



*Saili Le Atamai*

## ACADEMIC AFFAIRS DIVISION

Office of the Dean of Academic Affairs

### INSTRUCTIONAL COURSE APPROVAL FORM

Date June 10, 2008

Course Title Student Teaching

Course Code (Alpha and Number) ED 490

#### ROUTING SIGNATURES AND DATE

1. Initiator Sonny J. Leomiti
2. Academic Department Chair Dr. Lina Galea'i Scanlan
3. Dean, Academic Affairs \_\_\_\_\_
4. Curriculum Committee \_\_\_\_\_
5. Dean, Academic Affairs \_\_\_\_\_
6. Vice President \_\_\_\_\_

Approved    Disapproved    Approved with the following recommendations:

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## AMERICAN SAMOA COMMUNITY COLLEGE INSTRUCTIONAL COURSE APPROVAL FORM

DEPARTMENT: Teacher Education Dept.

INSTRUCTOR: Sonny J. Leomiti

Email: s.leomiti@amsamoa.edu

Phone Number: 699-9155 ext. 394

COURSE ALPHA/NUMBER: ED 490

SIZE: 25

COURSE TITLE: Student Teaching Practicum/  
Student Teaching Seminar

Check One:  Course Revision

Course Proposal

TEXTBOOK: No Course Textbook

CREDITS: Lecture Credits 2

Laboratory Credits 10

### REFERENCE BOOK(S)

1. Pelletier, C. M. (2000). *Strategies for successful student teaching: A comprehensive guide*. Allyn & Bacon: Pearson Education Inc.
2. Venekamp, L. B. (2003) *Celebrate the day: A teacher's calendar of activities, internet sites, and resources for grades 1-6*. Allyn & Bacon: Pearson Education Inc.

### PREREQUISITES:

Praxis 1: The ASBEP requires all student teaching candidates to pass the Praxis 1 Test. The Praxis 1 Test is a basic standardized test that evaluates reading, math, and writing skills and serves as the qualifying exam for students entering the Student Teaching Block.

Please refer to page 11 for a full listing of all the pre-requisites for this course.

### CATALOG DESCRIPTION:

This course culminates the degree program offerings for students majoring in education. Students enrolled in this course will have met all educational requirements and approval by the ASBEP faculty to become teacher candidates. Each teacher candidate will spend the semester participating in (2) weeks of pre-service student teaching seminars, (12) weeks in an assigned school classroom under the supervision of a Master Teacher, and (2) weeks of post-service seminars. This course highlights the component of solo-teaching for candidates to demonstrate effective teacher characteristics, content knowledge, and understanding of classroom responsibilities of a qualified teacher. Student teachers will participate in the activities of the host school, to include parent-teacher conferences, PTA meetings and in-service training provided by the school. Evaluation of the experience is summative upon completion of the teaching experience.

### **COURSE RATIONALE:**

The mission of the ASCC-B.Ed. Program is to prepare teachers with knowledge, skills, and disposition to meet the challenges of a classroom teacher and the standards of certification required of educators. The intent of the course is to provide student teachers with the opportunity to:

- a. Participate firsthand in transition from college student to professional teacher.
- b. Assess his or her present competence and potential as a teacher.
- c. Utilize teaching methods and content knowledge in an actual classroom setting.
- d. Make management decisions required of a classroom teacher.
- e. Demonstrate ability to work with a diversity of students and with various needs.
- f. Analyze and create learning activities required of academic growth.
- g. Recognize the joys and difficulties of being a professional teacher.
- h. Conduct and apply professional behavior on a daily basis.

### **TEACHING METHODOLOGY:**

The instructor of this course will serve as the student teaching supervisor for all student teaching candidates. The pre-service seminar classes will provide student teachers with teaching candidates. The pre-service seminar classes will provide student teachers with guidance in planning and preparing for his or her actual assignment. A site visit will take place for each candidate to become familiar with the host school and classroom. The pre-service training will require student teachers to complete a unit plan of teaching and demonstrate (3) solo teaching lessons in selected content areas. Peer evaluation of unit plans and solo-teaching experiences is afforded to improve performance and booster confidence among the candidates.

