***Student Teaching Handbook***

***2016-2017***

***Bayh College of Education***



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**Welcome and Overview**

Welcome to student teaching at Indiana State University. The student teaching semester is a full-time, supervised experience, with the aim of advancing teaching candidates towards the goal of **Becoming a Complete Professional**, the conceptual framework which is the basis of ISU’s educator preparation programs. The framework is detailed below.

# BECOMING A COMPLETE PROFESSIONAL

The overarching theme of Indiana State University’s educator preparation programs is *Becoming a Complete Professional*. Originally conceived in 1991, the conceptual framework has been reaffirmed and updated through the years. Our theme encompasses three broad areas that recognize essential areas of the work of an educator:

* Educator as **Expert or Mediator of Learning**,
* Educator as **Person**, and
* Educator as **Member of Communities**.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component **“Educator as Expert or Mediator of Learning”** deals with an educator’s professional skill as a mediator of students’ learning and/or of the progress individuals make in achieving their potential. The component **“Educator as Person”** represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component **“Educator as Member of Communities”** reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of expert or mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

Our preparation programs embrace clinical practice as an underlying philosophy and methodology. Through field experiences, candidates are immersed in authentic environments that allow theory-to-practice connections, maximizing experiential learning.

The Unit Assessment System (UAS) provides the teacher education and other school professionals a means for collecting, aggregating, and analyzing data for purposes of making informed decisions at the program and unit levels. Five key assessments are used for continuous improvement: (a) dispositions, (b) technology, (c) diversity, (d) work samples, and (e) field evaluations and student teaching. These assessments are completed at specified times and the data are entered into an assessment management system. The assessment coordinator and the UAS committee present results of data analyses to members of the unit each September on Assessment Day. The conversations and activities on Assessment Day help to “close the loop” as we deliberate, evaluate, and reflect on next steps based on data.

## The Student Teaching Experience

All student teaching placements are made in collaboration with the student teacher’s home department, Education Student Services, and the host school. Depending upon the academic major, ISU student teachers are placed in the following student teaching experiences:

* **Elementary Education** student teachers are placed in one 16 week placement
* **Special** **Education** student teachers are placed in one 8 week elementary (K-5) placement and one 8 week middle school, junior high or high school placement.
* **Secondary Education** student teachers are placed in one 8 week middle school or junior high placement and one 8 week high school placement.
* **All-grade Education** student teachers (Art, Music and PE) are placed in one 8 week elementary (K-5) placement and one 8 week middle school, junior high or high school placement.
* Other placement combinations may be used.

The expectations of the student teaching experience(s) are to:

* provide the teaching candidate with the opportunity to apply theory, knowledge, and skills in the classroom;
* guide the teacher candidate in the development of instructional techniques;
* assist the teaching candidate in adjusting to the professional environment of a school;
* provide an objective evaluation of the teacher candidate’s performance such that subsequent professional success may be reliably predicted.

**Students are required to complete a full-time teaching experience with a licensed teacher in the students’ discipline assigned full-time with the student teacher.**

Representatives who supervise student teachers from Indiana State University are referred to in this handbook as *University Supervisors* and the host teacher is referred to as the *Supervising Teacher*. The University Supervisors will visit the school site at least four (4) times during each student teaching experience (the first of which is the initial visit and may be somewhat brief). The University Supervisor provides support and supervision for the teacher education candidate and is also a resource for the supervising teacher. The last visit may also be somewhat brief -- it should include time to review the professional semester with the host supervising teacher and to thank him/her for participating in the teacher education program of Indiana State University.

The Student Teaching Team

During the student teaching semester, the student teacher will work with a supervising teacher and a university supervisor. The roles of each member of the team are defined within this section.

