask that the student teacher/candidate send an email to Cheryl Protheroe @ cprother@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my supervising teacher. I understand signature (this email) does not necessarily indicate agreement.”
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching:** Continue planned teaching schedule. By this week, those in 8 week placements should be teaching full time (CT in an out of classroom).
- **TWS** (Refer to flowchart in Section III TWS Assignment.).

**(Week 5)** (Fall 9/15-9/21) (Spring 2/07-2/11)

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- Continue teaching schedule (See week 3). Student teachers in 8 week placements should continue full-time teaching.
- **TWS** (Refer to flowchart in Section III TWS Assignment.).

**(Week 6)** (Fall 9/22-9/28) (Spring 2/14-2/18)
Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule (See week 3). Split assignments in 8 week placements should complete full time teaching (CT is in and out of the room as needed).

TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 7) (Fall 9/29-10/05) (Spring 2/21-2/25)

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: Continue teaching schedule (See week 3). Split assignments gradually begin to return teaching responsibilities to CT.

TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 8) (Fall 10/06-10/12) (Spring 2/28-3/04)

Split assignments, the final evaluation of CT from first 8 week placement is due. 16 week assignments, the midterm evaluation from CT is due. CT submits online.

Split assignments, CT retakes some of the teaching load to allow for smoother transition when the ST leaves.

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

TWS (Refer to flowchart in Section III TWS Assignment.).

Midterm Meeting (Fall 10/13) (Spring 3/4)

Fall: October 13 Starting time 9:30 AM VH 330
Spring: March 4 Starting time 9:30 AM VH 330

Midterm meeting with University Supervisors

Bring the completed PRT Guidebook, Section II of the Student Teacher Manual, to midterm meeting with the exception of competencies 1-4 for the second student teaching placement unless instructed otherwise by the Education Supervisor.

The CT submits student teacher evaluation online and emails Mrs. Protheroe. The teacher candidate will not need to turn in a hard copy, provided the midterm and/or final have been submitted successfully online. Bring copies to distribute to supervisor(s) with you. Have an extra copy with you in case the data needs to be reentered.

(Week 9) (Fall 10/14-10/19) (Spring 3/07-3/11)

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: The teacher and teacher candidate share the responsibilities. The CT should continue to supervise and model for the ST. If it is a new placement, the CT should always be present.

Split assignments begin teaching schedule of week 1; send a new schedule to University Supervisor(s).

ST in new 8 week placements begins preparation to teach full-time for a three week period.

TWS (Refer to flowchart in Section III TWS Assignment).
(Week 10) (Fall 10/20-10/26) (Spring 3/14-3/18)
___ Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
___ Continue work on Interview Portfolio (Optional).
___ Proposed Schedule for Teaching: Continue teaching schedule (See week 9).  Split assignments: (See week 2).
___ TWS (Refer to flowchart in Section III TWS Assignment).

(Week 11) (Fall 10/27-11/02) (Spring 3/28-4/01) Dates may vary depending on individual school district’s schedule.
___ Continue work on Interview Portfolio (Optional).
___ Proposed Schedule for Teaching: Continue documenting the assumption of additional teaching responsibilities if this is not spring break for your district.
___ Split assignments assume increasing teaching responsibility.
___ TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 12) (Fall 11/03-11/09) (Spring 4/04-4/08)
___ Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
___ Split assignment candidates make sure CT completes midterm evaluation; keep a copy for supervisor and yourself.  CT submits online and the ST is responsible for distributing copies to university supervisor(s).
___ Proposed Schedule for Teaching: Continue teaching schedule assuming more teaching responsibilities.  By this week, those in 8 week placements should be teaching full time (CT in and out of classroom).
___ TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 13) (Fall 11/10-11/16) (Spring 4/11-4/15)
___ Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
___ Continue work on Interview Portfolio (Optional).
___ Proposed Schedule for Teaching: By this date, ST usually has total responsibility for several weeks of instruction.  CT is in and out of room periodically even when ST has complete control.  ST in 8 week placements continues full-time teaching.
___ TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 14) (Fall 11/17-11/23) (Spring 4/18-4/22)
___ Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
___ Continue work on Interview Portfolio (Optional).
___ Proposed Schedule for Teaching: Continue teaching schedule (See week 13).
___ Split assignments in 8 week placements should complete full-time teaching.
___ TWS (Refer to flowchart in Section III TWS Assignment.).

