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
- Watch videos with Cooperating Teacher
- Share summative evaluation form and TPEs with Cooperating Teacher
- Communicate course requirements with Cooperating Teacher
- Enroll on TaskStream: 16-17studentteach1st
- 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.
- Watch videos with Cooperating Teacher
- Share summative evaluation form and TPEs with Cooperating Teacher
- Communicate course requirements with Cooperating Teacher
- Enroll on TaskStream: 16-17 student teach 1st
- 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