California State University Northridge
Department of Elementary Education

Second 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, 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: • all written lesson plans 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.		
		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 2-3		Add second subject area. Each week teach at least 4-6 lessons total. This total includes the three lessons for edTPA. When teaching lessons in Language Arts, add in some ELD lessons if English Learners are present in the classroom. 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 4		Add third subject area. Teach at least 6-8 lessons this week and increase responsibility for teaching and managing transitions. 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 5-8		Increase the number of lessons taught each week. Continue to add to your teaching responsibilities, adding lessons in history-social science, science, physical education, health education, and visual and performing arts, if not taught in the first four weeks. 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 for subjects previously taught.		
		During Week 8, student teacher and mentor teacher are encouraged to co-teach. Discuss plans for takeover with mentor teacher.		
Week 9-10 Final Exam		10 consecutive days of all-day takeover. Teach all day for two weeks. Written evidence of planning required. No exceptions for visiting other classrooms, mentor teacher teaching lessons, etc.		

Student Teacher Name:_____Signature:_____

Mentor Teacher Name:_____Signature:_____

University Supervisor Name:_____Signature:_____