(Week 15) (Fall 11/24-11/30) (Spring 4/25-4/29)
___ Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
___ Continue work on Interview Portfolio (Optional).
___ Proposed Schedule for Teaching: Continue teaching schedule.  Split assignments gradually begin to return teaching responsibilities to CT (See week 14).
TWS Due
Fall: November 29 by 5:00 pm VH 211
Spring: April 25 by 5:00 pm VH 211

(Week 16) (Fall 12/01-12/10) (Spring 5/02-5/06)

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

Proposed Schedule for Teaching: CT assumes most of the teaching load to allow for a smoother transition when the ST leaves. ST would benefit from observations in other classes at this time.

Last day of student teaching
Fall: December 10, 2010
Spring: May 6, 2011

Final Meeting
Fall: December 13 Start time 9:30 AM VH 330
Spring: May 6 Start time 9:30 AM VH 330

Bring the following to the final meeting:

Copy of Competency 9 from PRT Guidebook including lesson plan and answered questions.

Copies of final CT evaluations for university supervisor(s).

An extra copy of both the midterm and final CT evaluations in case data must be reentered.

Split assignments, the final evaluation of CT from second 8 week placement is due.

16 week assignments, the final evaluation from CT is due. CT submits online; gives the candidate a copy, and the candidate distributes a copy to university supervisor(s).

Turn in portfolio to supervisors, if completed.

Final meetings with University Supervisors, unless informed differently.

Graduating candidates with loans will have online exit interviews with Financial Assistance personnel during this week.

The expectations for the Cooperating Teacher include:

• A weekly conference
• Continuous formative assessment of candidate performance with several formal evaluations during the semester using the PDS Intern/Student Teacher Assessment Rubric
• Checking that the candidate is preparing detailed, rich weekly and daily lesson plans, organized, dated, and available at the student teaching site
• At first, candidates should be given minor responsibilities but candidates should be full-time teaching by the middle of the placement (if not, this is an indication of unsatisfactory progress)
• Ensure that the candidate has good classroom management
• Work with the Education Supervisor to transform the knowledge, skills, and dispositions of the candidate into a Professional.

The expectations for the Education and Academic Supervisors are to monitor candidate progress, formally assess candidate performance with the PDS Intern/Student Teacher Assessment Rubric, provide support to the candidate, the mentor teacher, and, if necessary, the principal. Education Supervisors also grade the candidate responses to the Professional Relations of Teacher competencies.
The following includes a list of possible topics that teacher candidates and Education Supervisors may want to discuss at the initial meeting on campus.

1. Teacher Work Sample
2. Lesson planning
3. Visitation/Assessment dates
4. The teacher candidate’s relationship with Cooperating/Mentor Teacher(s)
5. Online evaluation by the Cooperating/Mentor Teacher(s)
6. Suggestions for observations during the first week
7. When teaching, including 3 week full-time teaching, should start and end
8. Professional expectations for teacher candidates
9. Personal characteristics that enhance teaching
10. Discipline and motivation tips
11. Responsibilities outside the classroom
12. Discretion about comments made to others
13. Criticism of others
14. Variety of instructional strategies
15. Professional Education Standards (KSDE)
16. Seminars and competency guidebook (PRT)
17. Relationships with students
18.

Academic Supervisors often cover issues pertinent to their discipline and situation as well as their expectations for teacher candidates.

The observations/assessments completed by the University Supervisor will generally follow the pattern:

- An observation of 45 minutes or more
- A conference with the Cooperating/Mentor Teacher
- A conference with the teacher candidate

(The conference may include both the candidate and the Cooperating/Mentor Teacher.

**Supervision of Secondary and P-12 Teacher Candidates**

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<th>Education Supervisors (A Generalist)</th>
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<th>Initial Visit (2 or more if split assignment by phone)</th>
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<td>2</td>
<td>Formal Assessments</td>
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<td>Meetings with candidate on campus</td>
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<tr>
<th>Academic Supervisors** (Expertise in Specific Field)</th>
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<th>Off-Campus Supervisors (A Generalist)</th>
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**Note:** 2 formal assessments for candidates with 1 teaching field (e.g. 2 per 16 week placement by Academic Supervisor)
2 formal assessments for candidates with 2 teaching fields (e.g. 1 per each 8 week placement by Academic Supervisor)