Student Teacher

The student teacher **must**:

* sign up for the appropriate courses during the student teaching semester. If unsure, check with your academic advisor.
* commit full energy to a successful student teaching experience.
* arrive at school on time and on each day assigned.
* dress professionally. Remember that you are in a professional setting.
* be aware that tattoos and/or piercings may not be appropriate in the school setting to which you are assigned. You must follow the student and professional dress code.
* attend all before and after school functions as appropriate including, but not limited to, parent/teacher conferences, sporting events, or orientation programs.
* not take any courses outside student teaching, except with consent of the Education Student Services Office and the appropriate major department.
* begin the student teaching experience the first day of school in the school assigned (this may mean making housing arrangements as the first day of your assigned school is likely different from ISU’s first day of school).
* follow the calendar of the school in which the student teaching placement occurs. This means following the school corporation, not the university calendar for spring or holiday breaks.
* meet with the supervising teacher PRIOR to the beginning of the student teaching semester.
* notify the supervising teacher and the university supervisor if you are unable to be at school because of emergency or illness.
* make up any missed student teaching days.
* be willing to accept ideas and suggestions from the supervising teacher and the university supervisor.
* understand that the university supervisor is the authority regarding all issues related to student teaching and the university.
* report any suspected child abuse to an appropriate individual (usually the supervising teacher or the university supervisor).
* have a supervisor assigned to you at all times when student teaching. If your supervising teacher is unable to be at school, the school should assign a substitute to your classroom. If this does not occur, please notify your university supervisor as soon as possible.
* ask for help when needed. The student teacher must report any problems or concerns immediately to the supervising teacher or the university supervisor. Not asking for help when needed or not recognizing when assistance is needed may adversely affect the student teaching outcome.

The student teacher **must not**:

* engage in paid coaching positions or activities.
* participate in any job actions (strikes or picketing).
* transport any student in a personal vehicle.
* have any contact (in person or electronically) with students outside the classroom except at sanctioned school events and only then in a public and appropriate setting.
* take unsupervised responsibility for any extracurricular events or activities.
* hold employment outside student teaching.

The Supervising Teacher

The supervising teacher agrees to:

* help the student teacher become familiar with the school’s policies and procedures.
* introduce the student to other teachers, administrators, and staff.
* be available to the student teacher for review of lesson plans.
* observe the student teacher on a regular basis both in teaching situations and in

interaction with students.

* provide written and verbal feedback on a regular basis.
* communicate freely with the university supervisor and immediately report any concerns.
* provide a midterm assessment and a final evaluation of the student teacher’s

experience in his/her classroom.

The University Supervisor

The university supervisor will:

* provide orientation to the supervising teacher as to the requirements of Indiana State University and the teacher education program.
* visit and observe the student teacher approximately every two weeks.
* provide verbal and written feedback at each visit.
* be available to both the student teacher and the supervising teacher.
* provide a midterm evaluation and a final evaluation for the student teaching experience.
* report any problems immediately to the Student Teaching Coordinator
* submit any required paperwork in a timely manner to the Education Student Services Office. Use electronic evaluation forms as required.
* Complete the Diversity Module

Grading for Student Teaching

Student teachers earn either an S (satisfactory) or a U (unsatisfactory) for the student teaching experience. Failure to meet or exceed any standard on the final evaluation will lead to a grade of U. This includes the Disposition and Diversity evaluations as well.

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## Criminal History Check (CHC)

All Indiana State University students are required to undergo a criminal history check as part of their field experiences prior to student teaching. However, because background requirements may be different for the school in which a student is placed for student teaching, **students are responsible** for checking with their school or corporation to assure that they have an appropriate background check prior to their first day of student teaching.

Getting Started

## Preliminary Visit to the School Site

Students are required to make a preliminary visit to the school to which they have been assigned for the student teaching experience. The primary purposes of this visit are to:

* meet the principal and the host supervising teacher;
* confirm assignment dates;
* plan and discuss subjects that will be taught;
* become acquainted with the school and community; and
* arrange for lodging, if necessary.

Guidelines for making the preliminary visit to the school can be found in **Appendix A**.

