



Commonly asked Questions

What is my student teacher's schedule?

- Your student teacher will maintain the same schedule as you.
- They will be there for either a full semester or 9 weeks of student teaching depending on the license they are working toward.
- This will be different if they are completing an add-on license or working with other cooperating teachers. Then together you will determine the best suited schedule.

What are their work hours?

- They will work the same hours as you work. 8+ hours a day.
- If you are sharing your student teacher they will divide their time accordingly between other cooperating teachers.

Can they substitute?

- They are **NOT** legally allowed to substitute teach if they are an *undergrad* student.

Should we encourage professional development?

- If there are workshops ,team meetings, staff meetings, focus groups, any opportunity for your student teacher to engage with others educators to enhance their learning experience, we encourage them to participate in.

How long is their lead teaching?

- Two weeks is the DPI required legal amount of time to lead teach.
- Edgewood College strongly suggests that the more teaching experience, the better prepared our new teachers will be.
- It is recommended that gradually more class assignments are added to their load. Once they reach 100% they may teach for one lead week.
- It is helpful to allow them time to reflect on that first lead week by taking some time off of the full 100% load. They can complete their second lead week any time after this brief break.

Is there a required lesson plan a format?

- They should be encouraged to implement your lesson plans, that of other teachers that you work with, or to chose a format that works best for them, or if necessary follow plans are required by your district.
- They are required to use a specific **edTPA** lesson plan when completing their **edTPA**.
- This format is made available to them during their student teaching class on campus. If you are interested your student teacher can provide you with a sample.

Should we keep a journal?

- A shared journal, using a preferred platform, Google Docs or spiral notebook, is a valuable way to document growth, offer suggestions, pose and respond to reflective questions, and any other issues that arise during the course of the teaching day that you want to be sure to find time to discuss.
- This shared journal will be a valuable tool once the student teacher leaves your classroom and they are in a classroom of their own.

What Behavior management techniques should be presented?

- It is important that the student teacher is aware of the steps and guidelines established by your district and building. Provide them with any written documentation ahead of their placement in your classroom.
- This documentation can be placed in the binder you prepare ahead of time for their stay.
- If you have specific classroom rules be sure that they are aware of those as well.
- If you have a technique that you use to develop those guidelines with your students at the start of each year or semester, share that as well with your student teacher.

Should the student teacher attend IEPs or Intervention meetings?

- Attending IEP meetings and intervention meeting will be a valuable experience for your student teacher.
- Be sure to get permission from the parents of each child first.
- Encourage your student teacher to read over the IEP's and ask for clarification on any issues that are unclear.

What type of parental contact should we encourage our student teachers to participate in?

- Encourage them to write an introductory letter to send home with students or to share on a class website.
- Have student teachers make *positive* phone calls to parents regarding student progress.
- Student teachers can participate in providing written feedback on assignments and when grading.
- Student Teacher should participate in *Parent –Teacher Conferences*. Encourage them to share student feedback in subject areas where they are responsible.
- When appropriate student teacher's can participate in making phone calls around student behavior, with modeling and coaching from the cooperating teacher.

When should the student teacher begin to assume responsibility?

- The student teacher should initially spend time developing an understanding of classroom routines and students' educational needs.
- Once both parties, cooperating teacher and student teacher, feel they are prepared to begin assuming responsibility they can begin teaching in what ever capacity is most appropriate (whole classroom, small groups, one on one).
- It is important for the cooperating teacher to remember that the student teacher will have responsibilities to complete the **edTPA** and that the cooperating teacher allows classroom time and support in completing that DPI requirement.

What if I have concerns about my student teacher?

- On occasion issues may occur regarding a student teacher. If you are not able to resolve the situation with the the student yourself, please contact the student teacher's supervisor.
- Once the supervisor has been contact regarding the issue the Director of Clinical experiences will be made aware of the situation. All attempts will be made to correct the situation.
- If the supervisor and cooperating teacher agree that they are unable to resolve the situation a new student teaching placement will be made.