

Student Teaching Timetable and Checklist

- Save this document to your computer and re-label it with your last name.
- Discuss a plan for completing the checklist with your cooperating teacher.
- On an ongoing basis the record the date each item is completed.
- Periodically turn in the updated checklist to your 490 seminar professor. See the seminar calendar for due dates.

Name:

Date:

School:

Cooperating Teacher:

Supervisor:

Phase I: Introduction and Orientation (complete no later than September 7)

EXPECTATION OR ASSIGNMENT	DATE(S) COMPLETED
I have introduced myself to the students in all my classes, and explained my role as student teacher.	
I have studied the relevant materials listed below and learned the following school regulations and policies, and classroom information:	
School Regulations and Policies	
The Faculty handbook.	
The student handbook and in particular understand the teacher's role with respect to school and classroom rules and discipline policies, and any particular codes of conduct for students and teachers, including telephone use.	
Fire drill/emergency procedures	
Accident/incident reporting	
Health and safety procedures	
Procedures for maintaining cumulative student records	
Procedures for making referrals to counselor, principal, or special education	
Parent involvement activities	
Other teacher responsibilities, such as bus duty or playground supervision	
The Illinois Educator Code of Ethics.	
DCFS reporting requirements.	
Classroom Information (for all classes to which I am assigned)	
Class rosters	
Information about students with special needs and their Individual Educational Plans	
Location and use of classroom supplies	
Lesson plan format	
Curriculum, resources, and materials	
Textbooks, teacher guides, workbooks, and worksheets	
Teaching technologies in the classroom and at the school	
Grade book/grading procedures	
Home/school communication	
I have talked with my cooperating teacher about gaining experience with the following assessment instruments and procedures:	
Observation checklists	
Portfolios	
Report cards	
Standardized tests, including state exams, and the interpretation of results	

<p>Student self-evaluations Teacher designed tests Anecdotal records Diagnostic tests</p>	
<p>I have met the following people and learned about their roles in the school:</p>	
<p>Principal Assistant Principals Grade level team and/or department members Parents Librarians/media staff Information Technology staff Nurse Psychologist Social Worker Counselor Special Education Personnel (LD, EMH, TMH, Speech, Etc.) Secretarial Staff Custodial Staff Other (please specify):</p>	
<p>I have contacted those teachers who supervise extra-curricular activities regarding my involvement this fall. The activities I plan to become involved in are..... (please specify):</p>	
<p>I have located the following places in the school:</p>	
<p>Administrative Offices Workroom/copy machine Teachers' lounge/lunchroom Student lunchroom Specialist areas (art, PE, music, etc.) Library/media center Staff mailboxes Other (please specify):</p>	
<p>I have participated in the following professional development and collaboration opportunities:</p> <p>Beginning school year inservice meetings Faculty / department meetings Parent-teacher conferences Parent-student-teacher conferences Student-teacher conferences School projects/committees Faculty social events Special education (IEP) meetings School events such as athletic events and concerts Other (please specify):</p>	

Phase III: Gradual Increase in Teaching Responsibility

EXPECTATION OR ASSIGNMENT	DATE COMPLETED
Planning: I have discussed the performance assessment indicators on the student teaching evaluation form for my specific program with my cooperating teacher and have developed a tentative plan through midterm (October 7) for when I will have the opportunities to demonstrate the competencies pertinent to each standard, and collect artifacts that may serve as evidence of my competencies. Thus far, I have had the following experiences:	
Teaching one subject or skill to a small group or an entire class (please specify):	
Teaching a second one subject or skill to a small group or an entire class (please specify):	
Teaching a third subject or skill to a small group or an entire class (please specify):	
Complete, but supervised responsibility for a morning (elementary) or two class sessions (secondary).	
Complete, but supervised responsibility for an afternoon (elementary) or three class sessions (secondary).	
Complete, but supervised responsibility for an entire day (elementary) or four class sessions (secondary).	
Discussed with my cooperating teacher and supervisor my performance and learning needs in the above teaching experiences.	
I have gradually assumed responsibility for: Creating and maintaining a classroom learning environment Planning for student learning Classroom instruction Assessing and documenting student learning	
I have obtained and made a record of all parental and student consents for the purposes of portfolio and self-study documentation, and in particular the use of video clips.	

Phase III: Full-time Teaching Responsibility (by the 9th or 10th week)

EXPECTATION OR ASSIGNMENT	DATE COMPLETED
I have discussed with my cooperating teacher and IWU supervisor a plan for full-time student teaching.	
I have discussed with my supervisor and cooperating teacher the Teaching and Learning Plan I will use to document my teaching competencies for my Senior Portfolio.	
I have discussed with my cooperating teacher on an ongoing basis any modifications to full-time teaching plans as necessary.	

Please read and indicate that you understand and will adhere to the following assurances by signing below the statements.

I understand that full-time teaching is to be limited to a two-to-three week period in late October/early November when my cooperating teacher and IWU supervisor agree that I am ready. With the permission of my supervisor and cooperating teacher, I may choose to extend the teaching of a unit –in order to bring closure-- at the high school in one or two classes only. Full-time student teaching will end prior to the Thanksgiving holiday, unless a remedial plan is necessary.

I understand that all instructional plans must be discussed with and have the advance approval of my cooperating teacher.

I understand that the cooperating teacher has the discretion to take back the classroom when it is in the best interests of the students.

Student Teacher Signature:

Date:

Phase IV: Gradual Release of Teaching Responsibility

EXPECTATION OR ASSIGNMENT	DATE COMPLETED
I have completed ____ days of full-time teaching. I will begin to decrease my teaching responsibilities and gradually return the instructional program to the cooperating teacher.	
I have explained to students my impending departure from the classroom and their lives, and thanked them for the opportunity to be their teacher.	
I have observed other classrooms in the building, with the teacher's permission.	
I have discussed with the cooperating teacher his or her willingness to write a letter of recommendation for my credentials file.	
I have written a formal thank you note to my students' parents (elementary) and my cooperating teacher.	