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## Employment While Student Teaching

As listed earlier in this document, students are asked to refrain from employment during the period of student teaching. We are fully aware that there may be certain situations where the student teacher might be engaged in part-time employment during the tenure of the practicum experience. If this employment is necessary, then the student teacher is responsible for receiving permission from the University supervisor, in cooperation with the supervising teacher, for this privilege. It is the belief of the university that the student teacher is expected to participate as a full-time teacher while assigned to the school site. Many activities and responsibilities occur outside the regular school-day schedule for which active participation is required. The student teacher must be prepared to meet such challenges on a day-to-day basis. The demands of teaching require an alert, rested, and well-prepared individual who is not dividing his or her energies between teaching and other external responsibilities. Students who feel they need special consideration with respect to this aspect of the student teaching experience should contact the Student Teaching Coordinator.

#### Student Teaching Schedule

Each student teacher is required to complete and return the Schedule of Supervised Teaching Activities form to the University supervisor. The form should be returned to the university supervisor no later than the end of the second week of the student teaching experience. The completed copies are distributed to the appropriate agency for their files. An example of the form is found in **Appendix B**.

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#### Attendance

The student teacher is expected to be in school every day for the full term of the student teaching assignment except when prevented by illness or acknowledged emergency. All illnesses and emergencies should be reported in a timely fashion to the host supervising teacher and the host school administration. Any extended illness or emergency of **two (2) or more days** should also be reported to the university supervisor. If the number of absences is **more than two (2)**, the student teaching experience may be lengthened at the discretion of the university supervisor.

The student teacher should plan to maintain regular faculty hours at his/her host school. Student teachers should attend faculty meetings, staff development, in-service meetings, and extracurricular activities as appropriate and recommended by the supervising teacher or the university supervisor.

**Periodic and Self-Evaluations**

Periodic evaluations should be completed during the student teaching experience. The form is available on the Education Student Services Web site. The periodic evaluation is intended as a formative instrument which assesses progress of the student during the student teaching experience and facilitates growth during that experience. The supervising teacher(s) should complete the form periodically (at least twice during the tenure of the assignment) which should be dated with an affixed signature. It is then to be reviewed and discussed with the student teacher and subsequently given to the university supervisor.

The periodic evaluation form is not meant to replace verbal communication and conferences. Rather it is designed to be an instrument to document and provide focus for discussions relative to successes, challenges, and growth during the student teaching experience. Other forms or means of written documentation and feedback might well be used in addition to this form. At the same time, the student teacher benefits from knowing exactly how he/she is progressing in relation to the specific competencies/categories which will be a part of the final evaluation. An expectation is that the supervising teacher completes a formative evaluation for the student teacher every two weeks and discusses this reflective evaluation with the student teacher.

At the midpoint of each placement, this form is also to be completed by the student teacher as a self-evaluation. The form is then shared and discussed with the supervising teacher and the university supervisor.

Should a problem exist that may suggest removal of the student from the student teaching experience, immediate discussion of the problem must occur with the university supervisor. The university supervisor should immediately notify the Student Teaching Coordinator.

## Final Evaluation

Evaluation is a continuous, cooperative process during the student teaching experience. The host supervising teacher, the university supervisor, and the student teacher should hold regular evaluative conferences periodically throughout the professional semester. The supervising teacher(s) and the University supervisor must submit a final evaluation to the Education Student Services Office for each student that he/she has supervised during the semester.

Indiana State University does not use standard letter grades to evaluate its student teachers. A grade of “S” is used to indicate satisfactory performance and a grade of “U” is assigned to represent work that is deemed unsatisfactory during the period of student teaching. The elimination of standard letter grades places primary emphasis upon learning and growth during the student teaching experience.

###### Meanings of Ratings on the Evaluation Form

The ratings levels on the evaluation form are “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “No Basis for Evaluation.”

