

Student Teaching Schedule Guide: Single Placement Primary Education

The following is a suggested guide for planning and teaching with the Student Teacher in the classroom. The readiness of the Student Teacher may dictate the need to revise this schedule. Please communicate with the Xavier Supervisor any information that will ensure that the Student Teacher will meet the goals of the program. The assumption of full day duties requires the student teacher to take the responsibility for planning, but instruction may be carried out by both the cooperating teacher and the student teacher in a co-teaching model. There are many potential **co-teaching models (document enclosed)** that might be chosen, such as: one person teaches and one observes for specific student needs; one teaches and the other moves about the room assessing, and/or offering assistance; one might teach a large group while the other works with a small group; or teacher and student teacher team and cover material together. We understand that a given class of children may respond better to one model than another at any given time during the year.

Week 1	Observation, clerical duties, individual or small group work
Week 2	Add One Content Area
Week 3	Continue as in Week Two
Week 4	Teach Two Content Areas
Week 5	Continue with Two Content Areas
Week 6	Teach $\frac{1}{2}$ of the School Day
Week 7	Continue $\frac{1}{2}$ of the School Day
Week 8	Teach $\frac{3}{4}$ of the School Day
Week 9	Continue $\frac{3}{4}$ of the School Day
Week 10	Full Day Planning and Teaching Responsibility
Week 11	Full Day Planning and Teaching Responsibility
Week 12	Full Day Planning and Teaching Responsibility
Week 13	Full Day Planning and Teaching Responsibility
Week 14	Continue Planning and Instruction with Cooperating Teacher Gradual Phasing Out of the Classroom
Week 15	Student Teacher Reports to Placement, and Continues to Phase Out and Observe Other Teachers in the Building

Middle Childhood Dual Placement Guide

The following is a suggested guide for planning and teaching with the Student Teacher in the classroom. The readiness of the Student Teacher may dictate the need to revise this schedule. Please communicate with the Xavier Supervisor any information that will ensure that the Student Teacher will meet the goals of the program.

- The cooperating teacher and student teacher are expected to co-plan as soon possible, given the 7-8 week time frame for most middle childhood placements. The assumption of full day duties requires the student teacher to take the responsibility for planning all lessons, but instruction may be carried out by both the cooperating teacher and the student teacher in a co-teaching model.
- There are many potential **co-teaching models (document enclosed)** that might be chosen, such as: one person teaches and one observes for specific student needs; one teaches and the other moves about the room assessing, and/or offering assistance; one might teach a large group while the other works with a small group; or teacher and student teacher team and cover material together. We understand that a given class of children may respond better to one model than another at any given time during the year, and that not every lesson requires co-teaching.

Planning and scheduling should be determined and agreed upon by the Cooperating Teachers and the Xavier Student Teaching Supervisor. In the Middle Childhood placement a conference with the Xavier Supervisor can often clear up any logistical questions related to the placement.

Week 1	Observation, individual or small group work, introduction to planning
Week 2	Add Responsibilities: Teach One Subject / One Class
Week 3	Add Responsibilities: Teach One Subject/Two Classes
Week 4	Teach $\frac{1}{2}$ of the School Day
Week 5	Teach $\frac{3}{4}$ of the School Day
Week 6	Teach Full Day
Week 7	Teach Full Day & Gradually Phase Out
Repeat above, weeks 1-7, for each Content Area	
Week 15	Observe Other Teachers in the Building