

# Pre-Planning Experience Teacher Candidate Log



## University of West Georgia Office of Field Experiences

Teacher Candidate \_\_\_\_\_

School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

**Beginning of School Experience  
Information Sheet  
Fall**

**Who participates?**

*Teacher Candidates/Interns who will be graduating Fall or Spring of this academic school year are encouraged to participate. (PHED, ART, MUSC, FORL excluded)*

**When do I report to the school?**

*You should report on the first day of Pre-Planning for faculty and continue to participate through the first week of school with the students.*

**Why should I participate?**

*It is important to see how teachers prepare for the beginning of the school year. This will also be valuable time spent with your assigned cooperating teacher planning and discussing your role for the semester.*

**Will my University Supervisor be visiting during this time?**

*No. However, you will have an attendance log that will document your time spent for this experience. Your Cooperating Teacher will sign the log verifying your participation.*

**If I participate, will my Field Experience end earlier in the semester?**

*Yes. Those who participate fully in the "BSE" will be allowed to end the fall field experience on the Friday prior to Thanksgiving break.*

**Should I let my Cooperating Teacher know that I will be participating in Pre-Planning and the first few days of school with the students?**

*Yes. Contact your teacher via email to introduce yourself and to share that you will be reporting early.*

**What if I live in a dorm? Will I be able to move in early so that I can participate in the BSE?**

*Dorms will not be open for move in prior to the start of UWG.*

**If my living arrangements prohibit me from participating at my assigned school, can I participate at a more convenient school?**

*Only Interns who live far from their assigned school (50 miles or more) and won't be able to move early will be allowed to make arrangements to have the Beginning of School Experience at a more convenient school location. If this is the case, you must notify the Program Coordinator of your program of study of your situation.*

## Information for Cooperating Teachers

The University of West Georgia would like to thank you for participating in the Beginning School Experience. This experience will be a valuable learning opportunity for our teacher candidates. The goal of this experience is to give the teacher candidates the skills and knowledge needed to successfully navigate their own first weeks of school as a beginning teacher.

You should expect the teacher candidate to be an active participant in all activities during preplanning and in the classroom during the first days of school. This may include attending staff and grade level meetings, student registration and/or open house, and professional development opportunities.

The teacher candidate is expected to be on time and present each day. That said, you and the candidate are invited to negotiate which experiences will be most beneficial to determine the number of hours he/she will be in attendance each day.

*NOTE: Some students will need to be excused from Beginning School Experience for final exams at UWG. The teacher candidates who are taking finals will need to make you aware of this on their first day.*

During this experience, the teacher candidate will be shadowing/observing and is expected to keep a log of attendance and activities. Candidates will also be advised to ask for suggestions and feedback and to engage in as many preplanning activities as possible during this time. You may assign various duties at your discretion, keeping in mind the goal of the experience is for the teacher candidate to observe the reality of what it's really like to be a teacher during the first days of school.

We are asking that cooperating teachers complete and sign a brief evaluation of the teacher candidate's professionalism and attendance during this experience. The candidates will be responsible for submitting the form.

Thank you again for participating in this valuable learning opportunity. Please contact **Cindy Saxon (csaxon@westga.edu)** if you have questions about the Beginning School Experience.

## Information for Teacher Candidates

The goal of the Beginning School Experience is to give you the skills and knowledge needed to successfully navigate your own first days of school when you transition to becoming a teacher. During this experience and throughout your teaching career, you will need and can expect guidance from accomplished teachers.

You are expected to be on time and present each day. Keep in mind, this may include attending staff and grade level meetings, student registration and/or open house, and professional development opportunities.

*NOTE: Some of you will be excused from Beginning School Experience for final exams at UWG. Those of you taking finals will need to make your cooperating teacher aware of this on your first day.*

During this experience, you will be shadowing/observing and you are expected to keep a log of attendance and activities. You should be asking for suggestions and feedback and striving to be actively engaged in as many preplanning activities as possible during this time.

You and your cooperating teacher may negotiate which activities are most beneficial to your learning experience, keeping in mind the following learning objectives. During this experience, candidates will:

- Become familiar with the school curriculum and supplemental resources.
- Examine important information about the students and their families and explore how to use this information to establish a welcoming and inclusive school and classroom.
- Discover ways to establish a classroom management system that creates structure, harmony, and community in the classroom.
- Gain a sense of how assessment data are used to plan and organize instruction.
- Begin building a toolbox of practical ideas for the process of planning and implementing individualized and group instruction.
- Experience the many professional roles that teachers play in the support of their students, families, and colleagues.

