**COLLEGE OF MENOMINEE NATION**

**The Framework of the Nine-Week Placement**

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| **Nine week**  **placement** | **Responsibilities** | **Assessments** |
| Week 1  *ORIENTATION* | * Most of this week is spent in orientation to the school, its personal, policies and schedules. * The student teacher is involved in classroom routines, observation, individual and small group work and assistance with larger group activities. * The student teacher learns about the students, their needs, interests, and abilities. | Note that the student is writing reflections and questions in spiral notebook – Appendix D |
| Week 2  *PARTICIPATION* | * The student teacher and cooperating teacher begin planning for the student teacher to gradually assume classroom responsibilities. * The student teacher attends school activities and meetings. * The cooperating teacher guides the student teacher in developing and implementing lesson plans in one or two class periods. | Student keeps a notebook of lessons he/she is planning and teaching with reflection comments on lessons that went well or what they might change. |
| Week 3  *PARTICIPATION* | * A student teacher is given more opportunity to assume responsibilities for teaching. * The cooperating teacher continues planning with the student teacher and gradually gives her/him full responsibility for teaching several more classes. * The cooperating teacher also guides the student teacher with developing, administering and using assessments as part of the planning process. | Assistance with planning and reinforcing classroom rules is important at this stage.  Also assist the student teacher with what assessments and activities are graded and recorded. |
| Weeks 4-7  *INDEPENDENT* | * For a period of at least 4 weeks, a student teacher has full teaching responsibility. * The cooperating teacher and the student teacher decide the time to begin full teaching responsibility. This includes planning instruction, using teaching strategies, assessing students, communicating with parents/families and maintaining a positive classroom environment. * With the supervision of the cooperating teacher, the student teacher is responsible for student grades at this time. * The cooperating teacher is present in the classroom, observing, assessing and suggesting strategies for the student teacher. (During week 4, a mid-term evaluation is completed by the student teacher, cooperating teacher and the college supervisor). | Cooperating teacher completes 2 formal evaluations – Appendix E  CMN Supervisor completes 2 formal evaluations -- Appendix E.  Principal is invited to visit/informal evaluation. To be arranged by cooperating teacher and student teacher. |
| Week 8  *PARTICIPATION* | * The cooperating teacher begins to decrease the student teacher’s load by one or two class periods each day. * By the end of the week, the student teacher is no longer the lead teacher, but assists the cooperating teacher who has resumed full responsibility for the classroom. The student teacher begins to prepare for the final evaluation. | The roles reverse and as the cooperating teacher takes over various class periods, the student teacher again becomes the assistant for small groups and individuals. |
| Week 9  *PARTICIPATION* | * Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities. | Final week, the final evaluation takes place with the CMN supervisor, cooperating teacher, and student teacher.  Cooperating teacher completes cumulative evaluation form –Appendix F. Cooperating teacher writes a letter of recommendation. |