Student teachers are expected to assume the full responsibilities of the classroom teacher and to uphold all school policies during the field experience. Throughout the pre-service training, teacher candidates will be expected to dress professionally, and to participate in simulation exercises requiring management skills, knowledge of school laws and policies, and mature decision-making skills. A schedule of site visits to observe performance will be created for individual candidates by the student teacher supervisor and Master Teacher.

The post-service seminars will be held upon completion of the student teaching experience. Candidates will be expected to submit a portfolio of work created during the field experience and to submit a (5) page report on student teaching. The report will include evaluation of the experiences, and recommendations to improve the program. Candidates are encouraged to submit the portfolio and report electronically. Submission of resume and application for a teaching position is a final requirement of the semester.

### **COURSE OBJECTIVES:**

1. Recognize the intellectual, social emotional, and physical developmental characteristics of children not limited to student needs, interests, and abilities.

(Aligned to B.Ed.- SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]).

2. Identify the school system, community needs, and cultural environment. (Aligned to B.Ed.- SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #2: [Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world]; Indicator #3: [Demonstrate knowledge of community resources available for field trips and classroom speakers to bridge the real world of work with the classroom]).
3. Create an invitational/positive classroom atmosphere conducive to learning. (Aligned to B.Ed.- SLO: I [Basic]: Indicator #7: [Demonstrate ability to create a classroom ambiance that is learner-centered and teacher-directed]).
4. Demonstrates effective modes of communication. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver, and evaluate]; Indicator #6: Provide and express meaningful, positive and productive feedback] SLO: II [Personal Responsibility]: Indicator #5: [Develop interest in the concept of research, founded on teaching experience relative to diversity and curriculum issues]).
5. Develops effective content-based and standard-based lesson plans: daily, weekly, and long-range thematic units. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).
6. Demonstrates instructional competencies that incorporate independent and group content-based and standard-based activities. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written

skills to organize, deliver and evaluate]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).

7. Utilizes a variety of instructional methodologies and pragmatic strategies to accommodate student diversity. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).
  
8. Demonstrates questioning strategies and discussion: movement of skills from lower to higher level of Bloom's Taxonomy. (Aligned to B.Ed.- SLO: III: [Respect Diversity]:

Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #2: [Formulate strategies and ideas to accept and use the ideas of others in solving problems]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members]).

9. Utilizes a variety of media and curriculum materials. (Aligned to B.Ed.- SLO: II: [Personal Responsibility]: Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience]).
10. Designs appropriate and effective assessment and evaluation skills. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior]).
11. Participates in parent conferences and student progress reports. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator 8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior]).
12. Adheres to school policies, routines, and procedures. (Aligned to B.Ed.- SLO: II: [Personal Responsibility]: Indicator #3: [Understand and value lifelong learning based on a personal philosophy of education/teaching]).
13. Demonstrates professional ethics, behavior and conduct. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3:

[Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).

14. Participates in professional organizations affiliated with the respective school.  
(Aligned to B.Ed.- SLO: II: [Personal Responsibility]: Indicator #3: [Understand and value lifelong learning based on a personal philosophy of education/teaching]) SLO: III: [Respect and Diversity]: Indicator #2: [Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world]).

**STUDENT LEARNING OUTCOMES:** The general goals of the course are to blend teaching-learning theory with practice while developing competence in:

1. Providing for students' physical, social-emotional, and intellectual needs:
  - a. Applying theories of child development;
  - b. Exhibiting genuine caring for children;
  - c. Celebrating learner diversity by teaching in a culturally responsive manner;
  - d. Adapting materials, instruction, and assessment methods to meet student needs;
  - e. Fostering a positive learning environment.
2. Evaluate the responsibilities of the classroom teacher:
  - a. Planning educational experiences;
  - b. Designing and integrating content areas;
  - c. Orchestrating instruction;
  - d. Assessing and evaluating student learning.
3. Exemplifying professionalism:
  - a. Seeking opportunities to grow professional;
  - b. Demonstrating self-reflective teacher practices;
  - c. Interacting with students, adults, families, and communities;
  - d. Participating actively in assuming responsibilities for school activities and school improvements;
  - e. Informing and collaborating with families to support the development of children.