## **Getting the most out of your experience:**

Take advantage of this opportunity! Be an active learner. Ask questions. Participate. Show your enthusiasm. And reflect. If you and/or your cooperating teacher are not sure what you should be doing at any point, here's a list of things you can consider:

- Visit other classrooms or shadow another teacher for a short duration
- Find important information about the school climate and expectations and spend some time reading (e.g. teacher/student handbooks, school policies, emergency procedures)
- Interview your cooperating teacher about the use of assessment data to guide instructional planning
- Examine grade level curricular materials and lesson plans
- Review student files, assessment data, and IEP plans
- Explore the media center, library, and look for other supplemental instructional resources available at the school
- Find out what support services and related services personnel are offered through the school
- Become familiar with the behavior management and discipline plans at the school-wide AND classroom levels

**Classroom/Cooperating Teacher Evaluation of  
Teacher Candidate's Performance  
Beginning of School Experience  
Fall**

<b>Teacher Candidate:</b>	
<b>Cooperating Teacher:</b>	<b>Grade Level:</b>
<b>School:</b>	

**I. Attendance Record: Please initial each day the teacher candidate was in attendance and note if the candidate was tardy.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 Dates:</b>					
<b>Week 2 Dates:</b>					

**II. Professionalism Evaluation**

Professionalism	Excellent	Satisfactory	Poor
Demeanor (professional appearance, attitude)			
Attendance			
Initiative (self-starter, inquisitive)			
Communication Skills			
Ability to carry out tasks with minimal direction			
Overall Rating			
Comments:			

**Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

## Candidate Field Log

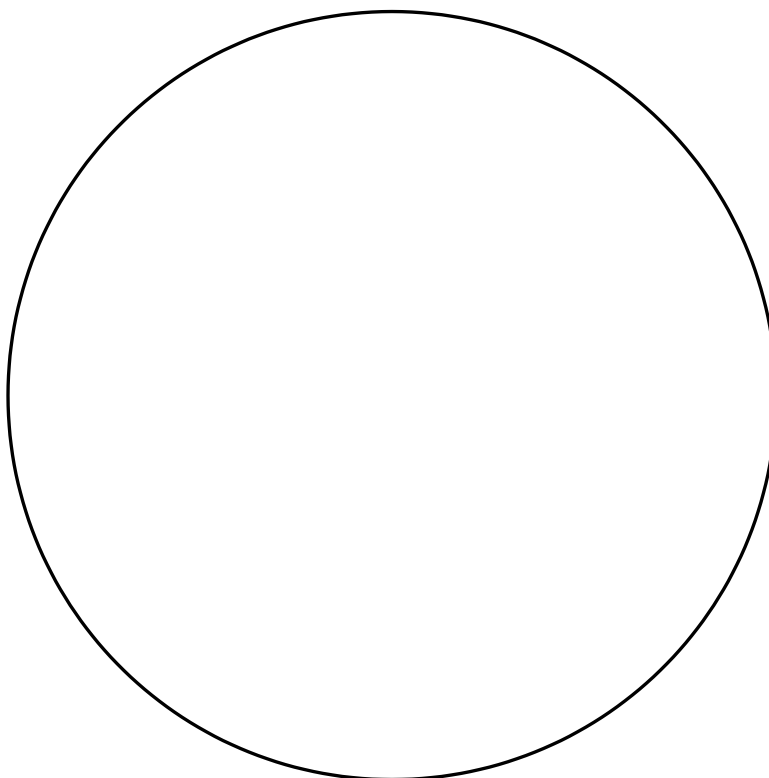
Your cooperating teacher will keep and sign a log of your attendance. He/she is also being asked to evaluate your professionalism during this experience. In addition to submitting the cooperating teacher evaluation, you are asked to complete two (2) brief tasks described below. **Submit these tasks with your attendance and professionalism evaluation to your University Supervisor.**

### Task 1:

Beginning teachers often struggle with the reality of the expectations and job responsibilities associated with the beginning of the school year. After you've had the opportunity to observe, sketch a pie chart showing how most teachers at your school are expected to spend their time during pre-planning.

You may consider using these categories, or you can create your own.

- Attending Meetings
- Planning instruction
- Setting up the classroom
- Attending professional development
- Interacting with parents/students
- Others (please include labels for each category)



## **Task 2:**

Complete a log or reflection of your learning experience. You may choose to keep a daily log with anecdotal notes about what you are learning, or you may choose to summarize your experience in a written reflection. In either case, please address the following questions in your writing:

- What are the school's vision, mission, and beliefs? How have these been communicated to teachers, families, students, or others during your experience? What evidence do you see that these values and beliefs drive the way things are done at the school?
- What kinds of instructional resources and technology (outside of textbooks) are available at the school? How might you use these to supplement student learning this year?
- What have you learned about the demographics of the school and/or your classroom? How can you use this knowledge of student backgrounds to create a culturally responsive environment that maintains high expectations for all students this year?
- What things did you observe your cooperating teacher doing to establish a positive behavior management plan and to set classroom rules and routines? What can you do to help to maintain these expectations throughout the year?
- How does the teacher know where to start with instruction? What kinds of assessments are used? How are assessment data used to guide instructional decisions at the beginning of the year?
- How does the teacher plan instruction for the year? What curricular materials is he/she using? How is the scope and sequence determined? What strategies does the teacher use to plan for variations of the scope and sequence to meet individual student needs (e.g. grouping, technology, and other planned supports)?
- What did you find surprising or unexpected about your experience? How have your ideas about the first days of school been influenced by your experience?