

PHASING IN SCHEDULE FOR CLINICAL TEACHING

Phasing in:

The following time schedule is **suggested** as a general framework to determine what and when teacher candidates will teach. The mentor teacher and the candidate, with input from the university mentor, should jointly decide how quickly and fully classroom duties will be assumed. During the second experience, it may be assumed that a candidate will be able to undertake full teaching responsibilities more quickly, but **adequate time** must be given to allow the candidate to learn classroom routines and to build rapport with the students. In the last week of each experience, the clinical candidate will return control of the classroom to the mentor teacher. Time for observation of the mentor teacher and other teaching practices and routines within the school are an important part of the clinical experience. The mentor teacher should assist the clinical student in planning and coordinating these optional activities.

The following schedule assumes prior field experience in the assigned classrooms as a part of participation in the EDUC 4080/5080 course. A lack of such field experience will likely delay full assumption of teaching duties. **When the placement is divided because of fall or spring break, or other days when school is not in session, the schedule should be adjusted to allow the teacher candidate 15 days of full time teaching.**

Assignment I

Suggested guide based on a 7 week experience

Week One

- Send introductory letter to parents.
- Learn school rules and procedures.
- Take attendance, learn students' names, and work with individual students or groups.
- Monitor halls, lunch room, etc.
- By Thursday of each week determine what you will teach the following week. Prepare lesson plans for approval by mentor teacher.
- Assume responsibility for teaching selected lessons on some or all days.

Week Two

- Continue Week One activities
- Formal observation and evaluation begins. Assume regular responsibility for some classes or subjects.

-Unit and lesson plans should be prepared and approved by the mentor teacher and University mentor.

Week Three

-Should be teaching majority of the day (no less than 1/2 of the total day).

Weeks Four, Five, and Six

-Solo—assume full responsibility for classroom planning, instruction and management, coordinated and supervised by the mentor teacher.

Week Seven

-Begin to return teaching responsibility to mentor teachers (phase out).

-Observations of other classes in the school are appropriate.

-Final evaluation by mentor teacher and University mentor.

-University mentor will review portfolio.

Weekly seminars will accompany classroom instruction throughout both clinical placements.

Assignment II **Suggested guide based on a 7 week experience**

Week One

-Send introductory letter to parents.

-Learn school rules and procedures

-Take attendance, learn students' names, and work with individual students or groups

-Monitor halls, lunch room, etc.

-By Thursday of each week determine what you will teach the following week. Prepare lesson plans for approval by mentor teacher.

-Assume responsibility for teaching selected lessons on some or all days.

Week Two

-Formal observation and evaluation begins. Assume regular responsibility for some classes or subjects.

-Unit and lesson plans should be prepared and approved by the mentor teacher and University mentor.

Week Three

-Should be teaching majority of the day (no less than ½ of the total day).

Weeks Four, Five, and Six

-Solo--assume full responsibility for classroom planning, instruction, and management, coordinated and supervised by the mentor teacher.

Week Seven

-Begin to return teaching responsibility to mentor teachers (phase out).

-Observations of other classes in the school are appropriate.

-Final evaluation by mentor teacher and university mentor.

-University mentor will review portfolio.

Weekly seminars will accompany classroom instruction throughout both assignments.