**COURSE REQUIREMENTS:**

- a. **Short Term & Long Term Lesson Planning:** Students will demonstrate competencies in writing content-based and standard-based lesson plans. Content delivery may vary according to the American Samoa Department of Education content pacing. Lesson plan formats must follow the sequence of the Orlich Lesson Plan and must be detailed in chronological order. Contingencies must be identified for diverse students. Each lesson should be reviewed and approved by both your cooperating teacher and field coordinator/instructor three days before the day of implementation. Student Teaching candidates are required to develop at least 15 individualized and or integrated lessons that will be implemented during their block teaching and

pre-solo teaching practicum in agreement with his/her mentor teacher and field coordinator. (Aligned to Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10; SLO 1 & 2)

- b. **Thematic Unit Plan:** Students will develop and demonstrate a four week Thematic Unit to be incorporated during their solo teaching. Thematic instruction emphasized the organization of a curriculum around macro themes integrating basic disciplines such as reading, math, and science with the exploration of a broad subject, such as communities, rain forests, and the usage of energy. Listed below are the components of a Thematic Unit:
1. **Theme:** Select an appropriate theme reflecting text topics (curriculum), student interests, experiences, issues, or problems.
  2. **Grade Level Appropriateness**
  3. **Focus/Essential Understanding:** Develop a one focus statement that summarizes the direction and intent of the unit.
  4. **Objectives:** Identify three or four specific objectives you wish students to master by the completion of the unit. These can be tied to the American Samoa Department of Education (ASDOE) or national standards and competencies.
  5. **Materials and Resources:** It is advantageous to determine all the necessary materials and resources after the unit has been written.
    - a. **Printed Resources:** newspapers, pamphlets, diaries, letters, maps, advertisements, brochures, flyers, encyclopedias, dictionaries, magazines, booklets, journals.
    - b. **Computer and CD-ROM Resources:** Education software, reference works, educational games and simulations related to curriculum, and CD-ROM adaptations of literature.
    - c. **Internet Resources:** Listing of educational websites with annotations and citations.
    - d. **Community Resources:** Guest speakers and field trips.
    - e. **Instructional Television Resources:** Cable (discovery channel)
    - f. **Literature Resources:** Fiction, non-fiction, poetry.
  6. **General Activities:** Develop activities you wish to use throughout the unit. Activities will be broad-based, covering the range of curricular areas and reflecting elements of a literature-based program.
  7. **Discussion Questions:** Include a variety of open-ended questions that help students think about the topic in varied and divergent ways.
  8. **Literature Selections:** Select books related to the topic of your thematic unit. For literature selection you may wish to develop a



pre-reading activity, a variety of cross-curricular learning activities, and open-ended discussion questions. Select books from a variety of genres.

9. Culminating Activity: This is a project that engages students in meaningful summarization of their discoveries and leads to new ideas, understandings, and connections.
10. Evaluation: Devise appropriate means of evaluating student progress throughout the unit. Avoid relying on formal pencil and paper tests; select criteria to measure growth. Use conferences, logs, and student journal writing as well.
11. Related Works of Literature: Select books that relate to the theme and make these available for independent reading and reading aloud.

