



California State
University

**EARLY
CHILDHOOD
STUDIES**

C H A N N E L
I S L A N D S

STUDENT TEACHING HANDBOOK

Early Childhood Studies



***ECS 461 Early Childhood Student
Teaching I: Infants/Toddlers
Term Year 2026-2027***

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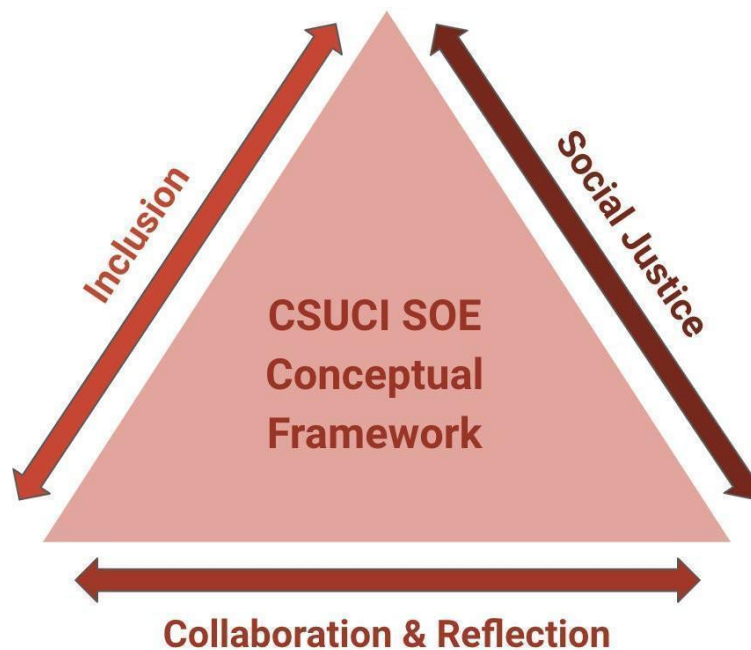
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PROGRAM

CSUCI School of Education Conceptual



The School of Education (SOE) conceptual framework is informed by the following interconnected, interdependent three tenets: social justice, inclusion, collaboration, and reflective practice.

DEFINITION OF TERMS

Inclusion

Inclusion refers to each and every one. Intersecting identities may consist of race, indigeneity, socioeconomic status, gender and gender identity, sexual orientation, age, disability, immigration/refugee status, spirituality, language, and education (Crenshaw, 1991; Martinez, 2018; Timothy, 2019). The School of Education is committed to enacting culturally and linguistically sustaining pedagogical (Paris & Alim, 2017) approaches that are accessible, inclusive of

abilities, multiple literacies, and the intersectional identities that impact the lived experiences of children, youth, families, and communities

Social Justice

As Cochran-Smith (2001) argued, it is “not enough for beginning teachers to learn the basic skills of managing classrooms and constructing well-crafted lessons for all students” (p.3). Additionally, education professionals (for example: teachers, counselors, administrators, and other educational leaders) must be prepared to critique and reimagine educational practices as well as envision education as a “practice of freedom” (hooks, 1994, p. 12). CSUCI’s School of Education is committed to developing future education professionals who will be able to discern and think critically about systems of power that have shaped and continue to influence our educational landscape (Bolman & Deal, 2017). Our School of Education is dedicated to preparing future education professionals to be active agents of change who take a stance and disrupt systemic racism, inequities, and injustices that manifest themselves in and outside of classrooms to transform our local communities and beyond. These efforts will be informed by theory, systemic, and systematic inquiry as students combine practical and research knowledge around problems of practice to transform educational systems.

Collaboration & Reflection

The School of Education sees education professionals as learners who critically engage in inquiry through self-reflection and research-informed approaches to advance equity-minded practices (Bolman & Deal, 2017; Hernandez & Endo, 2017). Critical reflective education professionals participate in on-going learning (Han, Blank & Berson, 2020), embody a sense of care and accountability towards communities, and demonstrate positive dispositions towards families’ funds of knowledge which helps them understand the cultural-historical contexts of the communities they serve (Moll, 2019) and thus create strong positionalities to sustain reciprocal community partnerships

EARLY CHILDHOOD STUDIES PROGRAM

The Bachelor of Arts Degree in Early Childhood Studies (ECS) prepares students to work effectively with young children from birth through eight years of age and their families. Our program develops the knowledge and skills necessary to work with the youngest community members, including the embedding of substantive training across the program in developmentally, culturally, and ability appropriate for all children with a special emphasis on dual language learners and children with special needs. In completing the major, ECS students acquire the competencies to serve both young children within the natural settings of home, community, and schools.