The “No Basis for Evaluation” is to be used when the evaluator has not observed the student teacher in settings in which the student should demonstrate the relevant skill, knowledge, or disposition. For example, if the item on which a student teacher is being rated is “Interacts productively with parents and guardians,” and the student teacher has not had an opportunity to interact with parents or guardians, the appropriate rating is “No Basis for Evaluation.” On final evaluations of student teachers, however, the evaluator should recognize that a rating of “No Basis for Evaluation” might be interpreted by a reader of the evaluation as “Unsatisfactory” if one might expect student teachers to demonstrate the relevant skill, knowledge, or disposition in the setting of the assignment. Therefore, evaluators should resist using “No Basis for Evaluation” in final evaluations.

The rating of “Exceeds Expectations” means that the level of the skill, knowledge, or disposition is at least equivalent to that of an exceptionally effective beginning first-year teacher. The rating of “Meets Expectations” means that the level of the skill, knowledge, or disposition is at least equivalent to that of a beginning first‑year teacher performing at a minimally acceptable level as a first‑year teacher. The rating of “Does Not Meet Expectations” is to be used when the level of the student teacher’s relevant skill, knowledge, or disposition does not justify at least a rating of “Meets Expectations.” A rating of “Does Not Meet Expectations” in any one category can cause the student to be forced to repeat the student teaching experience during a later semester.

#### Guidelines for Supervising Teachers and Student Teachers

###### Getting Started

The student teacher's first few days of the student teaching experience represent a period of radical adjustment to a new and exciting environment. It involves learning about pupils, teachers, administrators, schedules, procedures, materials, and most importantly, classroom management. The list that follows is representative of the types of materials and procedures with which the student teacher should become acquainted. The acquisition of these materials will provide contacts with a diversity of school personnel, thus helping the student teacher become knowledgeable of the school environment. Suggested materials are:

* Faculty handbook;
* Student handbook;
* Curriculum guides;
* School calendar;
* Schedule of classes;
* Parking regulations;
* City map;
* Seating charts;
* Textbooks;
* Activities;
* Emergency procedures;
* Classroom rules; and
* Forms, e.g., hall passes, absences, tardiness, etc.

The student teacher should review these materials carefully and become familiar with the rules and regulations, procedural matters, physical facilities, all stakeholders, and the community.

Student teachers should assume classroom responsibilities gradually, but early in the school assignment--that is, during the first week of the professional experience. Early involvement reduces anxiety, diminishes boredom, and enhances in the overall development of the student teacher as an effective educator. Early activities may include the following:

* Distributing and collecting papers and materials;
* Checking attendance;
* Carrying out brief teaching activities, e.g., a form of team teaching;
* Supervising/assisting with study periods;
* Administering tests and/or quizzes;
* Working with individuals and small groups;
* Assisting with demonstrations;
* Operating equipment;
* Assisting with laboratory and/or project activities; and
* Answering questions/assisting with seat work.

The student teacher is expected to assume increased responsibility as comfort, familiarity, and leadership increase. Classroom planning and teaching should take place as soon as the host supervising teacher deems advisable. Plans should be made for the student teacher to have a longer period of time alone with the class as confidence and competence grow.

###### Teaching load

Neither Indiana State University nor the State of Indiana requires a specific number of teaching hours during the tenure of student teaching. Licensure is based upon the successful completion of the ISU teacher education program requirements, which have been approved by the Indiana Department of Education. Competency of the student rather than completion of a prescribed number of student teaching hours determines success within the parameters of the teacher education program at Indiana State University.

Student teachers normally begin teaching one class early in the professional experience; they are expected to assume more responsibility as competence is demonstrated. The student teacher should increase the number of classes for which he/she assumes responsibility until he/she is teaching what is considered a “full load” of classes. This may be three to six classes, depending on the assignment of the host supervising teacher(s) and the design of the school day at the assigned school. Two individual preparations are usually desirable, although flexibility is permissible, depending on the needs and circumstances of the experience.

###### Conferences

Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the student teacher's professional semester. Time should be set aside by the host supervising teacher and the student teacher several times each week for planned conferences to review the short-range and long-range planning which are needed for success during the professional semester. Informal communications are also anticipated to occur before school, during preparation periods and lunch, after school, and any time the opportunity presents itself.

