

EDMS 5460

General Guidelines

- ✓ Student Teaching EDMS 5460 is graded satisfactory or unsatisfactory (also see Midterm Decision Documentation Form)
- ✓ As a student teacher, you are viewed as a professional and in this role you are expected to attend all meetings your teacher is expected to attend, e.g., PTO meetings, teacher work days (work alongside your teacher), parent-teacher conferences, SST and IEP meetings.
- ✓ Sign in and out of school in the school office every day. Sign in and out on your individual time log every day, as well. Your individual time log should be kept in your mentor teacher's classroom. Please submit your individual time log to your UGA supervisor upon request and at the end of student teaching.
- ✓ Wear your name badge every day and for all school functions; some schools may require an additional identification.
- ✓ Check with your school system for holidays and inservice days. You are required to attend school on teacher inservice days. You will also attend parent conferences.
- ✓ All missed days must be made up (except for official UGA and school holidays/breaks and one (1) day for Career Fair/Interviews. The Career Fair/Interview day must be verified in writing and given to your classroom and UGA Supervisor two (2) weeks in advance.
- ✓ If you elect to start your student teaching before the first day of UGA classes or if you choose to teach through UGA's spring break, you cannot "bank" or reserve those days to serve as make-up days.
- ✓ Attendance is mandatory. In the event of an emergency where an absence is unavoidable, you should contact your classroom mentor teacher, the school office staff, and the university supervisor (542-4244) as soon as possible to inform them of your absence. **Please do not rely on email.** Note that any time missed from student teaching must: (a) be made up in order to receive credit, and (b) be confirmed with written documentation. You should restrict absences to extreme circumstances. If at all possible, please attend any school events outside of the normal school day that your classroom mentor teacher is expected to attend.
- ✓ Throughout the semester, student teachers and the university supervisor will meet to discuss student teaching. Each meeting will be scheduled at mutually agreeable times.

TEACHING

- ✓ During the first week, you should become acquainted with the students, the classroom, your team, the school, and the community in which the school is located. Right away, get involved with tutoring and working with small groups. Get used to doing the routine tasks in your classroom. Teach as much as you can. You are required by the state of Georgia to take on the full responsibilities of your teacher for a minimum of two weeks. However, we expect that you will teach full time for 4 to 6 weeks.
- ✓ In collaboration with your classroom mentor teacher, establish a timeline for assuming and relinquishing teaching responsibilities across the 12 weeks of student teaching. Give a copy of the Responsibilities Schedule to your classroom mentor teacher and UGA supervisor no later than the end of the second week of student teaching.

UNIT PLANS

- ✓ You will develop and teach a unit plan that will require at least two weeks to teach. Begin talking with your classroom mentor teacher, gathering resources, and developing tentative ideas as soon as possible (during the 1st and 2nd week). Agree with the classroom mentor teacher on a good topic and a time to teach it.
- ✓ Please use the unit plan format you learned and used in EDMS 5030. Any variation must be negotiated with your UGA supervisor!
- ✓ Drafts of Unit
 - You must give a **rough (first) draft** to your classroom mentor teacher and UGA supervisor at least **2-3 weeks** before you teach the unit.
 - You must give a **typed final draft** to your classroom mentor teacher and UGA supervisor no later than one week before you teach the unit.
 - After teaching the unit, make changes to reflect (a) how the unit was actually taught, (b) assessment results, and (c) your reflections on how the unit worked with these students. Provide your **typed revised plan** to your UGA supervisor no later than 2 weeks after the completion of your unit.

OBSERVATIONS/MENTORING

- ✓ You must be formally observed a minimum of 4 times **by your UGA supervisor**, using the *Middle Grades Student Teacher Post-Observation Discussion Guide*.
- ✓ After each formal observation, you and your UGA supervisor will confer together to discuss how things went. Written feedback will be given to you about your teaching, and concerns you have can also be addressed.