The academic program offers core curricula and fieldwork in early childhood development and pedagogy while highlighting family engagement in the context of family, culture, language, and society. Unique to our program is the field work experience as well as service learning as most of our courses require students to experience early childhood in a variety of diverse settings.

The BA in Early Childhood Studies is accredited by the National Association of the Education of Young Children (NAEYC).

Program Learning Outcomes

1. Students are qualified to teach in and administer programs serving young children (with and without disabilities) from birth through eight and their families.
2. Students actively engage children in their learning.
3. Students are able to teach all subjects in their area of specialty and link content to pedagogy.
4. Students acknowledge and support diversity of languages and cultures in and among children and families.
5. Students meet the diverse needs of all children including with special needs.
6. Students are reflective and deliberative practitioners, integrating research, theory, and effective practices into their teaching.

NAEYC PROFESSIONAL PREPARATION STANDARD

Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

6e: Engaging in informed advocacy for young children and the early childhood profession.

EARLY CHILDHOOD STUDIES FACULTY

Name	Title	Email
*Bloom, Krista	Lecturer	krista.bloom@csuci.edu
Bynder, Regan	Lecturer	regan.bynder@csuci.edu
*Chase, Lauren	Lecturer	lauren.chase@csuci.edu
*Connolly, Debbie	Lecturer	deborah.connolly@csuci.edu
Galaviz, Loretta	Lecturer	loretta.galaviz@csuci.edu
McKinnon, Candice, Ph.D.	Assistant Professor	candice.Mckinnon@csuci.edu
Park, Kay (Kyunghwa), Ph.D.	Assistant Professor	kyunghwa.park@csuci.edu
Ramos, Lorena	Lecturer	lorena.ramos@csuci.edu
Riojas-Cortez, Mari, Ph.D.	Professor & Chair	mari.riojas-cortez@csuci.edu
Sadiq, Assadullah, Ph.D.	Assistant Professor	assadullah.sadiq@csuci.edu
Taha-Resnick, Adria, Ed.D.	Lecturer	adria.taha-resnick@csuci.edu
White, Annie, Ed.D.	Associate Professor	annie.white@csuci.edu

****ECS 461 university supervisors for 2026-2027***

ECS ADMINISTRATIVE SUPPORT COORDINATOR

Gissell Toxqui: gissell.toxqui@csuci.edu

LETTER FROM PROGRAM CHAIR

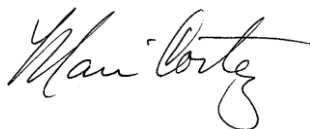
Dear Student Teachers:

Welcome to Student Teaching! You have reached a very important milestone in your program. The Early Childhood Studies faculty have prepared an extraordinary student teaching experience for you. Our community partners opened their doors to ensure you have an incredible experience working with young children and their families. We have strong community partnerships across Ventura and Santa Barbara Counties, and we base that partnership on the university's mission. The student teaching placements reflect the rich diversity that exists across counties, our state, and the US. One of the most important goals of the program is to assist you in becoming a culturally sustaining teacher. In order to do that you must advocate for issues of race, equity and inclusion. A culturally sustaining teacher sees children as capable learners because of the funds of knowledge they [the children] bring to the classroom. Being culturally conscious grounds your everyday practice with your theoretical framework as you work with diverse young children and their families.

The student teaching experience is the beginning of your professional career, and we want you to be successful. This handbook provides specific information regarding roles, responsibilities, policies, and procedures. Please keep it handy as it will answer many of your questions. Additionally, this experience requires that you stay physically and mentally healthy. Our campus provides many opportunities for both.

