

# Richmond Community Schools

35276 Division \* Richmond, Michigan 48062 \* (586) 727-3565 \* www.richmond.k12.mi.us

## STUDENT TEACHER DEVELOPMENT PROCESS

Goal: Upon successful completion of the *Student Teacher Development Process*, the student teacher will be able to competently and independently teach at least one class and/or subject area for one month or more.

In order to independently teach in Richmond Community Schools, the Student Teacher must successfully undergo at least three positive observations by the Cooperating Teacher using the *Student Teacher Observation Form*.

Step #	Who	Action	Est. Duration	Key Points
1	Cooperating Teacher	<p>Review the expectations for Richmond Community Schools' student teachers (teacher dress code, hours, parking, student code of conduct, teacher code of conduct, etc.)</p> <p>Student Teacher observes the Cooperating Teacher instruct a class and writes down at least three specific examples of what he/she considers "good" teacher practice and the reason(s) for choosing the examples.</p> <p>Student Teacher becomes familiar with the classroom by observing and helping out as instructed by the Cooperating Teacher. The Student Teacher should be introduced as a professional instructor.</p> <p>Student Teacher should begin working with individuals and with small groups.</p> <p>Student Teacher should be seen in front of the class doing some tasks every day (taking roll, morning rituals, etc.) The Student Teacher should learn the names of all students, the procedure for taking</p>	Week 1	<p>Student Teacher should focus on becoming comfortable with the Cooperating Teacher, learning the classroom/school routine, and getting to know the students.</p> <p>Student Teacher should begin to develop presence in the classroom as an instructor and classroom manager.</p> <p>Begin discussion on good instructional practice and classroom management.</p> <p>Familiarize Student Teacher with Fraser Public Schools teacher expectations.</p>

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		<p>roll and the organizational procedures for the classroom.</p> <p>Student Teacher observes and becomes familiar with the management style used in the classroom.</p> <p>Review <i>Student Teacher Observation Form</i>.</p> <p>Observe other teachers' classrooms, as appropriate.</p>		
2	Cooperating Teacher	Review the Student Teacher's observations on teacher practice.	Week 1 & 2	The Student Teacher's observations should provide a springboard for a discussion on what teacher actions constitute "good" teaching. This should be discussed with the <i>Student Teacher Observation Form</i> in mind.
2	Supervising Teacher	Have the Student Teacher observe the Cooperating Teacher and write down at least three specific examples of actions they see that match the observation form such as bell work, informal assessment, closure activities, etc. Cooperating Teacher continues to model a variety of effective teaching techniques.	Week 1 & 2	<p>Ensure the Student Teacher understands exactly what to look for in the classroom in terms of good instructional methods.</p> <p>Continue discussion of instructional best practice.</p>
3	Student Teacher	<p>Develop a lesson plan – share with Cooperating Teacher</p> <p>Teach one class or subject area. May video tape this class for feedback and/or discussion.</p> <p>Meet for an in depth discussion of lesson.</p> <p>Student Teacher may begin teaching lessons as assigned by the Cooperating Teacher with detailed lesson plans developed prior to the lessons.</p>	Week 3/4	<p>Ensure the lesson contains the primary components of effective instruction that will be observed.</p> <p>Feedback should be based on the <i>Student Teacher Observation Form</i>.</p> <p>Cooperating Teacher should be observing Student Teacher delivery in the classroom.</p> <p>Advise Student Teacher that the first observation will be</p>

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		<p>Student Teacher is a participant/observer in Cooperating Teacher's lessons.</p> <p>Develop a journal to be shared with the building administrator on a weekly basis.</p>		<p>conducted in week four. The lesson may be videotaped.</p>
4	Cooperating Teacher	<p>Observe Student Teacher using <i>Student Teacher Observation Form</i>. May video tape this class to illustrate the effectiveness of the feedback and the progress made.</p> <p>Review the observation results with the Student Teacher.</p> <p>Student Teacher takes more responsibilities for creating and teaching lessons as assigned by the Cooperating Teacher. There is a <b>teaming</b> approach with the Cooperating Teacher as the leader.</p>	Week 4/5	<p>Allow the Student Teacher to teach and give feedback after every class.</p> <p>Cooperating Teacher should be observing on a regular basis.</p> <p>Re-teach and review instructional strategies with Student Teacher.</p>
5	Cooperating Teacher	<p>Conduct the second observation of the Student Teacher using the <i>Student Teacher Observation Form</i>. May video tape this class to illustrate the effectiveness of the feedback and the progress made since Week 4.</p> <p>May review the observation results with the Student Teacher along with video tape to illustrate specifically what went right and what went wrong.</p>	Week 5/6	<p>Coordinate observations with observations conducted by College or University Supervisor.</p> <p>Cooperating Teacher should still continue to observe on a regular basis and give additional suggestions for improvement.</p> <p>If the observation is poor, re-teach and review.</p>
6	Cooperating Teacher	<p>Conduct the third observation of the Student Teacher using the <i>Student Teacher Observation Form</i>. May video tape this class to illustrate the effectiveness of the feedback and the progress made since Week 5/6.</p> <p>May review the observation results with the Student Teacher.</p>	Week 6/7	<p>If the Student Teacher successfully teaches the lesson, he or she is ready to teach independently.</p> <p>At least once every week, the Cooperating Teacher should also observe a class and share the results with the Student Teacher.</p>

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				If the Student Teacher needs additional assistance, a plan should be developed with the University Supervisor to provide more time and support for the Student Teacher.
7	Cooperating Teacher	The teaming approach continues as the Student Teacher assumes more responsibility for creating and teaching lessons.	Week 7/8	Continuous collaboration with Supervising Teacher and University Supervisor.
8	Cooperating Teacher	When the Cooperating Teacher thinks the Student Teacher is ready, the Student Teacher will assume responsibility for the majority of the planning and teaching. The <b>teaming</b> approach continues with the Student Teacher as the leader.  Cooperating Teacher still observes classes on a weekly basis and provides feedback to Student Teacher	Week 8-10	Observations by Cooperating Teacher and University Supervisor are continuous and feedback is supplied by both supervisors.
9	Cooperating Teacher	Cooperating Teacher again becomes the lead teacher assigning various roles and lessons to the Student Teacher.	Week 14	Transition to Cooperating Classroom Teacher.

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