

Saint Louis University School of Education
"Reflective practitioners dedicated to excellence in service to others."

PLANNING SCHEDULE FOR SEMESTER

*Responsibilities should gradually increase over the semester. The teacher candidate should assume full responsibility (solo teaching) for the classroom for a **minimum of two weeks**. Please provide a copy of your schedule to your University Supervisor and Cooperating Teachers.*

Name:

Field Work Site:

Grade Level/ Content:

Week	Date	Responsibilities/Content:
1		
2		
3		
4		
5		
6		
7		
8		
9		

Week	Date	Responsibilities/Content:
10		
11		
12		
13		
14		
15		

REFERENCES

- Bacharach, N., Heck, T. & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*. 32(1), 3-13. Retrieved from <http://www.washingtoncoteach.com/documents/Changing%20the%20Face%20of%20StudentTeaching%20through%20Coteaching.pdf>
- Badiali, B. & Titus, N. (2010). Co-teaching: Enhancing student learning through mentor-intern partnerships. *School-University Partnerships*. 4(2), 74-80.
- Cook, L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*. 28(3), 1-17.
- Friend, M. & Bursuck, W. M. (2011). *Including students with special needs: A practical guide for classroom teachers*. Boston: Pearson.
- Perez, K. (2012). *The co-teaching book of lists*. San Francisco: Jossey-Bass.
- Schwab Learning. (2003). Collaboratively speaking; A study on effective ways to teach children with learning differences in the general education classroom. *The Special Edge*, 1-4.