

**John H. Lounsbury College of Education
Department of Teacher Education
Middle Grades Education
Field Placement Progression
Fall 2019**

Fall Semester, Junior Year

General: Junior Fall

In the first placement, candidates are in the field on Mondays, Wednesdays, and Fridays though some Fridays may be used for field trips or other professional development opportunities during each seven-week placement. It is helpful if each teacher candidate can have a designated place in the classroom to work; and be given a seating chart and schedule of activities to learn student names and class routines. It also is beneficial if the Partner Teacher can show her/him around the school and introduce her/him to the school community on their first day together.

I have high expectations for this cohort of teacher candidates and treat them accordingly. In particular in these early placements, I place special emphasis on attendance, punctuality, and professional demeanor and dress as important aspects of professionalism to be adhered to and ask the Partner Teacher to please notify me immediately if the student needs improvement in these areas. With the exception of keeping a journal, a teacher candidate should **not** be completing college class work in the field.

Details: Placement One – Junior Fall

During this placement beginning teacher candidates will observe classroom activities, interact with students one-on-one and in small groups, and help with regular teaching activities of the day. Before the end of the seven-week experience, each teacher candidate should have the opportunity for at least 5 hours of whole-class teaching with at least one hour completed with curriculum that is co-planned with his/her Partner Teacher. Teaching activities can include, but are not limited to, conducting a review experience, going over a homework assignment, or teaching a lesson after watching the Partner Teacher teach the same lesson to another group of students.

Details: Placement Two – Junior Fall

During the second seven-week placement a teacher candidate should plan at least three hours of whole-class instruction in conjunction with you and should teach those 3 hours. Candidates also should complete an additional 5 hours of whole-class instruction, modeling the Partner Teacher or using plans that are co-constructed with the Partner Teacher. The teacher candidates are also encouraged to participate in any school-related duties and activities that their class schedule allows.

Spring Semester, Junior Year

General: Junior Spring

In the Junior Spring placement, candidates are in the field on Mondays, Wednesdays, and Fridays though some Fridays will be used for conference participation, field trips or other

professional development opportunities. It is helpful if each teacher candidate can have a designated place in the classroom to work; and be given a seating chart and schedule of activities to learn student names and class routines. It also is beneficial if the Partner Teacher can show the candidate around the school and introduce her/him to the school community on their first day together.

The Middle Grades program holds high expectations for all teacher candidates. Attendance, punctuality, and professional demeanor and dress are critical aspects of professionalism for candidates to adhere to and we ask that a Partner Teacher please notify us immediately if a candidate needs improvement in any of these areas.

Candidates are expected to participate in all teacher-related activities: signing in and out according to school policy; reporting to and leaving the school when it is expected of faculty to do so; contributing to team meetings; and attending faculty meetings, staff development, parent-teacher conferences, student support team meetings, PTO/PTA (or like organizations), etc.

Please note that with the exception of keeping a journal, a teacher candidate should **not** be completing college class work in the field.

Details: Placement Three – Junior Spring

Each teacher candidate will need to **design and teach 12-15 hours** of instruction during the first part of the semester and then **12-15 more hours of instruction** during the second part of the semester – instruction that has been planned by her/him **primarily**, although it can be done in collaboration with the Partner Teacher or other teachers on the team. **Simply using plans that are developed by all the science teachers, for example, working together does not meet the requirement for instruction planned by the teacher candidate primarily; and “mimic” teaching or teaching the same lesson to a second group of students does not meet the requirement for the teaching time expected. Neither does planning a review lesson meet the requirement for the teaching time expected.** So in total this semester candidates will design 24-30 hours of instruction and teach it across the course of the semester. And all Learning plans must be **reviewed and signed-off** on by the Partner Teacher *a full two days prior to teaching*.

In addition, as a part of the teaching hours, in the first part of the semester and then later in the second part of the semester, each teacher candidate is to teach a sequence of at least **three consecutive, cohesive lessons that build toward a specific group of students’ understanding of a significant concept** (this does not need to be three days in a row as the preservice teachers are rarely able to be in placement on back-to-back days). This “mini-unit” designed by the candidate should mesh with the larger unit of study that the Partner Teacher is implementing and should not be “filler” or content the Partner Teacher had planned to omit from the curriculum. Neither should it be a review of content addressed earlier in the year.

Lastly, during the first part of the semester, teacher candidates are to videotape themselves as they engage in whole-class instruction so that they may reflect on their own practice. They are responsible for all arrangements for the videotaping – getting parent permission, securing the equipment for videoing and completing the videotaping process.

Senior Year

General: Senior Year

Candidates begin senior year with their Partner Teachers on the first day of preplanning and remain in placement for 15 days, through preplanning and the first days of school. They return to campus for 5 weeks of class (going to the field on Fridays) and then end the semester by spending 6 weeks in the field (October and November).

In spring, candidates begin the semester with the Georgia College classes. They are on campus for classes the first three weeks of the semester (going to the field the first two Fridays they are back in school). Then at the end of January/beginning of February they return to their fall placement to complete their 12-weeks of student teaching.

Throughout this year, candidates are expected to participate in all teacher-related activities: signing in and out according to school policy; reporting to and leaving the school when it is expected of faculty to do so; contributing to team meetings; and attending faculty meetings, staff development, parent/guardian-teacher conferences, student support team meetings, PTO/PTA (or like organizations), etc.

Details: Placement Four – Senior Fall

Fall: Throughout the first weeks in the field, candidates should carefully attend to the beginning school procedures and try out, with the input and guidance of their Partner teachers, ideas they have for classroom management. Candidates also should be working to get to know the students, families, and curriculum they will be working with throughout the year. After returning to campus-based classes in mid-August, they will return to the field each Friday during August and September. Then the first week of October, candidates will resume field placement full-time through the end of November. They in the field every day during this time and are to adhere to the required teacher schedule for working hours.

During this placement, as a part of their Teacher Work Sample (TWS), candidates are expected to plan and implement two weeks (10 consecutive days) of learning experiences for a particular focus class. The curriculum they develop is to fit into the sequence of each of their Partner Teachers and should align with the content standards of their disciplines. Each candidate also is to serve as the “teacher of record” for one week, teaching and completing all duties of the Partner Teacher. Lessons during this period should be planned primarily by the teacher candidate. And all Learning plans must be **reviewed and signed-off** on by the Partner Teacher *a full two days prior to teaching, except during the TWS when plans must be approved a week in advance.*

Spring: In student teaching, candidates are required to serve as “teacher of record”, teaching all day, every day, assuming all duties and responsibilities of the Partner Teachers for at least 5 of the 12 weeks of student teaching. This experience may be done continuously for 5 weeks or broken in to two sections of 2 weeks and 3 weeks. While co-planning and co-teaching are acceptable during this time, it is critical that the teacher candidate take the lead in the curriculum planning and teaching.

Also, it is imperative that the teacher candidate work with only minimal input from the Partner Teacher in the edTPA process that is completed during student teaching.