- ✓ A typed lesson plan must be ready and available for each observed lesson. (Your UGA supervisor will talk to you about how and when this plan should be accessible to him or her.)
- ✓ In addition to the four observations, the UGA supervisor, classroom mentor teacher, and the student teacher will meet together for an initial visit/three-way conference and also a final visit/three-way conference.
- ✓ During the first three-way conference, we will talk about the schedule for observations, your likely schedule for picking up classes and teaching the unit, and any questions you and your classroom mentor teacher have (see “First Meeting Agenda,” pp. 20-21).
- ✓ You must be formally observed a minimum of **two (2)** times **by your classroom mentor teacher** once before midterm (February 19, 2004) and once after midterm using the *Middle Grades Student Teacher Post-Observation Discussion Guide*.

PACKET/COMMUNICATION WITH YOUR SCHOOL

- ✓ Please take a copy of this packet to your classroom mentor teacher before the end of fall semester. This packet will be sent to the teacher liaison and the principal in the next few weeks.

LEGAL AND ETHICAL AWARENESS

- ✓ Use good common sense and if any doubt, ask your classroom mentor teacher.
- ✓ Do not drive students in your car, accept an invitation to their home, or invite them to your house.
- ✓ Do not send any notes to parents/guardians that have not been approved by and signed also by your classroom mentor teacher. (Some teachers may prefer that only his or her name appear on any parent communications.)
- ✓ Do not, under any circumstances, use corporal punishment or negative punishments that involve pushing, grabbing children by the arm, etc.
- ✓ For any negative consequences, involve your classroom mentor teacher for every step.
- ✓ Acquaint yourself with the child abuse reporting laws and learn the specific procedures at your school.
- ✓ Sharing all lesson plans with your classroom mentor teacher for approval assures that you are teaching appropriate curriculum for your students.
- ✓ Under no circumstances are student teachers allowed to serve as substitute teachers.
- ✓ Make sure you have proper liability insurance.

OTHER TIPS

- ✓ Become involved; consider participating in extracurricular activities.
- ✓ Late in the term, observe other classes to get a feel for different approaches to teaching.
- ✓ Be on time every day. Tardiness is unacceptable. You are required to stay until the official leaving time for teachers in your school. It is a good idea to stay at school in the afternoon as long as your classroom mentor teacher does. Taking initiative and responsibility are central to your success (and future recommendations for teaching positions).
- ✓ Near the end of the twelve weeks, it is a good idea to ask the principal or assistant principal of your school to observe your teaching. You can ask them for a letter of recommendation to use when you apply for teaching jobs.
- ✓ Remember to say thank you.

**The University of Georgia
Middle Grades Responsibilities Schedule
Student Teaching Experience
EDMS 5460**

Student Teacher: _____

School: _____

Grade/Content: _____

Classroom Mentor Teacher:

Semester: _____

UGA Supervisor: _____

Student Teaching Weekly Checklist

Check off as each activity is completed.

TIME: Prior to first day

Student Teacher	University Supervisor	Classroom Mentor Teacher
<input type="checkbox"/> Visit Classroom Mentor Teacher <input type="checkbox"/> Become familiar with school, policies, reporting times, etc. <input type="checkbox"/> Get a copy of your schedule <input type="checkbox"/> Obtain and become familiar with curriculum	<input type="checkbox"/> Act as liaison between student teacher and Classroom Mentor Teacher	<input type="checkbox"/> Prepare for a good relationship between the student teacher and your students <input type="checkbox"/> Provide the student teacher with a desk or other suitable work space in the classroom <input type="checkbox"/> Inform the student teacher of school policies and regulations (e.g., emergencies, fire drill, etc.) <input type="checkbox"/> Share with the student teacher copies of curricular guides, teaching manuals, etc. <input type="checkbox"/> Provide other materials as needed. Remember, you are helping to determine who gets in the profession – this teacher could end up next door to you.

NOTE: This schedule is intended as a *guide*. The requirements outlined for each week can and should be adjusted to fit individual needs and circumstances.