I welcome you to the Student Teaching Community of Learners. Remember that as a teacher you never stop learning and we learn from one another. As a community of learners, we follow mindful and empathy practices. I wish you the best and please do not hesitate to contact me at mari.riojas-cortez@csuci.edu or through text at (210) 685-1393 (please feel free to text. I answer quickly). You can also visit me in my office in Madera Hall #2721.

Sincerely,

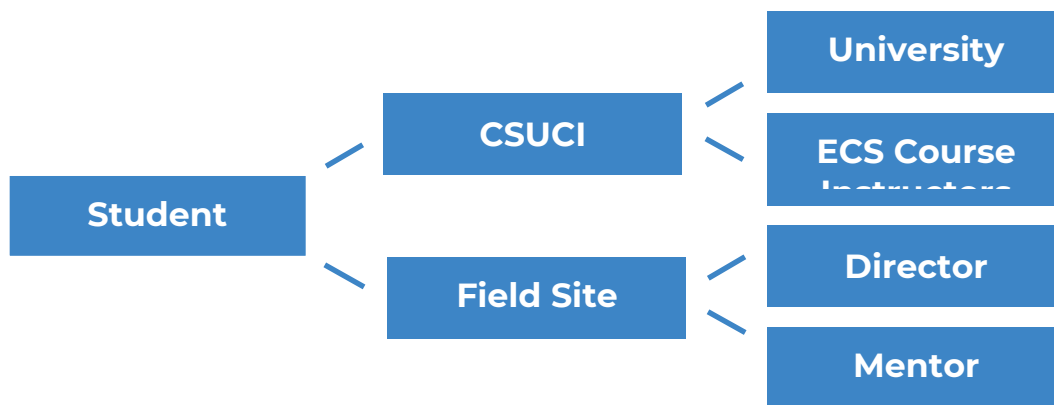
A handwritten signature in black ink, reading "Mari Cortez". The signature is fluid and cursive, with the first name "Mari" and last name "Cortez" clearly visible.

Mari Riojas-Cortez, Ph.D
Professor & Chair
Early Childhood Studies

STUDENT TEACHING EXPERIENCE

The student teaching experience is a collaborative effort between the ECS program, the field site, and the mentor teachers. Figure 1 displays all stakeholders for the student teaching experience.

Figure 1. Student Teaching Experience



ECS 460 Infant/Toddler Educaring, ECS 461 Early Childhood Clinical Student Teaching I: Infants/Toddlers are co-requisites, which means that you must complete each course satisfactorily. Your instructor for ECS 460 will provide you with a syllabus that specifies the assignments and curriculum that need to be implemented at your field site for your student teaching experience. Your university supervisor is the instructor for ECS 461 Early Childhood Clinical Student Teaching I: Infants/Toddlers and will meet with you during the ECS 460 orientation.

STUDENT TEACHER ROLES AND RESPONSIBILITIES

Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned throughout your program. Work closely with your university supervisor and mentor teacher so that they can mentor you and guide you throughout this experience. Please complete your Emergency Form and your Data Sheet and follow instructions from your university instructors and university supervisor.

As a student teacher, you are always a GUEST on the host site and are always under the immediate supervision of the mentor teacher(s). Many sites encourage the student teacher to become an active member of the school faculty, assisting in activities and attending staff and parent-teacher meetings. Professional, ethical behavior is always expected.

The Early Childhood Studies Program at CSU Channel Islands places great value on selecting the most desirable settings for student teaching placements. We identify early childhood programs and schools that understand and accept the University's vision statement and our specific needs as a program. Programs are selected in every instance where linguistically and/or culturally diverse classrooms will be used for placement.

Should an issue arise at a field site. Please contact the following in order:

1. Mentor teacher and director
2. University supervisor
3. ECS 460 instructor
4. Gissell Toxqui, Administrative Support Coordinator
gissell.toxqui@csuci.edu
5. Department Chair. Dr. Mari Riojas-Cortez (mari.riojas-cortez@csuci.edu)

Professionalism

- Maintain professionalism at all times in dress, demeanor, communication, and attitude when interacting with children, families, and staff.
- Demonstrate reliability and punctuality by arriving at least 15 minutes before the start of the day, remaining for the full duration, and following all site sign-in procedures. Timeliness and dependability are key indicators of

professional responsibility.

