

**California State University Northridge  
Department of Elementary Education**

**Integrated Teacher Education Program**

**First Semester Student Teaching Checklist**

**The following requirements must be met by the end of the student teaching experience. Initial each requirement and have your supervising teacher and university supervisor sign off below that the requirements have been met.**

Timeline:	Requirement:	Completed (please initial)
Early Field Experience	Complete Early Field Experience in your student teaching classroom, based on expectations given to you by your university supervisor, seminar instructor, EED 477B instructor, and the Field Experience Office.	
Throughout	Create a Seating Chart showing ELD/Special Needs/GATE –submit to University Supervisor during first week of student teaching. Place copy in Notebook.	
	Maintain a weekly Reflective Journal – completed for the University Supervisor, based on University Supervisor requirements.	
	Keep a Student Teaching Notebook available in the student teaching classroom that includes a planbook <u>and all lesson plans</u> required by the program and supervising teacher <b>(with completed reflections)</b> .	
Lesson Plans	In first two weeks, written lesson plans must be submitted for every lesson. <u>Minimum number</u> of lesson plans <u>per subject area per week</u> – “2 or 3 days of instruction per week/1 plan may last more than 1 day” WITH “informal/formal assessment for EACH day of instruction”.	
Weeks 1 - 4	Teach one lesson in Language Arts during Week 1. Write lesson plan using department format. Submit plan at least 24 hours in advance to supervising teacher. Include “essential questions” for all lesson plans, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests)	
	Teach some lessons in Language Arts during Week 2. Write lesson plans using department format. Submit plans at least 24 hours in advance to supervising teacher. May add Math lessons. Include “essential questions” for all lesson plans, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests)	
	Continue to teach Language Arts. If Math lesson not started in Week 2, <u>must add</u> at least one lesson in Math in Week 3. Write lesson plans using department format. Submit plans at least 24 hours in advance to supervising teacher. Include “essential questions” for all lesson plans, <u>except “routines”</u> related to subject areas (e.g. spelling test/dictation, blending, timed arithmetic math tests)	
Weeks 5-9	Continue to ADD to your teaching responsibilities in BOTH subject areas. Include transitions and classroom management tasks, such as taking attendance.	
	Write <u>brief lesson plans</u> (without essential questions) after your university supervisor gives permission to omit essential questions.	
	Review grading system; help record grades in gradebook; know components of report card.	
Week 10 Final Exam	<u>Final week of student teaching:</u> Teach all morning for one week, including transitions, based on supervising teacher approval.	

Student Teacher Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Supervising Teacher Name: \_\_\_\_\_ Signature: \_\_\_\_\_

University Supervisor Name: \_\_\_\_\_ Signature: \_\_\_\_\_