TIME: (Week 1) January 8, 2004 - January 14, 2004

Student Teacher	University Supervisor	Classroom Mentor Teacher
<p>___ Ask what you can do. Keep busy and learn students' names and classroom routine</p>	<p>___ Conduct first three-way conference with Classroom Mentor Teacher and student teacher</p>	<p>___ Plan activities for the student teacher, e.g., helping individual students, handing out papers, duplicating papers, taking roll.</p>
<p>___ Determine the first few classes you will teach and begin planning</p>	<p>___ Schedule visits to the school and meet the principal</p>	<p>___ Help the student teacher "know the students" by sharing records and how to interpret test results and other records, how to regard information confidentially, etc.</p>
<p>___ Turn your lesson plans into the teacher for critique</p>	<p>___ Review the class schedule and school policies</p>	
<p>___ Turn in class schedule and the school calendar to UGA Supervisor during first visit or by dropping off in mailbox in 427 Aderhold.</p>		<p>___ Interpret the program; help the student teacher interpret observations intelligently. Help the student teacher see "theory in practice," by pointing out specific illustrations</p>
<p>___ Learn school resource people</p>		
<p>___ Find out what materials are available for your use</p>		
<p>___ Learn how to use equipment</p>		<p>___ Explain personal classroom management, the discipline procedures for the school. Demonstrate how students are helped to develop self-control</p>
<p>___ Start working on unit plan</p>		
<p>___ Meet school administrators</p>		<p>___ Confer daily with the student teacher with regard to interactions with students, quality of work, following directions, initiative. Conferences should be formal face-to-face interchanges and/or written notes. Try to identify positive activities as well as areas of need</p>
		<p>___ Read and critique lesson plans</p>

TIME: (Weeks, 2, 3, and 4)

January 15, 2004 - February 4, 2004
UGA HOLIDAY - MLK, January 19, 2004

Student Teacher	University Supervisor	Classroom Mentor Teacher
<p>_____ Teach from Classroom Mentor Teacher's plans</p>	<p>_____ Conduct a formal observation of the student teacher</p>	<p>_____ Give the student some of your lesson plans to teach</p>
<p>_____ Teach from your own plans</p>		<p>_____ Formally observe and critique student's teaching at least every other day</p>
<p>_____ Continue adding new teaching responsibilities every 2 or 3 days</p>	<p>_____ Hold a conference with the student teacher to reflect on strengths and weaknesses</p>	<p>_____ Informally observe and critique student's teaching daily</p>
<p>_____ Continue developing unit plan. Turn in rough draft to Classroom Mentor Teacher and university mentor.</p>	<p>_____ Plan for next observation</p>	<p>_____ Evaluate student at least once a week – use your own discretion on when to do the evaluations</p>
<p>_____ After you receive feedback from your classroom mentor teacher and UGA Supervisor, revise the unit plan</p>	<p>_____ Make specific contact with Classroom Mentor Teacher to discuss student progress, problems, and challenges. Discuss ways to help the student teacher improve.</p>	<p>_____ Offer frank and specific criticism of the student's work – this will enable the student teacher to know which techniques are satisfactory and which ones are not</p>
<p>_____ Turn in the final version of your unit plan to your mentors at least one week before you begin to teach the unit.</p>	<p>_____ Read and critique the unit plan draft and indicate the changes that must be made in the unit before the student teacher may begin teaching from the plan.</p>	<p>_____ Help the student teacher with planning and evaluation</p>
	<p>_____ If timing correct, read the final version of the unit plan.</p>	<p>_____ Expect the student teacher to be punctual in everything – on time in the morning, turning in lesson plans, material preparation, schedules, etc.</p>
		<p>_____ Clarify the role of the student when a substitute is called – the student should not be utilized as a substitute when the classroom teacher is absent, but may continue responsibilities</p>

TIME: (Weeks 5, 6, 7, 8, and 9) February 5, 2004 - March 10, 2004

Student Teacher	University Supervisor	Classroom Mentor Teacher
<p>_____ Take over all classroom responsibilities, including homeroom, lunch, dismissal, hall duty, bus duty, etc.</p> <p>_____ Teach two-week unit</p> <p>_____ Continue with the Classroom Mentor Teacher's full teaching load for at least 2 weeks and more is recommended highly.</p>	<p>_____ Observe using the <i>Middle School Student Teacher Post-Observation Discussion Guide</i>.</p> <p>_____ Conference on all observations immediately.</p> <p>_____ Ask the classroom mentor teacher for feedback about the student's progress.</p> <p>_____ Schedule the midterm evaluation (Use the <i>Middle Grades Midterm Decision/Documentation Form</i> and in writing, communicate your midterm opinion of this intern's progress and potential to become a qualified teacher.</p>	<p>_____ Prepare for the midterm evaluation and consult with the UGA Supervisor using the <i>Middle Grades Midterm Decision/Documentation Form</i>.</p> <p>_____ Be willing for the student teacher to try a variety of ideas if not completely out of line with the program or point of view</p> <p>_____ Continue formal and informal conferences with the student teacher</p> <p>_____ Find things to do that take you out of the classroom for short and long periods of time</p>

