

### *Sequential Responsibility Progression Guide*

During the first week of directed teaching, the cooperating teacher and student teacher should prepare a tentative plan for the placement that outlines developing teaching responsibilities. During the placement, the teacher candidate is expected to complete a minimum of ten full days of full-time teaching and be responsible for all classroom activities. Additional time for full time teaching may be determined in consultation with the college supervisor. This guide is based on a nine-week placement.

#### *First and Second Weeks*

1. Introduce the student teacher to the class with a clarification of the role of this individual within the classroom and the school. Provide a seating chart and other pieces of information that will assist the student teacher in becoming better acquainted with the classroom.
2. With the student teacher, complete a preliminary plan to give some structure to the entire experience and will allow for some advanced planning for teaching on the part of the student teacher.
3. Discuss grading procedures with the student teacher. As the student teacher assumes teaching responsibility, this individual will need to know the role they should assume in grading, recording grades, and assessing student progress.
4. The student teacher will also be asked to observe and look for pupils with special needs, students who are academically talented, and others who may have some special kind of ability. The student teacher may want to discuss some conclusions and insights from these observations.
5. From the beginning, the student teacher should be able to assist with individual students or small groups. Discuss with the student teacher his/her role as students are working on individual assignments and projects.
6. Inform the student teacher about procedures such as attendance, hallway supervisor, fire/tornado drills, and dismissing class for lunch, assemblies, and other activities.
7. Have the student teacher begin teaching as soon as he/she has demonstrated an ability to plan lessons and make a smooth transition from the cooperating teacher's prior lessons and future lessons. This will be a decision that the cooperating teacher will have to make.

#### *Third through Seventh week*

1. Continue to add teaching responsibilities as outlined in the preliminary plan. By the time the sixth or seventh week arrives, the student teacher should assume most of the teaching responsibility.
2. The cooperating teacher will complete a mid-term "Student Teaching Appraisal Form" at the end of the fourth or fifth week. The cooperating teacher should discuss the appraisal with the student teacher. This will provide opportunity for conversation about areas of strength and areas where improvement needs to occur.
3. The cooperating teacher should regularly leave the classroom, but not the building, when the student teacher is teaching classes that have become his/her responsibility.
4. The student teacher can be expected to assume some extra responsibilities such as student activity supervision and other supervisory duties expected of a classroom teacher.
5. Involvement in non-classroom experiences becomes an important part of the student teaching experience. Attending parent/teacher meetings, co-curricular activities are all a part of a student teacher's well-rounded experience.

#### *Eighth and Ninth week*

1. The student teacher should be teaching full time. However, during the ninth week, the classroom teacher should gradually resume the teaching responsibilities. This will provide for a smoother transition once the directed teacher experience is completed.
2. During the final week of the student teaching experience the student teacher may visit other classrooms in the building. The cooperating teacher may facilitate this process by suggesting other classrooms the student teacher could visit. This gives the student teacher an opportunity to get a better idea of the bigger picture of what happens in his or her curriculum areas.
3. During the final week of the student teaching experience, the cooperating teacher completes a final "Student Teaching Appraisal Form." This form is to be discussed with the student teacher. The student teacher is responsible for giving the form to the education office at the college for inclusion in a credential file.