

**The Second Year BATTI Student
Guidelines for Supervised Student Teaching
Revised September 3, 2008**

In their second year in the BATTI program, students will have the opportunity to grow personally and professionally through their mentored student teaching experience. Teaching competencies will develop at a quick pace. Their roles at their schools may change, and their relationship with their mentors will evolve, as they assume more responsibility for lesson planning and classroom teaching.

In the fall, the role of BATTI students will change from that of associate teachers (or assistants or interns-- the terms vary from school to school) to that of Student Teacher for a four-week period between October 27 and November 26th. During this four-week period, student teachers will increase their role and responsibilities for curricular planning, instruction, and assessment. Student teachers will:

- Take over as much as possible the beginning of the day activities and transition times (out to recess, lunch, dismissal, etc.).
- If possible, plan and teach at least one lesson each day. The lessons should be in a different content area each week.
- Will take on the responsibility for at least 2 Solo days where they plan and teach the entire school day. Mentor teachers can be in and out of the classroom, and when in the classroom should try to defer questions to the student teacher. (Of course, the mentor teacher would approve all lessons.)

During this time the assigned University Supervisor will make two formal observations. She will observe the student teacher conducting a planned lesson and will debrief the lesson, provide support and coaching ideas to the student teacher, and note the intern's competency in the appropriate Teaching Performance Expectations (TPEs). These observations can take place in the four-week period between October 27 and November 26th or can be arranged between supervisor and student teacher. If possible, one of these visits should be during one of the "solo days."

Before those observations 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 set up a schedule for observations in consultation with the student teacher. It is the student teacher's responsibility to communicate with the mentor well in advance of these observations.
- Before each observation, the student teacher will communicate her goals for the lesson and hand the supervisor a lesson plan on the day of the visit (or email the lesson the night before.)

The student teacher will provide for the university supervisor during each observational visit the following ongoing reflective professional documents: (and in the spring as well):

- A weekly plan book that is kept current and made available to the supervisor.
- A current lesson plan for each of the two lessons that the supervisor will observe. In addition, the student teacher should write and give to the supervisor two more lesson plans, covering a variety of subjects. This makes for a total of four lesson plans, and in the spring the student teacher should turn in a total of seven.
- A weekly entry in a reflective journal--minimum one entry per week.
- A self-evaluation of all the lessons for which plans were created.

In the spring, the university supervisor will observe more often, making at least 4 formal observations during the student teaching period. Each of these observations 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 during debriefing sessions.

During this seven week period in February, March, and April, students will get the opportunity to establish themselves as completely functioning teachers: planning units and lessons, developing curriculum materials including an integrated thematic curriculum unit (integrating at least four lessons), teaching a series of lessons in a variety of subjects over an extended consecutive five day solo teaching period, and reflecting on that work in writing.

It is during this seven-week period in the spring that the mentor will be most aware of the changed role of her intern from assistant to "student teacher." The intern will gradually be moving into the role of lead teacher, planning not just individual lessons but whole units, and eventually, a whole week of study in all classes. Planning will be collaborative, but the intern should not simply be executing her mentor's lessons.

The state Commission on Teacher Credentialing requires student teachers to plan and teach 10 “Solo” days during the course of their student teaching. Five of these days should be consecutive in the spring supervision period and must include a Friday. The other five can be spread out over the summer, fall, and spring semesters of BATTI student teaching. The Credentialing Commission states that these are to be “supervised solo days.” Thus, days when the associate teacher takes over for an absent mentor teacher will provide additional experience, but may not count towards the 10 required days.

At the end of the student teaching in the SPRING semester, the mentor teacher will complete (in consultation with the supervisor), the Teaching Performance Expectations and review this important document with the student teacher, as another way of helping the student grow. 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 13 areas of the Performance Assessment. This final document will be reviewed, agreed upon, and signed by student, mentor teacher, and university supervisor. You may consolidate marks from your summer teaching with English language learners onto this final document.

The final documents that will recommend a BATTI student teacher to the State Commission on Teacher Credentialing will be a letter of recommendation that the Supervisor will write, a letter of recommendation from the mentor teacher and the final, completed and signed Teaching Performance Expectation document.

In addition, for the first time in Spring, 2009, BATTI students must complete a PACT assessment. Please see other publications that describe this videotaping of one math lesson from a coordinated math unit and the planning and assessment that accompanies the videotape.

Following the completion of the final, third student teaching experience and all of the required paperwork, the student will receive a Level One SB 2042 multiple subject preliminary credential qualifying him or her to teach in California multiple subject classrooms. We are very excited at the prospect of these very well-prepared and enthusiastic new teachers entering the profession in the fall of 2009.