TIME: (Weeks 10, 11, and 12) March 11, 2004 - April 9, 2004
UGA SPRING BREAK, March 8 - 12

Student Teacher	University Supervisor	Classroom Mentor Teacher
<ul style="list-style-type: none"> ___ Gradually relinquish responsibility for the class back to the Classroom Mentor Teacher ___ Visit other classrooms ___ Finish your unit, e.g., reflections, student assessment ___ Observe your students in their other classes and settings ___ Complete and turn in all assignments 	<ul style="list-style-type: none"> ___ Complete formal observations as needed. ___ Consult with classroom teacher and student teacher on final activities ___ Determine final grade for student teaching in consultation with Classroom Mentor Teacher ___ Hold final three-way conference with Classroom Mentor Teacher and student teacher ___ Process all evaluative material 	<ul style="list-style-type: none"> ___ Participate in the final three-way conference ___ Help the student teacher select and arrange visits to other classes ___ Gradually assume responsibility for all classes, etc. ___ Consult with the UGA Supervisor on the final grade for EDMS 5460

TIME: Final Week

Student Teacher	University Supervisor	Classroom Mentor Teacher
<ul style="list-style-type: none"> ___ Turn in all final work ___ Complete evaluation of university supervisor and supervising teacher 	<ul style="list-style-type: none"> ___ Complete paperwork ___ Forward all evaluative material 	<ul style="list-style-type: none"> ___ Enjoy the privacy of your own class

TIME: After Week 12

Student Teacher	University Supervisor	Classroom Mentor Teacher
<ul style="list-style-type: none"> ___ Attend EDMS 5040 with Dr. Denise Glynn. Class continues on Monday, April 19, 2004. 	<ul style="list-style-type: none"> ___ Turn in grade 	

Let's **DISCUSS** some overarching indicators of your professionalism:

Indicators	Yes	Why not?	N/A	Comments
Provided lesson plan to supervisor before class				
Completed lesson plan -included all components of lesson plan design -typed -attached copies of all handouts				
Demonstrated depth and breadth of content knowledge				
Used appropriate language (e.g., correct use of grammar in speaking, writing, spelling)				
Controlled voice (e.g., audible, use of inflection)				
Purposeful movement around the room during teacher-directed instruction.				
Purposeful movement around the room during independent or group work				
Monitored student involvement in the lesson				
Provided appropriate praise and other feedback				
Addressed management dilemmas appropriately				
Interacted professionally (e.g., with students, classroom mentor teacher, university supervisor)				

Punctual				
Attired appropriately				

Let's **DISCUSS** this lesson specifically with the scripted observation notes as a resource:

Elements	Yes	Why Not?	N/A	Comments
Resources organized				
Greeted students				
Started class promptly				
Provided initiating activity				
Related lesson to prior learning				
Relevance of lesson made clear				

developed by E. Pate and G. Andrews

Elements	Yes	Why Not?	N/A	Comments
ACTIVITY (IES)				
- <i>Directions/expectations/criteria clearly given and checked for understanding</i>				
- <i>Time parameters provided to students</i>				
- <i>Explanations, examples, and clarifications provided</i>				
- <i>Included appropriate transitions</i>				
- <i>Organized</i>				
- <i>Content appropriate</i>				
- <i>Accuracy of content</i>				
- <i>Time used effectively</i>				
Assessed students' learning of knowledge and skills in each activity.				
Assessed students' learning of knowledge and skills in lesson as a whole.				
Accommodated individual student needs				
Supervised and supported independent work				
Explained relevance of homework and provided clear directions/expectations/criteria				
Prepared and, if needed, used lesson extenders appropriately (e.g., within activities, end of lesson)				
Provided or facilitated content closure				
Provided or facilitated procedural closure				

developed by E. Pate and G. Andrews

- What evidence do you have or will you have, either formal or informal, that the students made progress toward your goal and objective(s) for this lesson?

- What do you think your strengths were?

- What area(s) would you like to focus on to enhance your practice?

