

## **The Second Year BATTI Student Guidelines for Supervised Student Teaching**

In their second year in the BATTI program, students will get the opportunity to grow rapidly as teachers through their student teaching experience. Their roles at their schools may change, and their relationship with their mentor will definitely change, as they assume more responsibility for lesson planning and classroom teaching.

Prior to beginning their student teaching, students must fulfill the following requirements:

1. Passing the CSET or MSAT test
2. Verification of passing CBEST
3. Copy of tuberculosis test indicating that she is free from TB. (Must be less than two years from the date student teaching begins.)
4. Certificate of clearance or an emergency credential.
5. Attend a meeting where the requirements of student teaching are explained.

In the fall, BATTI students serving as associate teachers (or assistants or interns-- the terms vary from school to school) will receive two observational and coaching visits from their assigned University supervisor. These visits will take place in a four-week period between October 25 and November 24. Before those visits the following preparation will have taken place:

- The supervisor will have spoken or met with the BATTI student to learn about her class, her goals for the year, and the issues she wants the supervisor to look for during her visit.
- The supervisor will have spoken or met with the mentor teacher, to discuss the BATTI student's progress towards her goals.
- The supervisor will set up a schedule for visits in consultation with the student teacher.
- Before each visit, the student will communicate his goals for the lesson and hand the supervisor a lesson plan on the day of the visit.

The university supervisor will receive these reflective professional documents from the student teacher by the end of the four week period (and in the spring as well):

- A weekly plan
- A lesson plan

- A weekly entry in a reflective journal
- Two self-evaluations of taught lessons

The purpose of these visits will be for the university supervisor to observe the BATTI student teaching. Supervisors will observe a student-taught lesson each time they visit, and during one of the visits the lesson should be part of an entire day during which the student teacher is in charge of the class – all the planning and all the lead teaching. We consider it preferable for a BATTI student to be afforded complete control of the class without the lead teacher present, as more growth and responsibility will be achieved in that way. But we recognize that custom varies from school to school and classroom to classroom, and that legal and school considerations may make this “solo teaching” undesirable or not possible.

In the spring, the university supervisor will visit more often, up to 5 visits. During this seven week period, students will get the opportunity to establish themselves as completely functioning teachers: planning units and lessons, writing curriculum materials, teaching a series of lessons in a variety of subjects over an extended consecutive five day period, and reflecting on that work in writing.

University requirements state that students must have 10 “takeover” days during their student teaching experience to adequately prepare them for taking over their own private or public school classroom. Five of these days should be consecutive in the spring supervision period – the other five can be spread out over the summer, fall, and spring semesters of BATTI student teaching. Days when the associate teacher takes over for an absent mentor teacher will count only if the associate teacher has done a majority of the lesson planning for that day, for instance in the case of a planned absence of the lead teacher for attendance at a conference.

In the spring, the University supervisor will visit up to five times. Each of these visits will follow guidelines from the fall semester. There should be pre- and post-observation conferences, students should write written reflections and receive written observation forms from their supervisors as well as extensive verbal feedback and coaching.

The final two documents that will recommend a BATTI student teacher to the State Commission on Teacher Credentialing will be a recommendation

that the Supervisor will write, and the final, complete version of the “Standards of Competence for Student Teachers”. In their final evaluation student teachers must receive notes of “2” or “3” in all areas, which will indicate that they have “met the competency” in all of the 35 areas of the Standards. This final document will be reviewed, agreed upon, and signed by student, mentor teacher, and university supervisor.

Following the completion of the final, third student teaching experience and all of the required paperwork, the student will receive a preliminary multiple subject CLAD credential qualifying him or her to teach in any California multiple subject classroom.