By now you are settled into your classroom/school community and have developed a routine. We hope the information below will serve as little reminders and helpful tips as you move forward into your third week of student teaching.

**By now you have:**

- Scheduled a weekly meeting time with your cooperating teacher to plan and review upcoming events.
- Discussed how you will review daily lesson plans in order to provide feedback.
- Filled out the Take-Over plan to cover the first four weeks of the semester.
- Met with your university supervisor for your initial meet and greet and are planning for your first formal observation.
- Assumed “housekeeping” responsibility including but not limited to taking attendance, hall duty, morning opening, bus duty, etc.
- Set up your binder to collect all lesson plans. University supervisors will be reviewing the lessons plans at the time of the observation.

**Some items to consider for the upcoming few weeks:**

- Review the evaluation tools (midterm and final) with your cooperating teacher.

**Remember to:**

- Have a clear system in place should there be a school delay.
- Discuss the plan should you become ill. Lesson plans must be provided for any lesson you are responsible for teaching on the day you are out. You must e-mail your supervisor and call if this occurs on a scheduled observation day.
- Complete a lesson plan for every lesson taught. Plans must be submitted to the CT two full days prior to the implementation.

**Think about it:**

Without a doubt, we know that when students are actively engaged in a lesson they are more likely to learn and reach the outcome of your objective.
But how do you know when students are engaged?
   Is it the smiles you see when you look out at your students?
   Is it the answer you receive from one student when you ask a question?

If engagement is the active participation in the learning experiences in order to construct meaning, do the above examples illustrate student engagement?

Think about your instructional design. Try to add some elements of cooperating learning when students are working on guided practice of a skill.

One to share – Pair-Check (Spencer Kagan)
   1. Establish pairs
   2. Give each pair a set of problems to solve.
   3. Person one does the first problem, while person two acts as a coach. When they agree on a solution, they move to the next problem.
   4. Person two completes the second problem, while person one acts as a coach. They work on this until they agree on the solution.

Continue this process until problems are completed.

We will be sending *In the Field* a few times each semester. Please let us know your thoughts and any feedback you may have.

REMEMBER – We are here to support you. We can’t hear what you are thinking. Reach out for support!

-Holly