Comments of UGA Supervisor or Classroom Mentor Teacher:

Student Teacher's signature

Date

UGA Supervisor or Classroom Mentor Teacher's signature

Date

developed by E. Pate and G. Andrews

The University of Georgia

Middle Grades Mid-Term Decision/Documentation

Intern/Student Teacher: _____
School: _____
Grade/Content: _____
Classroom Mentor Teacher: _____
Semester: _____
University Supervisor: _____
Date: _____ Spring 2004: Thursday, February 19, 2004 _____

In my professional opinion, _____ is making *excellent* progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ is making *good* progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ is making *fair* progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ is making *poor* progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

Developed by B. Manning

Should this student teacher continue? Yes No

If yes, what is the Plan of Action. _____

I have read and understand where I stand and what happens next.

Intern/Student Teacher

Date

Classroom Mentor Teacher

Date

University Supervisor

Date

The University of Georgia Middle Grades End-of-Term Decision/Documentation

Intern/Student Teacher: _____

School: _____

Grade/Content: _____

Classroom Mentor Teacher: _____

Semester: _____

University Supervisor: _____

Date: Spring 2004: Friday, April 9, 2004

In my professional opinion, _____ made **excellent** progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ made **good** progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ made **fair** progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

In my professional opinion, _____ made **poor** progress toward becoming a qualified classroom teacher.

Indicators: _____

Suggestions/Comments: _____

Developed by B. Manning

Should this student teacher receive a S or U for student teaching? S U

Additional Comments:

I have read and understand my Classroom Mentor Teacher's (or university supervisor's) final assessment of my student teaching.

Intern/Student Teacher

Date

Classroom Mentor Teacher

Date

University Supervisor

Date

EDMS 5460 – First Meeting Agenda Spring 2004

Student Teacher: _____

Classroom Mentor Teacher: _____

UGA Supervisor: _____

1st Meeting: _____

Topics To Discuss:

1. Student Teaching Orientation Handbook Highlights
 - *Attendance*
 - ✓ 5460 Time Log & Office sign in/out
 - ✓ For absence, late arrival, early departure: first, contact your Classroom Mentor Teacher teacher by PHONE and EMAIL; then contact UGA Supervisor by PHONE (706-542-4244) and EMAIL. All absences MUST be made up.
 - ✓ Spring Break
 - *Teaching*
 - ✓ Daily Schedule
 - ✓ Teaching schedule timeline
 - ✓ Student Teachers cannot be substitute teachers.
 - ✓ Student teachers at first will teach from Classroom Mentor Teacher lesson plans; however, student teachers must write the lesson plans out (does not have to be as in as much detail as unit plan lessons). Discuss.
 - *10-Day Unit Plan* (turn in unit plan to 427 Aderhold by 5:00 p.m., box in the mailbox area)
 - ✓ Use format from EDMS 5030
 - ✓ First Draft due at least three (3) weeks before unit will begin
 - ✓ Second Draft due at least two (2) weeks before unit will begin
 - ✓ Final Draft (except reflections) due at least one (1) week before unit will begin
 - ✓ Final Draft with reflections and revisions due two weeks after teaching unit
 - *Observations*
 - ✓ UGA Supervisor: Intro Meeting, 4 formal observations, End Meeting
 - ✓ Classroom Mentor Teacher: Intro Meeting, 1 formal observation before February 19th (midterm) and completion of Midterm Decision/Documentation form, 1 formal observation after midterm, End Meeting and completion of End-of-Term Decision/Documentation form.
 - *Responsibility Schedule* (tentative)

2. Reflection Journal (Email every Friday to your UGA supervisor)
 - Each week the student teacher must email a journal reflection (NOT a summary) related to the week's events. The journal should contain reflections pertaining to at least three different situations/events.
3. Seminars
 - We will meet several times throughout the semester (as a group) to discuss your student teaching experiences and to address any areas of concern.
4. Questions, Comments, Concerns:

Signatures of those present at the meeting:

UGA Supervisor _____

Student Teacher _____

Classroom Mentor Teacher _____

Mentor Email Address: _____

Future Observation Dates:

Observation #1 _____

Observation #2 _____

Observation #3 _____

Observation #4 _____

EDMS 5460
End-of-the-Semester Meeting

Student Teacher: _____

Classroom Mentor Teacher: _____

School: _____

Date of Meeting: _____

Items to be collected:

