

**College of Education
Single Subject Credential Program
2024**

Early Fieldwork Activities

The activities below provide a suggested activity list to cover 120 hours of Early Fieldwork.

- Review relevant policies and procedures followed by the school especially emergency procedures
- Review Classroom behavioral expectations and procedures for substitute teachers
- Have teacher candidate observe a taught lesson and explain teaching strategies they observed and offer feedback to questions they may have
- Assist with administrative tasks such as passing back papers, passing out handouts, collecting homework, and grading students' work, etc.
- Sit in on planning sessions with the teacher to get a first-hand understanding
- Participate in classroom observation such as analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and specific classroom management and instructional strategies used by the teacher
- Provide one-on-one assistance for students, including, but not limited to, helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or different student each week
- Facilitate small group activities and discussions as directed by the teacher

Please Note: Teacher candidates are not to be left alone in the classroom or take over any whole class lectures during this time.

Student Teaching Suggested Activities

The activities below provide a suggested activity list to cover sixteen (16) weeks of student teaching.

Week 1: Classroom Activities:

- Contact Resident Teacher (RT) and University Supervisor (US) once you are placed
- Meet with Resident/Mentor Teacher and University Supervisor for the initial planning meeting. Can be the week prior to the first week of class.
- Get access to the Learning Management System for teaching purposes (RT will arrange with site Administrator).
- Assist with administrative tasks such as passing back papers, passing out handouts, collecting homework, and grading students' work, etc.
- Sit in on planning sessions with the Resident Teacher (RT) to get a first-hand understanding.
- Provide one-on-one assistance for students, including, but not limited to, helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or different student each week.

- Facilitate small group activities and discussions as directed by the RT.
- Participate in classroom observation such as analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and specific classroom management and instructional strategies used by the RT.
- Plan and discuss your lesson plans for Week 2 (at least five days of lesson plans) with RT and submit them to the RT and University Supervisor (US) for feedback and approval.
- Schedule some or all your observations with the US
- Secure TPA video-recording student permission slips
- Plan your TPA video-recording dates

Week 2 – 6: Phase #1 of Student Teaching

- Assume responsibility for planning and teaching at least **2 class sessions**
- Start you TPA Cycle #1 and finish by week #6
- Write your daily reflections for all lessons taught
- Discuss the lessons with the RT and ask for his/her comment
- Continue to improve your teaching strategies by seeking advice from RT, US, and professors
- Schedule all observations with the US if you have not done so
- Expect the university supervisor to observe and offer suggestions for improving teaching.
- Meet on Zoom with US to debrief and ask questions
- Prepare your weekly lesson plans for each week and submit them to the RT and University Supervisor (US) for feedback and approval the week prior to teaching
- Meet with RT to review week the prior week and discuss the lesson plans for the next week
- Write up what you learn and submit it to your US per requested dates so they can do your Midterm Evaluation
- Submit TPA Cycle #1 per TPA deadline
- **Observation #1**, during the second week
- **Observation #2**, during the fourth week
- **Observation #3**, during the sixth week

Week 7 – 16: Phase #2 of Student Teaching

- **Mid-term Evaluation** By the 7th week, March 12, 2021
- Assume responsibility for planning and teaching at least **4 class sessions for 4 weeks in a row**. After the 4 weeks you will assume responsibility for **2 class sessions** for the remaining time. Work with your RT to select the most appropriate 4 weeks.
- Start you TPA Cycle #2 and finish one week before Cycle #2's deadline
- Write your reflections for all the lessons taught
- Discuss the lessons with the RT and ask for his/her comments
- Expect the US to observe and offer suggestions for improving teaching
- Write up what you learn and submit it to your US per requested dates so they can do your Final Evaluation
- Complete your *Individual Development Plan* and get appropriate signatures
- Turn in logs and all requirements to US. Be sure to get your RT signature on all needed documents

- **Observation #4**, during the ninth week
- **Observation #5**, during the eleventh week
- **Observation #6**, during the thirteenth week
- Turn in you Individual Development Plan
- **Final Evaluation** by the 14th week
- Writing a thank you note to your resident teacher and site administrator
- Ask for a letter of reference from your Resident Teacher and site administrator if applicable