Student Teaching Progression and Guidelines for Semester-Long Placements

The progression for a Concordia University Wisconsin student teaching assuming responsibilities may vary based on the needs of the students in the classroom, the skillset of the student teacher, and the judgment of the cooperating teacher. In a semester-long placement, the expectation is that the student teacher will assume the full teaching load and responsibilities of a full-time teacher at the host school for a minimum of 20 days, and plan and teach at least two units. Because the student teacher will not need to transition to another placement at the end of the quarter, there will not be a need to learn new students and new routines, so it is very reasonable for a student teacher to assume a full teaching load for more than 20 days. The goal of this expectation is for the student teacher to gain experience and comfort with the full gamut of expectations and responsibilities for full-time classroom teachers in a scaffolded and supported environment. If the student teacher is working with more than one cooperating teacher, the cooperating teachers should consult so that the student teacher is assuming responsibilities in a scaffolded manner and not assuming more than a full-time teaching load.

Suggested Progression

* Week 1 - Student teacher observes routines, gets to know students, may work with individual students or small groups
* Week 2 - Student teacher plans and teaches one class per day; works with cooperating teacher to determine two units for the student teacher to plan during the semester;
* Weeks 3-4 - Student teacher plans and teaches 2 classes per day
* Weeks 5-12+ - Student teacher continues to add an additional class each week or two, working up to 20+ days at a full teaching load; Note - All 20+ full days do not need to be consecutive, but at least some should be. For example, the cooperating teacher may determine it would be best for him/her to teach the content in a few lessons or the cooperating teacher and student teacher may coteach a few lessons. It is very appropriate for the cooperating teacher to leave the classroom at times, when the student teacher is teaching, to provide authentic classroom management practice. The cooperating teacher should not, however, leave the building.
* Weeks 13-end of semester - Student teacher continues teaching some classes, and observes a few other classes in the building when the cooperating teacher is teaching; student teacher and cooperating teacher may coteach some lessons or student teacher may observe/assist cooperating teacher depending on the content of the lesson and needs of the students; student teacher may continue teaching some full days.
* If the placement is in the first semester, the student teacher should progressively hand back responsibilities to the cooperating teacher to allow for a smooth transition towards the end of the semester.

Please note that the progression above is a suggested progression and may vary based on the student teacher or teaching assignment. Whenever possible, the days counting towards “full days” should involve a typical teaching load. If there are questions or concerns about the student teacher’s workload or progression, please consult with the university supervisor.