- Follow the mentor teacher's schedule and professional commitments, including participating in planning time, staff meetings, IEP meetings, student assessments, professional development, and family engagement opportunities as appropriate.
- Actively contribute to the classroom by supporting daily routines and responsibilities, including material preparation, set-up, clean-up, and caregiving tasks as appropriate. These responsibilities are part of participating in the full scope of classroom life and professional practice.
- Maintain a purposeful balance between supporting classroom tasks and engaging directly with children. Student teaching is a teacher preparation experience with the expectation to prioritize meaningful interactions with children, intentional teaching, observation, and reflection, while also contributing to the overall functioning of the classroom.

Confidentiality and Ethical Conduct

- Maintain strict confidentiality regarding all information about children, families, and staff. Sensitive information observed or shared within the classroom or program must not be discussed outside of appropriate professional contexts.
- Exercise professional judgment when encountering situations that may raise concerns, and follow program protocols for communication with the mentor teacher and university supervisor.

Communication

- Establish regular communication with your mentor teacher to review classroom routines, expectations, and upcoming responsibilities. Student teachers are expected to proactively share coursework requirements, planned activities, and goals throughout the semester to ensure alignment with the classroom context.
- Maintain consistent and professional communication with your university supervisor. Timely updates, responsiveness, and transparency are essential for successful completion of the student teaching experience.
- All planned experiences for children must be developed using the required ECS course planning guide. Lesson implementation is contingent

upon approval from the course instructor and mentor teacher. Lesson plans will be submitted to both the mentor teacher and university supervisor at least two days before implementation.

- If challenges or concerns arise during the placement, student teachers are expected to communicate promptly with their university supervisor. The mentor teacher provides day-to-day guidance within the classroom, while the university supervisor supports problem-solving, progress monitoring, and program alignment.

Planning

- Maintain ongoing, up-to-date observations and notes on children's development, interests, and interactions. These observations should be used intentionally to inform lesson planning and ensure that learning experiences are responsive, developmentally appropriate, and aligned with the children's needs.
- Early in the student teaching experience, documentation may include observations of mentor teacher practices, draft lesson plans, assigned activities, and reflective notes or questions to support your learning and growth.
- Collaborate with the mentor teacher to learn about children's families, communities, and funds of knowledge to guide responsive, culturally sustaining lesson plans.

ECS PROGRAM REQUIREMENTS

All required forms are included on Canvas for ECS 461. University supervisors will conduct at least five (5) observations. Each visit is one (1) hour, usually observations last a range between 30-45 minutes, and then feedback for 15 minutes. It is the responsibility of the student teacher to work together with their mentor teacher and university supervisor to select the most appropriate date and time to visit. Graded observations will be uploaded to ECS 461 Canvas page.

Student Teaching Attendance Log

Students are required to submit an electronic copy of their Student Teaching Log each week, for 14 consecutive weeks through Canvas by Friday at 11:59 PM. On the student teaching log, students must sign in and out daily during student teaching, and mentor teachers must provide a daily signature to verify attendance. If a student misses a teaching day, they must record the reason for the absence and the planned make-up date on the log. For any absences, students must notify mentor teacher, university supervisor, ECS administrative support coordinator, and ECS 460 instructor, of absence and planned date to make up for the missed day. On the make-up day, students must again sign in and out on the second page of the student teaching log to document the completed hours.

Informal Observations

Students will be observed during three (3) scheduled informal observations by their university supervisor. Before each observation, students must complete and submit a pre-observation focus form to their university supervisor prior to their visit. During the informal observation, the university supervisor will observe and complete the information observation form. After the observation, the university supervisor will meet with the student for a debrief meeting to review feedback, discuss strategies and student teaching goals.

Formal Observations

Students will participate in two (2) scheduled formal observations during which they will implement ECS 460 approved curriculum activities. The University Supervisor will observe the student's curriculum implementation, document feedback on the formal observation form, and assign grades. After

each observation, the university supervisor will meet with the student to review the completed form which will include written feedback, and discuss areas of strength and growth. Both the university supervisor and the student will sign the form to confirm the review and feedback process.