____ Two formal observation forms completed by mentor

____ End-of-the-term progress form

____ Student Teacher Time Log

- Number of days to be made up: 0 1 2 3 Other: _____
- Make-up Dates: _____

UGA Supervisor Checklist:

____ Four formal observation forms completed by supervisor (yellow)

____ Reflection Journals

____ Final Unit Plan (including reflections for each day and unit)

____ End of Term form (white)

Questions/Comments/Concerns:

Classroom Mentor Teacher's Signature _____

UGA Supervisor's Signature _____

Student Teacher's Signature _____

EDMS 5460 Time Log (Spring 2004) Page 1

Student Teacher: _____ School: _____

Classroom Mentor Teacher: _____

DATE	TIME IN	TIME OUT	COMMENTS
January 8, 2004			
January 9, 2004			
January 12, 2004			
January 13, 2004			
January 14, 2004			
January 15, 2004			
January 16, 2004			
January 19, 2004			MLK Holiday
January 20, 2004			
January 21, 2004			
January 22, 2004			
January 23, 2004			
January 26, 2004			
January 27, 2004			
January 28, 2004			
January 29, 2004			
January 30, 2004			
February 2, 2004			
February 3, 2004			
February 4, 2004			
February 5, 2004			
February 6, 2004			
February 9, 2004			
February 10, 2004			
February 11, 2004			
February 12, 2004			
February 13, 2004			
February 16, 2004			
February 17, 2004			
February 18, 2004			
February 19, 2004 Student Teaching Midterm			

I, the undersigned, verify that the information provided above is accurate.

Classroom Mentor Teacher's Signature _____

Student Teacher's Signature _____

*****Time log is to be kept in mentor teacher's classroom and given to UGA Supervisor upon completion.***

EDMS 5460 Time Log (Spring 2004) Page 2

Student Teacher: _____

DATE	TIME IN	TIME OUT	COMMENTS
February 20, 2004			
February 23, 2004			
February 24, 2004			
February 25, 2004			
February 26, 2004			
February 27, 2004			
March 1, 2004			
March 2, 2004			
March 3, 2004			
March 4, 2004			
March 5, 2004			
March 8, 2004 – March 12, 2004			UGA Spring Break
March 15, 2004			
March 16, 2004			
March 17, 2004			
March 18, 2004			
March 19, 2004			
March 22, 2004			
March 23, 2004			
March 24, 2004			
March 25, 2004			
March 26, 2004			
March 29, 2004			
March 30, 2004			
March 31, 2004			
April 1, 2004			
April 2, 2004			
April 5, 2004			
April 6, 2004			
April 7, 2004			
April 8, 2004			
April 9, 2004			

I, the undersigned, verify that the information provided above is accurate.

Classroom Mentor Teacher's Signature _____

Student Teacher's Signature _____

Orientation to the School and Community

Know the Students

Memorize all the students' names, beginning with the class you will teach first. If the school mentor has assigned seating, use their seating chart or make your own.

What is the ethnic composition of your classes? The socioeconomic background?

What kind of work do students' family members do?

Which students in each class might be called "exceptional," because they experience physical, mental, or emotional difficulties or because they have special talents? What special considerations might need to be made for them?

Know the Building

Tour the building and locate the following (if appropriate): library, teachers' lounge for your grade level, school office, cafeteria, music room, art room, other rooms that house the exploratory subjects your students take, gymnasium, materials storage room, equipment room, computer lab

Write down and memorize the names of the principal, assistant principals, all teachers on your team, custodians for your wing of the building, secretaries in the main office, special services people, your grade level counselor

Know the Community

Go on a tour of the community your school serves, and talk with teachers in the school about the school community. Write a brief description of the different residential housing and business areas near the school, and important issues the community is now facing.

Know the School Procedures

What are the fire and severe weather drill procedures?

What are the rules for using the phones in school?

What are your school mentor's supervisory assignments (cafeteria, hall duty, bus duty, etc.)?

What meetings or events does your school mentor attend (staff meetings, PTA, student clubs, athletic events, etc.)? What are you expected to attend?

What is the procedure to use in case of student illness or injury?