(Aligned to Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10; SLO 1 & 2)

- c. Solo-Teaching: Student Teacher candidates are required to solo-teach in the duration of four weeks. Solo-Teaching without the physical presence of the cooperating teacher in the room provides a valuable experience whereas, student candidates will demonstrate competencies focusing on the American Samoa Bachelors of Education program goals, course competencies, and level or professionalism in the teaching arena. Student Teaching candidates will implement their approved thematic units during their solo-teaching. Thematic units must be approved by the mentor teacher, school principal, and field coordinator. (Aligned to Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, & 14; SLO 1, 2, & 3)

### **EVALUATION:**

Assessment of the Student Teacher's progress occurs continuously. The Mentor Teacher and Field Coordinator participate with the student teacher in identifying teaching strengths as well as areas for professional growth. Student Teachers are expected to practice self-reflective strategies. Assessment takes the form of both oral and written feedback. Informal conferences with the Mentor Teacher may take place daily with in-depth planning conferences held weekly.

The Mid-Term Evaluation of Student Teaching serves as a progress report and aids in setting goals for the second half of the semester. Mentor Teachers complete the final evaluation of Student Teaching.

### **Grading:**

Weekly Reflections:	(15) 150 points	15%
Short Term & Long Term Planning	(15) 150 points	20%
Thematic Unit	300 points	30%
<u>Solo Teaching</u>	<u>400 points</u>	<u>30%</u>
Total	1000points	100%

## Grading Scale:

A+	98-100%	A	94-97%	A-	90-93%
B+	88-89%	B	84-87%	B-	80-83%
C+	78-79%	C	74-77%	C-	70-73%
D+	68-69%	D	64-67%	D-	60-63%

### NOTE:

*All assignments must receive an overall rating of ACCOMPLISHED or PROFESSIONAL in order to earn Credit for the course. Any work receiving an overall rating of APPROACHING will need to be revised and resubmitted, or a grade of No Credit will be issued.*

### ATTENDANCE POLICY:

Daily attendance in student teaching is mandatory. All students are to adhere to the Attendance Policy of the American Samoa Community College state in page 30 of the Student Catalog.

#### Please Note:

In the event that the student teacher shall be absent during student teaching, the mentor teacher and the field coordinator will have the final decision as to whether the missed days need to be made up.

Participation means that the student teacher is observing, assisting students, or teaching whenever class is in session. Planning, grading papers, and clerical activities are to be done during non-instructional times.

**Course Pre-Requisites:** All Student Teaching Candidates must complete the following B. Ed. courses to qualify for Student Teaching:

- ED 280: Introduction to Bilingual Education
- ED 300: Foundations of Education
- ED 301: Educational Psychology
- ED 305: Foundations of Curriculum and Instruction
- ED 312: Teaching Language Arts in Elementary Education
- ED 319: Children's Literature
- ED 325 & 325L: Principles of Child Development: The Samoan Child
- ED 330 & 330L: Elementary Mathematics Methods

- ED 335 & 335L: Elementary Science Methods
- ED 340 & 340L: Educational Technologies
- ED 350 & 350L: Elementary Health
- ED 410 & 410L: Elementary Social Studies Methods
- ED 420 & 420L: Tests and Measurements
- ED 435 & 435L: Elementary Creative Dramatics as a Teaching Resources
- ED 440 & 440L: Elementary Samoan Language Methods

