

## **PACING GUIDE FOR SECONDARY STUDENT TEACHER (14 WEEKS)**

### **Purpose of Pacing Guide**

The purpose of this Pacing Guide is to provide a detailed week-by-week outline of the suggested activities that pre-service candidates should participate in during their student teaching experience. It is designed to provide pre-service candidates opportunities to acquire prerequisite teaching skills and competencies through a gradual approach. The guide is designed to provide cooperating teachers and college supervisors a suggested sequence for guiding the student teacher through the teaching experience.

Neither the sequence of activities nor the activities identified are to be taken as absolutes. The guide is offered to suggest what may be done and approximate timing. It is designed to be a suggested sequence and should be viewed as flexible in that activities and their sequencing can be altered and/or changed depending upon circumstances with individual pre-service or cooperating teachers.

Student Teaching Pacing Outline Overview

*Tentative*

Weeks 1 & 2	Orientation to building & classroom (office, if applicable) Orientation meeting with cooperating teacher and supervisor Observation of all classes Get to know students/ names Take attendance/ help cooperating teacher with grading Begin to teach/ shadow teach one class/subject or lesson Begin planning (with CT) for edTPA learning segment; including 3 consecutive days to be video-taped.
Weeks 3 & 4	Begin planning and teaching one class/subject Shadow teach/team-teach/co-teach, as applicable Plan for additional takeovers – classes/subjects First observation of teaching by supervisor Continue work on edTPA Task 1 - (week 3) edTPA Task 1 due to supervisor for formative feedback (week 4)
Weeks 5 & 6	Add additional planning, teaching, assessment responsibilities (classes/ preparations/ subjects) Plan for total teach, in consultation with cooperating teacher 2nd observation by supervisor Plan for edTPA videotaping due to supervisor for formative feedback (week 5) Begin videotaping of edTPA learning segment (week 6)
Weeks 7	Final preparation for Total Teach/ edTPA learning segment 3rd observation by supervisor Complete videotaping of edTPA learning segment (week 7) Midterm evaluation – cooperating teacher, supervisor, student teacher
Weeks 8 –11	Total Teach (3 week minimum 4 – 6 weeks preferred) 4th and 5th observations (2) by supervisor edTPA Task 2 due to supervisor for formative feedback (week 8) edTPA Task 3 due to supervisor for formative feedback (week 9) Complete edTPA submitted for scoring (week 11)
Weeks 12 & 13	Gradual give back of classes/ subjects to cooperating teacher
Week 14	Observation of other classes/ teachers Final Evaluation - cooperating teacher, supervisor, student teacher

**Checklist of Materials to Prepare for Each Supervisory Observation Visit:**

1. Plan for visit (typed).

- \_\_\_\_\_ Observation no.1
- \_\_\_\_\_ Observation no.2
- \_\_\_\_\_ Observation no.3
- \_\_\_\_\_ Observation no.4
- \_\_\_\_\_ Observation no.5

2. Lesson plan (typed).

- \_\_\_\_\_ Observation no.1
- \_\_\_\_\_ Observation no.2
- \_\_\_\_\_ Observation no.3
- \_\_\_\_\_ Observation no.4
- \_\_\_\_\_ Observation no.5

3. Updated and organized portfolio of previous lessons taught, any evaluation or curriculum materials (e.g. worksheets, handouts, quizzes, tests, review sheets, reading guides, laboratory exercises) you designed, should be available in a binder.

