1st placement checklist

*Place this form at the beginning of your binder with appropriate signatures*

- Emergency Contact Information (give to TED office, school site office and Cooperating Teacher)
- Multiple Subject (MS) Determine schedule:
  - 4 half days (morning)-until lunch, and 1 full day-not early release
- Single Subject (SS) Determine schedule:
  - 3 instructional hours five days per week
- Share summative evaluation form and TPEs with Cooperating Teacher
- Communicate course requirements with Cooperating Teacher
- Enroll on TaskStream: 17-18studentteach1st
- Schedule 4 visits with your supervisor
- Determine 1 week solo takeover at the end of the placement:
  - MS: 5 contiguous days, 4 half days, 1 full
  - SS: 5 contiguous days, teach 1 instructional hour/day
- Schedule 3-way Summative Evaluation Conference for the end of the placement

**BINDER**

Your binder should be available at all times for review by both your Cooperating Teacher and Supervisor. The binder is evidence for meeting many of the TPEs.

The list below are the specific requirements for the binder:

**SCHOOL/CLASSROOM INFORMATION:**
- School faculty/staff directory
- School policies
- Bell schedule
- Campus map
- Typical daily schedule
- Seating chart (designate students who are EL, have IEP or 504 plans, etc.)
- Behavior Management plan (developed by cooperating teacher)
UNIVERSITY REQUIREMENTS:

- Unit plan (can be a collaboration with cooperating teacher to help you understand scope and sequence)
- **15 lesson plans total for this placement:**
  - 9 specific to English Learners (EL)
    - MS: 3 small group listening/speaking, 3 small group reading/writing, 3 SDAIE
  - SS: 9 SDAIE
  - 1 specific to a student with special needs
    - You may use a lesson developed in Special Populations class
- All observed lessons and observation notes
- Standard 13 form filled out with all of the EL students in the classroom

- Summative evaluations

_______________________________  ________________
Candidate signature                     date

_______________________________  ________________
Cooperating Teacher signature           date

_______________________________  ________________
Supervisor signature                   date
2nd placement checklist
*Place this form at the beginning of your binder with appropriate signatures*

- Emergency Contact Information (give school site office and Cooperating Teacher)
- Multiple Subject (MS) Determine schedule:
  - WINTER QUARTER: 3 half days (morning)-until lunch, and 2 full day-not early release
  - SPRING QUARTER: 5 full days
- Single Subject (SS) Determine schedule:
  - WINTER QUARTER: Teach 3 hours/day, 5 days/week (2 instructional hours usually different courses, co-teach 1 instructional hour)
  - SPRING QUARTER: Teach 3 hours/day, 5 days a week AND team teach/assist 2 hours/day, 5 days/week.
- Share summative evaluation form and TPEs with Cooperating Teacher
- Communicate course requirements with Cooperating Teacher
- Enroll on TaskStream: 17-18studentteach2nd
- Schedule 4 visits with your supervisor
- Determine 2 week solo takeover at the end of the placement:
  - MS: 10 contiguous full days
  - SS: 10 contiguous days, 5 instructional hours/day
- Schedule 3-way Summative Evaluation Conference for the end of the placement

**BINDER**
Your binder should be available at all times for review by both your Cooperating Teacher and Supervisor. **The binder is evidence for meeting many of the TPEs.**
The list below are the specific requirements for the binder:

**SCHOOL/CLASSROOM INFORMATION:**
- School faculty/staff directory
- School policies
- Bell schedule
- Campus map
- Typical daily schedule
- Seating chart (designate students who are EL, have IEP or 504 plans, etc.)
- Behavior Management plan (developed by cooperating teacher)
UNIVERSITY REQUIREMENTS:

- Unit plan (can be a collaboration with cooperating teacher to help you understand scope and sequence)

- **30 lesson plans total for this placement:**
  - 9 specific to English Learners (EL)
    - MS: 3 small group listening/speaking, 3 small group reading/writing, 3 SDAIE
  - SS: 9 SDAIE
  - 1 specific to a student with special needs
    - You may use a lesson developed in Special Populations class

- All observed lessons and observation notes

- Standard 13 form filled out with all of the EL students in the classroom

- Enroll in TED 6999 in Spring quarter to fulfill Alternate Placement requirement (For candidates in year long single classroom placements only)

- Summative evaluations

_______________________________   _______________
Candidate signature              date

_______________________________   _______________
Cooperating Teacher signature    date

_______________________________   _______________
Supervisor signature             date