## Weekly Course Outline

<b>Student Teaching Practicum</b>		
<i>Week 1</i>	<ol style="list-style-type: none"> <li>1. (Pre-Seminar)</li> <li>2. Student Teacher and Mentor Meeting: The purpose of this meeting is to introduce Student Teachers to their Mentor Teachers. Mentor Teachers will provide Student Teacher candidates with information pertaining to their:               <ol style="list-style-type: none"> <li>a) Philosophy of Education</li> <li>b) School Mission and Vision Statements</li> <li>c) School Handbook emphasizing school policies and procedures</li> <li>d) Teacher Expectations</li> <li>e) Projects affiliated with the school</li> <li>f) School Culture</li> <li>g) Content Pacing</li> <li>h) Styles of Teaching (Instructional Approaches)</li> <li>i) Classroom Management Plan</li> </ol> </li> </ol>	<i>Important Dates:</i>
<i>Week 2</i>	<ol style="list-style-type: none"> <li>3. Student Teacher will meet with the Principal of his/her respective school to discuss school rules, regulations, academic policies, and school expectations.</li> <li>4. Student teachers will gather information and materials needed for the grade level he/she is assigned to. Student teachers will also work collaboratively with their mentor teacher to plan and submit a calendar indicating specific dates in which the Student Teacher will be assigned to complete along with the required lesson plans.</li> </ol>	
<i>Week 3</i>	<p><u>Student Teachers Report to their Designated School</u> (Observation and Peer Teaching)</p> <ol style="list-style-type: none"> <li>1. Peer Planning (Mentor &amp; Student Teacher)               <ol style="list-style-type: none"> <li>a. Individual Lessons</li> <li>b. Integrated Lessons</li> <li>c. Weekly Lesson Planning to accommodate either Self-Contained or Departmentalized Settings</li> <li>d. Thematic Unit Planning for Solo-Teaching</li> </ol> </li> </ol>	<i>Important Dates:</i>
<i>Week 4</i>		
<i>Week 5</i>		
<i>Week 6</i>		
<i>Week 7</i>		
<i>Week 8</i>	<p style="text-align: center;"><u>Block Teaching:</u></p> <p>Student Teacher will teach at least three lessons in any content area in agreement with his/her mentor. Lessons designed by the Student Teacher must be approved three days before the lesson is implemented by both mentor and field coordinator.</p>	<i>Important Dates:</i>
<i>Week 9</i>	<p>During the Block Teaching Practicum, one formal observation will be conducted by the mentor or the field coordinator. The Student</p>	

<p><i>Week 8</i></p>	<p style="text-align: center;"><u>Block Teaching:</u></p> <p>Student Teacher will teach at least three lessons in any content area in agreement with his/her mentor. Lessons designed by the Student Teacher must be approved three days before the lesson is implemented by both mentor and field coordinator.</p>	<p><i>Important Dates:</i></p>
<p><i>Week 9</i></p>		
<p><i>Week 10</i></p>	<p style="text-align: center;"><u>Week of Pre-Solo:</u></p> <p>During the week of Pre-Solo, Student Teachers will phase-in to the responsibilities of the classroom teacher. Student Teachers will familiarize students to his/her:</p> <ul style="list-style-type: none"> <li>a) Classroom Management Plan</li> <li>b) Rules and Procedures</li> <li>c) Positive &amp; Negative Consequences</li> <li>d) Homework Routine</li> <li>e) Parental Involvement Plan</li> <li>f) Content Enrichment in Preparation for Solo-Teaching</li> </ul>	<p><i>Important Dates:</i></p>
<p><i>Week 11</i></p>	<p style="text-align: center;"><u>Solo-Teaching:</u></p> <p>The Solo-Teaching component is the final portion of the Student Teaching Practicum. Student Teachers will implement his/her Thematic Unit during the four weeks of solo-teaching. Thematic Units should accommodate the listed criteria in section (b) of the Course Requirement section and should be approved by the following individuals in sequential order:</p>	<p><i>Important Dates:</i></p>
<p><i>Week 12</i></p>	<ul style="list-style-type: none"> <li>a) Mentor Teacher</li> <li>b) School Principal</li> </ul>	

**Contract for Student Teaching**

I, \_\_\_\_\_ agree to fulfill the following requirements for Student Teaching. I understand that if any of the stated requirements are not fulfilled, my completion of the Student Teaching Practicum will be jeopardized.

**1. Goals:**

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- 2. Short-Term & Long-Term Lesson Planning**
- 3. Thematic Unit Plan**
- 4. Parental or Community Involvement Project**
- 5. Solo-Teaching Requirements**

***Signed:***

<i>Student Teacher</i>	<i>Date</i>
<i>Mentor Teacher</i>	<i>Date</i>
<i>Field Coordinator</i>	<i>Date</i>