

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

First Semester Student Teaching Checklist

The following requirements based on the TPEs must be met by the end of the student teaching experience. The student teacher should record tardiness, early departures, and absences in the appropriate column. The mentor teacher and student teacher should initial each requirement as it is met. Once completed, the mentor teacher, university supervisor, and student teacher sign off below that all requirements have been met.

Timeline	Late/ Absent	Requirement	Mentor Teacher	Student Teacher
Early Field Experience (before student teaching)	n/a	Complete Early Field Experience in your student teaching classroom, based on expectations given to you by your university supervisor, seminar instructor, EED 477B or EED 520 instructor, and the Field Experience Office. Attend on a regular basis.		
Throughout	n/a	Keep and maintain a Student Teaching Binder available in the student teaching classroom that includes: <ul style="list-style-type: none"> • <u>all written lesson plans</u> required by the program and mentor teacher with written reflections completed after each lesson • a detailed planbook that includes all lessons for the week; highlight all lessons you taught and activities you led • an updated classroom map that includes a seating chart indicating ELD (with levels)/Special Needs/GATE students, etc. 		
		Maintain a weekly Reflective Journal based on university supervisor requirements.	n/a	
		Shadow your teacher by attending professional development meetings, grade level meetings, field trips, etc. (if your CSUN schedule allows).		
		Review grading system, help record grades in gradebook, know components of report card, observe parent-teacher conferences, etc.		
		Collaborate with your mentor teacher to arrange visits to other classrooms to observe different teaching styles, classroom management, room set-up, etc.		
Week 1		Teach 1-2 lessons in either Language Arts or Math. Write lesson plan(s) using department format. Refer to lesson plan legend (which provides details on how to write each section of your lesson plan). Submit lesson plan at least 24 hours in advance to mentor teacher and university supervisor.		
Week 2		Teach lessons in Language Arts, ELD*, and Math. Teach at least 2-3 lessons total. Write lesson plans using department format. Refer to lesson plan legend (which provides details on how to write each section of your lesson plan). Submit lesson plan at least 24 hours in advance to mentor teacher and university supervisor.		
Weeks 3-4		Continue to teach lessons in Language Arts, ELD*, and Math. During these two weeks teach at least 4-6 lessons total. This total includes the three lessons for edTPA. Write lesson plans using department format. Refer to lesson plan legend (which provides details on how to write each section of your lesson plan). Submit lesson plan at least 24 hours in advance to mentor teacher and university supervisor.		
Weeks 5-9		Continue to add to your teaching responsibilities in Language Arts, ELD*, and Math and increase the number of lessons taught each week. Include transitions and classroom management tasks, such as leading the morning routine.		
		Based on the developmental level of the student teacher, the university supervisor and mentor teacher may approve the writing of brief lesson plans.		
		During Week 9, student teacher and mentor teacher are encouraged to co-teach. Discuss plans for takeover with mentor teacher.		
Week 10 Final Exam		<u>5 consecutive days of takeover</u> : Teach all morning for one week. Written evidence of planning required. No exceptions for visiting other classrooms, mentor teacher teaching lessons, etc.		

*ELD lessons should be taught if English Learners are present in the classroom.

Student Teacher Name: _____ Signature: _____

Mentor Teacher Name: _____ Signature: _____

University Supervisor Name: _____ Signature: _____