The host supervising teacher should assume responsibility for making the conference a profitable experience. He or she should ask: “How can I help the student teacher become the best possible teacher?” Techniques may vary. Suggestions, along with advice and constructive criticism, are appropriate. The student teacher should be allowed to ask questions, solve problems, and reflect on his or her growth and development during the student teaching experience.

The university supervisor will also meet with the student teacher and the host supervising teacher. The purposes of these conferences are to exchange information, provide support services, confirm progress while reflecting on the student teaching experience, and formalize program and individual evaluation.

#### Due Process Policy

A. Introduction

A student of Indiana State University is expected to demonstrate the highest standards of teaching when placed in a student teaching assignment. Schools accept a student under a mutual agreement with Indiana State University.

If a student believes that removal from the school (assignment) was in whole or in part due to unlawful discrimination relating to race, color, religion, sex, national origin, age, or physical or mental disability, a student should inform the Student Teaching Coordinator

B. Implementation Procedures for Removal

1. The host school, at its discretion, can request the immediate removal of a student teacher during the period of placement if the individual fails to fulfill the obligations and responsibilities associated with the student teaching experience, or violates policies, procedures, rules, regulations, codes or ethics.

2. In situations not as drastic as those specified in (1), where the host supervising teacher or principal of the host school believes the student teacher is not performing appropriately, the host supervising teacher or principal (or both) should provide relevant documentation of concerns and recommendations to be addressed by the student teacher. These concerns and recommendations should be communicated to the University supervisor.

If no improvement is seen after **one week** of prescribed remedial activities, a decision for terminating the student teaching experience will be made by the supervising teacher or principal in concert with the University supervisor and the Student Teaching Coordinator. The host supervising teacher or principal, in concert with the University supervisor, shall notify the student teacher of the dismissal. Reasons for dismissal may include, but are not limited to, the following:

* Poor attendance
* Tardiness
* Lack of responsibility and/or initiative
* Behaviors indicating an attitude of indifference or hostility
* Incorrect or inappropriate oral or written language
* Unsatisfactory classroom preparation
* Poor classroom management, discipline, etc.
* Inappropriate interpersonal skills
* Violation of school policies, procedures, rules, regulations, codes, or ethics
* Unresponsiveness to suggested changes
* Unresponsiveness to best practices for the benefit of the K-12 students

C. Action by the Director or Associate Director of Education Student Services

If performance of a student teacher during an assignment is unsatisfactory, it is within the discretion of the Director or Associate Director, after meeting with the university supervisor and the student, to make the following recommendation(s):

1. Prescribe remediation during the current (if time permits) or subsequent semester for the student in a structured teaching experience. If this is successful, then a new student teaching assignment may be pursued without further appeal.

2. Prescribe additional course work to enhance the knowledge base of the student. If this is successful, then a new student teaching placement may be pursued without further appeal.

3. Advise the student to direct a letter to the CIMT Undergraduate Committee for further consideration.

Should the first student teaching assignment be unsuccessful, the student shall not continue to the next assignment before remediating the first. In some cases, this may mean the second assignment must be moved to the following semester if the eight-week assignment cannot be completed within the host school’s calendar year.

D. Appeal Procedure

1. Action by Student

A student desiring to be readmitted to the student teaching experience shall submit a written letter to the Student Teaching Coordinator and the Director of Education Student Services requesting a meeting with the admission and retention committee of the department within **fifteen (15) calendar days** of the dismissal. In the letter, the student will explain the rationale for being permitted to reenroll in the student teaching semester. Also provided in the letter should be any additional information addressing the remediation of problems incurred during the first student teaching assignment. The letter will be forwarded to the appropriate person(s), who will then arrange to convene the appropriate committee.