Midterm Evaluation

The midterm evaluation of professional dispositions is a collaborative assessment completed by the student teacher, mentor teacher, and university supervisor as follows:

1. **Self-Evaluation:** The student teacher begins by completing the first page of the Midterm Evaluation, using the provided scale to reflect on their progress.
2. **Mentor Teacher Feedback:** After the self-evaluation is complete, the mentor teacher will provide feedback on the second page of the form.
3. **Discussion:** The completed form should be discussed by the student teacher and university supervisor between week 8-9 of the student teaching experience. The university supervisor will review the evaluation, assign a grade, and sign the form during their third informal observation.

Final Evaluation

The final evaluation of professional dispositions is a collaborative assessment completed by the student teacher, mentor teacher, and university supervisor at the conclusion of the student teaching experience, as follows:

1. **Self-Evaluation:** The student teacher begins by completing the first page of the Final Evaluation, using the provided scale to reflect on their overall progress and growth throughout the semester
2. **Mentor Teacher Feedback:** After the self-evaluation is complete, the mentor teacher will provide written feedback on the second page of the form.
3. **Discussion:** The completed form will be reviewed and discussed by the student teacher and university supervisor during the final weeks of the semester. The university supervisor will review the evaluation, assign a final grade, and sign the form.

Attendance Policy

- accordance with program policy. Weekly attendance logs must be completed in full and submitted in Canvas as assigned. Incomplete or missing attendance logs, including failure to accurately document attendance in accordance with the program attendance policy, will result in a reduction of the course grade.
- Missing days must be made up within two weeks of absence. In the case of a major emergency, students need to contact their university supervisor and Gissell Toxqui (805-437-8525 or gissell.toxqui@csuci.edu for further guidance. If students miss student teaching due to illness, holidays or site closure, students must make up within two weeks.
- Students whose placement begins later in the semester due to circumstances beyond their control (e.g., site reassignment and re-fingerprinting, or program-related delays) will receive an adjusted timeline for making up missed days. These students may be granted up to two additional weeks to complete required make-up days. Upon approval by the Program Chair, make-up time may also be scheduled at the end of the semester to minimize impact on student and student teaching sites.
- If a classroom/site closes due to an unplanned emergency (i.e., power outage, fire, etc.), student teachers must make up the days but not more than 2 days. If the site allows, the student teacher can go to another classroom. Please notify Gissell Toxqui and the university supervisor.
- ECS students may count up to one (1) day of student teaching site-based professional development toward their required student teaching days. Eligible professional development includes activities such as parent-teacher conferences, in-service days, staff training, or other on site-approved professional learning experiences. To be eligible, the professional development must be held at the student teaching site, occur in lieu of a scheduled student teaching workday, be directly related to the student's teaching experience, and receive prior approval from the university supervisor. When these conditions are met, the professional development day will count as a full student teaching day. Any additional professional development days may not be applied toward the required 28 student teaching days.
- Failure to complete all 28 days of student teaching will result in a grade of an F for student teaching (no exceptions).

- If a student fails student teaching, they will have to petition to retake ECS 460 and ECS 461.
- Incompletes are not an option for student teaching. Incompletes will only be granted on a rare occasion due to unforeseen circumstances, following the university policy, and by permission of the university supervisor and Chair approval.

Field Site Calendars

Very often field site calendars and university calendars do not match. Course grades and evaluations for student teaching experiences are due at the end of the university semester. It is the student teacher's responsibility to obtain an instructional calendar from the field site and plan accordingly. **Do NOT plan special events, weddings, or vacations during the student teaching experience, as you will not be able to make up for the missed day, these events are not considered "emergencies."**

SPECIAL CIRCUMSTANCES

The student teaching program is structured as a two-day-per-week placement, 7.5 hours per day, for 14 consecutive weeks. The program recognizes that students may occasionally experience significant life circumstances that affect their ability to meet this schedule as originally designed.

Student Teaching Adjustment Policy

In cases of documented special circumstances, such as unexpected childcare disruptions, family emergencies, medical needs, or relocation, students may request a temporary or alternative student teaching schedule. Requests are reviewed on a case-by-case basis and must ensure that program learning outcomes, total required instructional hours, and professional competencies are fully met.