How is daily attendance taken and recorded?

What are the regulations concerning taking students on trips?

What are the checkout procedures for audiovisual equipment? For films and videotapes?
Can you take a cart of books to use for student research?

Know the Team or Classroom Procedures

What is the policy regarding homework and make-up work for excused absences?

What is the policy regarding late work from students?

What are the procedures in place in your classroom regarding

- Collecting homework
- Handling the lunch count
- Handling tardies
- Signaling students to be quiet
- Passing out supplies and collecting and returning assignments
- Responding to students who do not have their materials ready (e.g., pencils, paper, texts, etc.)
- Requiring that students raise or not raise their hands to be called upon
- Determining what students should do if finished with their work
- Students leaving their seats to get a drink or sharpen their pencils
- Allowing students to go to the restroom or their locker
- Putting away supplies or equipment
- Cleaning up before leaving class
- Dismissing class

What is the “classroom management” plan for the team and for your school mentor’s classroom? (Be specific about the rules and the types of incentives and consequences in response to students’ actions. Is there a hierarchy or pattern to the responses?)

What sort of *social curriculum* do you want to promote? How will you create that curriculum?

What is the school mentor’s evaluation and grading system?

Self-Check for Student Teaching

Requirements (Subject to revision given compelling logic or alternative, but equally rigorous options)

DATES

<input type="checkbox"/>	Daily School Schedule and School Calendar		<u>By Week 1</u>
<input type="checkbox"/>	Schedule when you will teach different classes		<u>By Week 3</u>

OBSERVATIONS/CONFERENCES

<input type="checkbox"/>	*Initial Three-Way Conference		
<input type="checkbox"/>	Observation One		
	<input type="checkbox"/> Written Lesson Plan		
	<input type="checkbox"/> Post-Conferencing		
<input type="checkbox"/>	Observation Two		
	<input type="checkbox"/> Written Lesson Plan		
	<input type="checkbox"/> Post-Conferencing		
<input type="checkbox"/>	Observation Three		
	<input type="checkbox"/> Written Lesson Plan		
	<input type="checkbox"/> Post-Conferencing		
<input type="checkbox"/>	Observation Four		
	<input type="checkbox"/> Written Lesson Plan		
	<input type="checkbox"/> Post-Conferencing		
<input type="checkbox"/>	Other Observations		
<input type="checkbox"/>	*Final Three-Way Conference		

PLANS

<input type="checkbox"/>	Typed Detailed Approved Plans for Each Observed Lesson		
	<input type="checkbox"/> Observation One: Written Lesson Plan		
	<input type="checkbox"/> Observation Two: Written Lesson Plan		
	<input type="checkbox"/> Observation Three: Written Lesson Plan		
	<input type="checkbox"/> Observation Four: Written Lesson Plan		
	<input type="checkbox"/> Other Plans (Full)		
	<input type="checkbox"/> Sketch Plans (Includes Teacher Notes)		
<input type="checkbox"/>	Unit Plan		
	<input type="checkbox"/> Rough Draft		
	<input type="checkbox"/> Final Draft (at least one week before implementation)		
	<input type="checkbox"/> Revised Draft after teaching the unit		

OTHER REQUIREMENTS

<input type="checkbox"/>	Full-Time Teaching (Schedule dates with both mentors)		
<input type="checkbox"/>	Punctuality		
<input type="checkbox"/>	Perfect Attendance		
<input type="checkbox"/>	Portfolio (keep adding to your 5020/5030 portfolio)		
<input type="checkbox"/>	Other _____		
<input type="checkbox"/>	Other _____		

Developed by B. Manning

<i>January 2004</i>				
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
			1	2
5	6	7	8 FIRST DAY OF STUDENT TEACHING	9
12	13	14	15	16
19 MLK (UGA) HOLIDAY	20	21	22	23
26	27	28	29	30

February 2004

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
2	3	4	5	6
9	10	11	12	13
16	17	18	19 MIDTERM OF EDMS 5460	20
23	24	25	26	27

March 2004

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1	2	3	4	5
8 UGA SPRING BREAK	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2004

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
			1	2
5	6	7	8	9 LAST DAY OF STUDENT TEACHING
12	13	14	15	16
19 EDMS 5040 BEGINS	20	21	22	23
26	27	28	29	30