2. Action of Committee

The Committee may meet with the student to review the appeal. The Committee will then render a decision as to whether the student will be given the opportunity to continue in the teacher education program provided identified concerns are addressed or will be terminated from the

program. The decision by the Committee will be returned in a reasonable response time—typically less than one (1) calendar week. Decisions returned by the Committee could be, but are not limited to, the following:

* Retake or enroll in additional course work
* Allow additional time for remediation
* Require additional professional experiences
* Reject the appeal and dismiss the student from the teacher education program

3. Option for Further Appeal

If the student disagrees with the decision of the Committee, he or she may chose to petition the Associate Dean of the School of Education for reconsideration within two (2) calendar weeks of notification of rejection or dismissal from the program.

Additional Information

#### Guidelines for the Student Teacher

#### Supervised teaching is professional teaching in the sense that teacher education candidates are expected to behave as professionals. They are considered junior members of the staff. They are expected to make a sincere effort to have a positive impact on students, faculty, and staff, to be prompt and dependable, and to demonstrate the qualities of a veteran teacher. All activities of the professional semester revolve around the teacher education candidate; energies are primarily focused at helping this individual to become a stronger, viable, and contributing member of the school community.

#### The following suggestions are for the perusal of the teacher education candidate and interested school personnel. They are aimed at guiding the behavior of the student teacher during the supervised teaching experience.

1. Be proactive; demonstrate a willingness to assume responsibility from the onset of the experience. Volunteer to:

* Grade papers,
* Check attendance,
* Assist in the preparation of paperwork,
* Prepare bulletin boards or other displays, and
* Tutor students individually or in small groups.

1. Demonstrate proper attitude through dress, behavior, and professional ethics.
2. Seek information about the school, stakeholders, and the community. Inquire about:

* Extracurricular activities,
* School records, and
* School newspaper and yearbook (read them)

1. Read the information that has been provided for you (handbooks, schedules, etc.). Make notes and ask questions about items that you do not understand.
2. Always be prepared. Exhibit a high degree of thorough, organized, consistent planning regarding:

* Lesson plans (daily and unit alike),
* Quiz and test preparation,
* Preparation of other written reports, and
* Follow-through with ideas and tasks assumed or assigned.

1. Be alert to new ideas, and be appreciative of valuable suggestions and service on your behalf.
2. Show a sense of loyalty to your host school and the University.
3. Maintain good health practices.
4. Demonstrate a cheerful and enthusiastic personality.

**Appendix A**

***Guide Sheet Governing First Contact***

***With Your School***

Contact the school during the semester prior to your student teaching assignment and arrange for a preliminary visit.

I. Letter to the Principal and Supervising Teacher of your School

A. Express appreciation for being accepted;

B. Provide assurances you do not need special attention;

C. Give dates of assignment, subject(s), and name of Supervising Teacher;

D. Contact the school and arrange for a preliminary visit

E. Explain desirability of attending orientation meetings with faculty; ask for date, time, and place of first meeting. *Note: Attendance on campus for registration and orientation seminar is required.*

II. Preliminary Visit to Your School

A. Read and study this *Student Teaching Handbook*

B. Spend two or more days in school, including orientation session;

C. Dress appropriately (as you would for a job interview);

D. Report to principal first (be prompt);

E. Meet your supervising teacher(s);

F. Discuss teaching assignment with supervising teacher(s);

G. Discuss lodging (if necessary);

H. Get acquainted with school facilities;

I. Obtain information about community and area facilities; and

J. Obtain copies of

a. Parking regulations,

b. Faculty handbook,

c. Student handbook,

d. School calendar, and

e. School schedule.

**Appendix B**

**Schedule of Supervised Teaching Activities**

(Dates) From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_To:­­­­­­­­­­­­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School (where teaching) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School’s phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School’s mailing Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_

Address (While Teaching) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_ Zip\_\_\_\_\_\_\_ Principal’s email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supervising Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supervising Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DAILY SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Period** | **Time**  **Start-Stop** | **Room** | **Subject and grade level** | **Teacher** |
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**Before and After School Activities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***List* Days/times/reasons school will not be in session** *(Vacations, professional meetings)*

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**\*\***If your schedule differs from day to day, please make a copy of your weekly schedule on back of this sheet. **\*\*Return this form with all significant data to your college supervisor BY THE END OF THE FIRST WEEK!**