

STUDENT TEACHING RESPONSIBILITIES

Timeframe	Students are expected to:
<p>Before Student Teachers Begin Student Teaching</p>	<ul style="list-style-type: none"> • contact both sponsor teachers within two weeks of receiving the student teaching placements; • arrange for a time and date to meet each sponsor teacher and tour the school; • attend all Superintendent’s Days that occur prior to the student teaching placement and assist the sponsor teacher with setting up their classroom; and • review <i>Role of the Sponsor Teacher and Checklist</i>.
<p>When Students Begin Student Teaching</p>	<ul style="list-style-type: none"> • dress professionally at all times; • sign in and out of the school; • introduce themselves to the building principal; • obtain copies of important documents such as the Annual Professional Performance Review (APPR), Professional Development Plan (PDP), Code of Conduct, Attendance Policy, and teacher contract at the school; • review Individualized Education Programs (IEP) for the students and discuss with the sponsor teacher; • become informed about school conduct regulations; • attend scheduled faculty workshops (PA days in Canada) a day before the beginning of the school year; attend the faculty meeting as a student teacher, attend all events that a working faculty member would attend; and follow the school calendar for the district; and • undergraduates should apply for graduation through SUNY Potsdam’s Registrar; graduate students will receive the graduate application from the Graduate Studies Office.
<p>Weeks 1 and 2 (Add responsibilities as indicated.)</p>	<ul style="list-style-type: none"> • determine with the sponsor teacher the topic of the Teacher Work Sample and begin gathering contextual factors data; • observe the sponsor teacher and become acquainted with daily routines, offer assistance to the sponsor teacher the first day; • note daily observations in a “reflective journal” as outlined by the supervisor; • record examples of specific actions in the student teaching classroom that illustrate each of the five principles of the Universal Design for Learning; • confer with the sponsor teacher and implement sponsor teacher’s planned activities; • work with the sponsor teacher in team-teaching activities; • become acquainted with the school, the district, and its resources and the students; • develop a two-week teaching schedule with the sponsor teacher (one lesson per day); • develop a lesson plan for each lesson taught and have it approved by the sponsor teacher at least 24-48 hours in advance of lesson time; • share two-week teaching schedule with supervisor to establish observations; • document achieved performance objectives and classroom management strategies; • participate in a co-curricular activity (if the opportunity exists); • confer with the sponsor teacher about pupil evaluation; • use the sponsor teacher's record keeping system or develop original record keeping system if approved by sponsor teacher; • become familiar with technology resources; • develop ideas for a bulletin board, an exhibit, or a display; and • debrief daily with the sponsor teacher and discuss performance (strengths and areas upon which to improve).

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Weeks 3 and 4 (Add responsibilities as indicated.)	<ul style="list-style-type: none"> • institute involvement in professional organizations; Canadians apply to OCT; • implement evaluation and grading of student progress; • increase planning and teaching responsibilities to three lessons per day (week three); • develop assessment and instructional plans for the Teacher Work Sample; • increase planning and teaching responsibilities to four lessons per day (week four); • videotape a lesson (strongly recommended, not required); and • attend and participate in supervisor’s scheduled mid-semester triad that includes the supervisor, sponsor teacher, and student teacher; this triad will provide an opportunity for the student teacher to evaluate his/her performance and establish further goals and a long-range planning project; the supervisor will provide and utilize the Student Teaching Evaluation Form for this evaluation.
Week 5 (Add responsibilities as indicated.)	<ul style="list-style-type: none"> • increase workload to 80 percent of the sponsor teacher's responsibilities; and • plan for teaching of the Teacher Work Sample Unit; teach unit in week 5 and/or 6.
Weeks 6 and 7 (Add responsibilities as indicated.)	<p>Student teachers must solo for 2 weeks.</p> <ul style="list-style-type: none"> • increase workload to 100 percent of the sponsor teacher's responsibilities; sponsor teacher may or may not leave the room; • implement long-range planning project; • analyze results of student assessments in the Teacher Work Sample; and • refer to supervisor’s timeline for the 2 or 3 exemplary lesson plans.
Week 8 (Add responsibilities as indicated.)	<ul style="list-style-type: none"> • attend and participate in supervisor’s scheduled final triad that includes the supervisor, sponsor teacher, and the student teacher; this triad will provide an opportunity for the student teacher to evaluate his/her performance and determine if set goals and long-range planning project were achieved; the supervisor will provide and utilize the Student Teaching Evaluation Form for this evaluation; • facilitate the transition of classes from the student teacher back to the sponsor teacher, allowing time for the student teacher to observe and reflect upon the teaching and learning process; • observe in other classrooms; • return all keys and learning materials to the sponsor teacher (NOTE: school districts may take action if materials are not returned); • complete all reports, grades, <i>Evaluation of Supervisor</i> and other responsibilities; and • complete and upload the Teacher Work Sample into TaskStream.