**Plan for visit**

- \_\_\_\_\_ Observation no.1
- \_\_\_\_\_ Observation no.2
- \_\_\_\_\_ Observation no.3
- \_\_\_\_\_ Observation no.4
- \_\_\_\_\_ Observation no.5

**Lesson plan**

- \_\_\_\_\_ Observation no.1
- \_\_\_\_\_ Observation no.2
- \_\_\_\_\_ Observation no.3
- \_\_\_\_\_ Observation no.4
- \_\_\_\_\_ Observation no.5

**Log of visitation dates, goals based on feedback on lesson, and suggested date and time of next visit.**

Goals after Observation no. 1, Date\_\_\_\_\_:

Goals after Observation no. 2, Date\_\_\_\_\_:

Goals after Observation no. 3, Date\_\_\_\_\_:

Goals after Observation no. 4, Date\_\_\_\_\_:

Goals after Observation no. 5, Date\_\_\_\_\_:

## Pacing Guide for Secondary Student Teachers

The following is a guide arranged in blocks for pacing experiences you should be getting while student teaching. Some things you may be able to do during the designated time block, while others may be done either before or after the suggested time period, depending on your teaching situation. These experiences will be discussed in meetings with your college supervisor and/or cooperating teacher. To get the most out of student teaching, you need to complete as many of the tasks as possible. In your meetings with your cooperating teacher, use this pacing guide to help plan your next set of teaching experiences.

**\*\*Remember your goal is to work toward a 4 - 6 week total teach period.**

### WEEKS 1 AND 2

Note: Student teachers should meet with the cooperating teacher as soon as possible after placement assignments are made so that some of the tasks assigned in weeks 1 and 2 can be completed before the official student teaching assignment begins, such as during fall semester in advance of placement.

- Meet with the department chair, if possible.
- Obtain copies of all texts and materials for beginning of the semester activities in all courses. Be sure to preview, outline, ask questions about, and familiarize yourself with the instructional tasks required of students.
- Attend library and computer facility orientations, if available.
- Attend beginning of the semester department meeting, faculty meeting, in-service or district level meetings and be introduced to the school community.
  - --Be able to describe the school in terms of its programs and its special approaches to educational issues within their student community.
  - --Locate the places where you are welcome to work and to keep your personal materials.
  - --Determine how your cooperating teacher wants you to handle basic disciplinary procedures, attendance procedures, bathroom passes, hall passes, etc.
  - --Volunteer to help with any classroom management tasks or basic planning tasks (e.g., copying, taking materials to the office, filing, entering grades, record keeping).
  - --Obtain course outlines and discuss semester-length plans for units in all courses.
  - --Discuss with your cooperating teacher the instructional plan for the semester--which courses you will take primary responsibility for teaching and when you will take this responsibility. This discussion should conclude with a decision about which course or courses you will begin to teach no later than week three and which 4 week span of time will function as your "total teach" time, the period in the semester when you will assume your cooperating teacher's full teaching load.

- --Become familiar with all of your cooperating teacher's administrative responsibilities (e.g. hallway supervision, student advisories, after school clubs or activities, special programs, detention supervision, resource center tutoring duties), even though you will not be taking over all these responsibilities.
- --Familiarize yourself with district, school, departmental and cooperating teacher grading policies and systems. Begin to develop your own system that will correspond to theirs. Get grading materials (e.g. gradebook, attendance charts, seating charts). Begin to organize your own teaching materials. Gather advice and approval of cooperating teacher for what you put together.
- --Know how to request instructional materials, the process for using classroom, departmental, school and district materials.
- --Introduce yourself to security and disciplinary personnel.
- --Know your way around the entire school.
- --Learn all students' names.
- --Write lesson plan for and conduct at least one lesson or part of one lesson by the end of this two-week period.
- --With cooperating teacher, establish procedures for the following: approval of lesson plans including form, degree of detail, and time of submission for approval; reporting of absences due to sickness or family emergency (i.e. funeral); process for working with a substitute cooperating teacher when necessary.
- --Observe other teachers in the department or within the school as suggested by cooperating teacher and/or department chair.
- --Become familiar with the IEP's of all special education students in your classes.
- **Begin planning for edTPA learning segment.**

### WEEKS 3 AND 4

--Write lesson plans, seek approval of cooperating teacher, and teach at least one class every day beginning this week. This could be a "shadow" class, meaning you teach another section of the same course your cooperating teacher modeled teaching earlier in the day.