Approved adjustments may include:

- Modified schedule
- Redistribution of hours across additional days per week
- Alternative schedule that maintains equivalent total time of required student teaching hours

Students seeking a student teaching adjustment must:

- Communicate concerns as early as possible to the chair and university supervisor
- Provide a clear explanation of the circumstances. Additional documentation may be requested by the program
- Collaborate with program faculty and the placement site to develop a feasible plan

Approval of any student teaching schedule adjustments must be approved by the Early Childhood Studies Chair. Approval is not guaranteed and is contingent upon placement site capacity, fulfilling student teaching requirements, and the student's ability to meet all program expectations.

FIELD SITE REQUIREMENTS

Each field site has given specific requirements that student teachers must have prior to starting the student teaching experience. Gissell Toxqui will provide specific guidelines for each field site.

Dress Code and Safety Policy

To ensure a safe, hygienic, and professional learning environment, student teachers working with infants and toddlers are expected to follow the guidelines below during their teaching experience. These standards are designed to promote safety, comfort, and professionalism in early education and care settings.

1. **Appropriate and Professional Clothing:** Student teachers must wear clean, comfortable, and professional clothing that is suitable for active work with infants and toddlers. Clothing should allow for safe movement and participation in a variety of caregiving and floor-based activities. Avoid low-cut tops, short skirts or shorts, leggings, clothing with inappropriate graphics or language, and any items that restrict movement. Layers are recommended, as classroom temperatures may vary. Closed-toe, non-slip shoes are required to ensure safety while moving around young children and handling care routines.
2. **Fingernail Length and Artificial Nails:** Fingernails must be short, clean, and neatly trimmed. Artificial nails—including acrylics, gels, and press-ons—are not permitted due to hygiene concerns and the risk of injury to children during diapering, feeding, or play. Long nails can harbor bacteria and may scratch a child unintentionally.
3. **Long Hair Restraints:** Student teachers with shoulder-length or longer hair must secure their hair in a ponytail, bun, braid, or other tied-back style throughout the day. This helps maintain hygiene and prevents hair from falling into the child's face or hands during close interaction.
4. **Jewelry and Accessories:** For safety and practicality, jewelry must be minimal. Long, dangling earrings or large hoops are not allowed, as they can be easily grabbed by curious infants and toddlers and pose a risk of injury. Necklaces, rings, and bracelets should be kept to a minimum and must not interfere with caregiving routines or physical activity with children.
5. **Professional Responsibility:** As a student teacher in an infant or toddler

classroom, you are expected to model safe, developmentally appropriate, and professional behavior at all times. Non-compliance with this policy may result in a verbal warning, removal from the classroom, further action as determined by the mentor teacher, program director, and ECS program Chair, which may include Student Conduct of Concern. Your appearance is a reflection of your commitment to the safety and well-being of the children in your care.

Communication with Families

Student teachers may have the opportunity to interact with families. Respect is crucial for positive partnerships. Review the following article from Zero to Three to help you prepare <https://www.zerotothree.org/resources/92-how-to-communicate-with-parents>

Student Health Services

We are very interested in helping you stay healthy. CSUCI provides resources, please check this website <https://www.csuci.edu/caps/info-and-resources.htm> and keep in touch with your seminar instructor and university supervisor.

Physical Health

Maintaining physical health is imperative when working with young children. If you are looking for a way to stay physically healthy, check out the Campus Recreation website for opportunities <https://www.csuci.edu/recreation/>.
Emergency Form: Complete the emergency form (See Appendix F) and provide an electronic copy to your university supervisor, ECS 460 instructor, Gissell Toxqui, and your mentor teacher.

