

General Student Teaching Schedule

One Site: Minimum of Fifteen Weeks

Appalachian State University's Reich College of Education encourages teacher candidates to become fully involved in the classroom on the first day of student teaching and to continue that involvement until the last day of student teaching.

We encourage co-teaching and believe that this framework offers the opportunity for continuous feedback so that the teacher candidate has the opportunity to positively benefit from experienced professionals throughout the student teaching experience.

Co-teaching is defined as two professionals (the teacher candidate and the Cooperating Teacher) sharing the responsibility for delivering instruction to a diverse group of students. This responsibility includes, but is not limited to planning, delivery, assessment, and reflection. Co-teaching models may include the following: one teach-one support, alternate teaching, team teaching, parallel teaching, and station teaching. Within this structure, the Cooperating Teacher and the teacher candidate share equally in the responsibility for instruction. The Cooperating Teacher remains fully involved throughout the semester, thereby serving as a role model for the teacher candidate. The teacher candidate is encouraged to assume as much responsibility as possible as quickly as possible to maximize the student teaching experience.

Week One

Begin to assume any classroom duty the Cooperating Teacher deems appropriate. This assumption of responsibility may include, but should not be limited to, helping individual students with assignments, taking groups to the media center or to art, making classroom announcements, checking attendance, and other administrative duties. As soon as possible move toward co-teaching, planning with the teacher and/or grade-level, or other instructional tasks.

Discuss your first teaching responsibilities with the Cooperating Teacher and begin planning for your first independent and/or co-teaching involvement.

Observe your Cooperating Teacher to begin to understand classroom management and lesson planning methodologies. Learn the names of the students and become acquainted with materials, equipment, records, etc. Study school and Cooperating Teacher rules and procedures. Learn the names of faculty members and meet with the principal or other administrative executives who work with teacher candidates.

Submit weekly journal/reflections to your University Supervisor; submit lesson plans to your University Supervisor and your Academic Consultant (if one is provided). Follow guidelines on your AsULearn site.

Weeks Two through Fifteen

The teacher candidate should continue to add responsibility and should reach a full co-teaching load as quickly as feasible. Co-teaching is encouraged during all aspects of the student teaching experience. Time should be scheduled daily for planning and reflection with the Cooperating Teacher who should offer valuable feedback to the teacher candidate. This feedback should include methodological discussions as well as explanations of desired procedures, teaching strategies, and explanations about choices of assignments and strategies for increasing the achievement of students. Time should also be devoted to analysis of evaluation techniques and interpretation of evaluation results. The teacher candidate is to continue teaching until the last day of student teaching.

Continue to submit weekly journal/reflections to your University Supervisor and lesson plans to your University Supervisor and your Academic Consultant (if one is provided).

Student Teaching Schedule
Two Sites and/or International Student Teaching
Minimum of Fifteen Weeks

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We encourage co-teaching and believe that this framework offers the opportunity for continuous feedback so that the teacher candidate has the opportunity to positively benefit from experienced professionals throughout the student teaching experience.

Co-teaching is defined as two professionals (the teacher candidate and the Cooperating Teacher) sharing the responsibility for delivering instruction to a diverse group of students. This responsibility includes, but is not limited to planning, delivery, assessment, and reflection. Co-teaching models may include the following: one teach-one support, alternate teaching, team teaching, parallel teaching, and station teaching. Within this structure, the Cooperating Teacher and the teacher candidate share equally in the responsibility for instruction. The Cooperating Teacher remains fully involved throughout the semester, thereby serving as a role model for the teacher candidate. The teacher candidate is encouraged to assume as much responsibility as possible as quickly as possible to maximize the student teaching experience.

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Discuss your first teaching responsibilities with the Cooperating Teacher and begin planning for your first independent and/or co-teaching involvement.

Observe your Cooperating Teacher to begin to understand classroom management and lesson planning methodologies. Learn the names of the students and become acquainted with materials, equipment, records, etc. Study school and Cooperating Teacher rules and procedures. Learn the names of faculty members and meet with the principal or other administrative executives who work with teacher candidates.

Submit weekly journal/reflections to your University Supervisor; submit lesson plans to your University Supervisor and your Academic Consultant (if one is provided).

Weeks Two through Ten

If you are an International Student Teacher, complete weeks on the accelerated schedule provided.

The teacher candidate should continue to add responsibility each week and should reach a full co-teaching load as quickly as feasible. Co-teaching is encouraged during all aspects of the student teaching experience. Time should be scheduled daily for planning and reflection with the Cooperating Teacher who should offer valuable feedback to the teacher candidate. This feedback should include methodological discussions as well as explanations of desired procedures, teaching strategies, and explanations about choices of assignments and strategies for increasing the achievement of students. Time should also be devoted to analysis of evaluation techniques and interpretation of evaluation results. The teacher candidate is encouraged to continue teaching until the last day of student teaching.

Continue to submit weekly journal/reflections to your University Supervisor and lesson plans to your University Supervisor and your Academic Consultant (if one is provided).

Week Eleven

If you are an International Student Teacher, you will begin week eleven in your international placement.

Observe your Cooperating Teacher to begin to understand classroom management and lesson planning methodologies. Learn the names of the students and become acquainted with materials, equipment, records, etc. Study school and Cooperating Teacher rules and procedures. Learn the names of faculty members and meet with the principal or other administrative executives who work with teacher candidates.

Begin to assume any classroom duty the Cooperating Teacher deems appropriate. This assumption of responsibility may include, but should not be limited to, helping individual students with assignments, taking groups to the media center or to art, making classroom announcements, checking attendance, and other administrative duties. As soon as possible move toward co-teaching, planning with the teacher and/or grade-level, or other instructional tasks.

Discuss your first teaching responsibilities with the Cooperating Teacher and begin planning for your first independent and/or co-teaching involvement.

Submit weekly journal/reflections to your University Supervisor; submit lesson plans to your University Supervisor and your Academic Consultant (if one is provided). If you are an International Student Teacher submit your weekly blog.

Weeks Twelve through Fifteen

The teacher candidate should continue to add responsibility each week and should reach a full co-teaching load as quickly as feasible. Co-teaching is encouraged during all aspects of the student teaching experience. Time should be scheduled daily for planning and reflection with the Cooperating Teacher who should offer valuable feedback to the teacher candidate. This feedback should include methodological discussions as well as explanations of desired procedures, teaching strategies, and explanations about choices of assignments and strategies for increasing the achievement of students. Time should also be devoted to analysis of evaluation techniques and interpretation of evaluation results. The teacher candidate is encouraged to continue teaching until the last day of student teaching.

Continue to submit weekly journal/reflections to your University Supervisor and lesson plans to your University Supervisor and your Academic Consultant (if one is provided).

If you are an International Student Teacher, submit your weekly blogs.