--Begin to "team teach"/"co-teach" in all other courses throughout the day. Team teaching should include activities such as the following: introducing activities, concluding class discussion, participating in class discussion by asking questions or giving feedback with cooperating teacher, reading aloud, conducting demonstrations or modeling activities, evaluating and facilitating small groups, conducting mini-lessons on materials or skills, "going over" or summarizing whole class performance on homework, quizzes, or tests, assigning and explaining homework assignment. In other words, the student

teacher should be working with the cooperating teacher in facilitating his/her lesson plan in all other classes.

--Begin to work with individual students on make-up work, tutoring, writing conferences, "how to study" sessions, reading instruction sessions before and after school and during some planning times.

- **Continue work on learning segment for edTPA Task 1 (week 3)**
- **Complete edTPA Task 1 (Planning) and submit to supervisor for formative feedback (week 4).**

### **WEEKS 5 AND 6**

--Construct a quiz, test, paper assignment, project or other assessment tool and have it approved by cooperating teacher.

--Begin to take responsibility for grading student work and assessing student performances in class activities.

--Increase amount of teaching time as appropriate.

--Begin to develop alternative materials and assessment tools for students who are absent or who need some form of additional instructional support.

--Construct lesson plans for "total teach" experience and have approved by cooperating teacher.

- **Plan for edTPA videotaping due to supervisor (week 5).**
- **Videotaping of edTPA learning segment (weeks 6 -7).**

### **WEEK 7**

--Establish relationships with parents of students, including students who are not performing well.

--Participate in mid-term evaluation conference with cooperating teacher and supervisor. Assess your own progress and set goals for second half of the semester.

--Plan and conduct a lesson involving the use of instructional technology, if possible.

- --Final preparation for total teach.
- **Videotaping of edTPA learning segment (weeks 6 -7).**

### **WEEKS 8 - 11: (Total teach period)**

--Continue to increase amount of teaching responsibility. Begin "total teach" as appropriate.

--Be sure to be developing your own instructional style by using your own materials, designing some of your own activities from "scratch," without the explicit guidance (but always with the approval of) your cooperating teacher.

--Be sure to fill out all appropriate documentation of your teaching including grade reports, reports on special education students, reports to curriculum supervisors and department chairs, etc.

--Attend in-service or other faculty development initiatives in which your cooperating teacher or departmental colleagues are involved.

--Discuss with cooperating teacher the final days of student teaching and the ways in which he/she would like to take back teaching responsibilities. In essence, this is an "exit plan" that will help the students understand and accept the transition in teachers. This plan might include a return to "team teaching" roles in some classes.

--Be sure to invite department chair and/or principal in to observe you teach.

--Be sure to communicate with parents about your evaluation of your students. Do this with the help of your cooperating teacher.

--Complete "total teach", as appropriate.

- **Complete edTPA Task 2 (Instruction). Submit to supervisor for formative feedback (week 8).**
- **Complete edTPA Task 3 (Assessment). Submit to supervisor for formative feedback (week 9).**
- **Complete final edTPA portfolio and submit for official scoring (week 11).**

### **WEEKS 12 & 13**

--Gradual give back of classes to cooperating teacher

--Construct and have students complete evaluations on your teaching.

--Be sure to bring to conclusion any projects or other assessment tools you designed with students. Grade all projects assigned.

--Help cooperating teacher with any paperwork or management tasks to make the transition of primary teachers easier for him/her. Consider this a present of your time and expertise given all of the time and expertise your cooperating teacher has shared with you throughout the semester.

### **WEEK 14:**

- Conduct self-evaluation including assessment of progress toward mid-term goals and goals for the first year of teaching. Participate in final evaluation conference with cooperating teacher and supervisor.
- Work on exit interview presentation, as appropriate.