Visual/Audio Image Release Form:

- <https://waiver.smartwaiver.com/w/5bb638ff3>

SUGGESTED STUDENT TEACHING TIMELINE

Weeks	Student Teacher	Mentor Teacher	University Supervisor
1 – 2 <i>Getting Acquainted</i>	• Meet with MT/Director • Learn classroom routines and expectations • Observe children and teaching practices • Begin building relationships as children feel comfortable • Support daily tasks and small group activities with MT	• Orient student to the classroom • Share schedule, expectations • Model teaching practices • Review student teaching handbook and timeline together	• Introduce yourself to MT/Director via email • Publish Canvas page (ECS 461) • Review university supervisor handbook and expectations • Schedule the first two informal observations between weeks 3-6
3 – 6 <i>Developing Teaching Practice</i>	• Continue to build trust with children • Gradually increase classroom responsibility (e.g., read a story, work with small group, set up/clean up, suggest intentional materials/activities each week) • Continue written observations of children • Communicate learning goals with MT and university	• Gradually increase student responsibility (e.g., read a story, work with small group, set up/clean up, suggest materials/activities each week) • Provide weekly feedback on performance, progress, and learning goals • Support student teacher-child relationships	• Conduct two (2) informal observations (30-45 mins) • Provide feedback using pre-observation form (student) and informal observation form (supervisor) • Debrief with student (15 mins) • Highlight strengths and support goal setting • Upload graded

	supervisor Submit pre-observation form two days before each informal observation in Canvas (ECS 461)		forms to Canvas
Weeks	Student Teacher	Mentor Teacher	University Supervisor
7 – 8 <i>Midterm</i>	- Complete midterm disposition self-evaluation - Gradually increase teaching role (e.g, lead small/large group activities) - Begin brainstorming curriculum plans (3 activities) - Discuss ideas with MT - Submit pre-observation forms two days before informal observation in Canvas (ECS 461)	- Provide written feedback for midterm evaluation - Schedule meeting with student to review midterm evaluation - Gradually increase student responsibility (e.g, lead small/large group activities) - Support curriculum planning	- Conduct one (1) informal observation (30-45 mins) - Provide feedback using pre-observation form (student) and informal observation form (supervisor) - Debrief with student (15 mins) - Highlight strengths and support goal setting - Review and grade midterm dispositions evaluation - Upload graded forms to Canvas - Support curriculum planning
Weeks	Student Teacher	Mentor Teacher	University Supervisor

9 - 10 <i>Curriculum Planning</i>	• Gradually increase teaching role (e.g., implementing observed teaching strategies, supporting conflict resolution, leading transitions) • Develop lesson plans • Share drafts with MT, request specific feedback • Submit curriculum plan draft to course instructor for feedback and approval • Prepare materials for implementation • Coordinate with university supervisor and MT to schedule formal observations • Send approved plans to MT and the university supervisor (Canvas) two days before implementation	• Gradually increase student responsibility (e.g., supporting conflict resolution, leading transitions) • Invite student to applicable staff, parent, or professional development meetings • Provide weekly feedback on performance, progress, and learning goals • Review lesson plan drafts and provide feedback • Support student preparation for implementation	• Review approved curriculum plans in Canvas • Schedule two (2) formal observation visits between weeks 11-15
Weeks	Student Teacher	Mentor Teacher	University Supervisor

11 – 15***Implement
Activities***

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Continue to assume classroom routine and responsibility.• Implement a total of three (3) approved lessons (two with university supervisor, one with MT)• Reflect on feedback to prepare for the next activity• Complete final disposition self-evaluation• Plan your exit. Talk with MT about how to say goodbye to children. | <ul style="list-style-type: none">• Provide weekly feedback on performance, progress, and learning goals• Support implementation• Observe and provide feedback for one (1) of the three (3) lesson plans being implemented• Provide written feedback for final disposition evaluation• Schedule meeting with student to review final evaluation• Support student in planning their goodbye to children | <ul style="list-style-type: none">• Conduct two (2) formal observations• Evaluate performance using formal observation forms.• Debrief with student (15 mins)• Highlight student growth• Review and grade final dispositions evaluation• Upload graded forms to Canvas |
|---|---|---|

Remember, enjoy your student teaching experience, stay focused on your responsibility towards the children as learners!

Children must have at least one person who believes in them. It could be a counselor, a teacher, a preacher, a friend. It could be you. You never know when a little love, a little support will plant a small seed of hope.

Marian Wright Edelman - Activist



*Waiver: The contents of the handbook are subject to change.