## CSUteach Field Experiences

### Pre-Apprentice Teaching Experiences

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| **Step 1** | **Focus: Elementary Classroom (GR 3-6)**  
- 14 in-class hours by pre-apprentice in an elementary school classroom (GR 3-6), including two hours of observation for six weeks and two one-hour teaching experiences  
- Two to four hours in groups, students will observe in a middle school classroom | - In groups of two to three, students complete five observations prior to teaching. Observations are both guided and participatory. Students are expected to engage in a small group learning experience and assist the mentor teacher with part of a lesson.  
- Co-plan and co-teach one standards based hands-on inquiry lesson with a CSUteach member  
- In groups, students observe and participate in a high school classroom |
| **Step 2** | **Focus: Middle School (6-9)**  
- 14 in-class hours by pre-apprentice in a middle school classroom (6-9), including two hours of observation for six weeks and two one-hour teaching experiences  
- Two to four hours in groups, students will observe in a high school classroom |  |

Students concurrently enrolled in Step 1 and Step 2 complete 32-36 hours in a middle school classroom, including four one-hour teaching experiences.

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<td><strong>Classroom Interactions (CI)</strong></td>
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- The clinical experience associated with Classroom Interactions consists solely of the Middle School setting, GR 7-8.  
- 40 hours of in-class time total in a middle school classroom  
- Students concurrently enrolled in Step 2 will complete a total of 58 in-class hours; there will be no high school component. |  
- Observe a minimum of three hours per week  
- Plan and implement three lesson plans using the 5E lesson plan template, additional teaching experiences encouraged  
- Implement a five day learn segment |

*Students will be videotaped as part of their Teacher Performance Assessment; Video Consent Forms upon request*
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| Apprentice Teaching 1 (AT1) | Generally, a minimum of five hours of in-class time per week for a total of 80 hours by the end of fall semester. CSUteach encourages AT1 students to commit to as many hours of in-class time as their schedules allow. | • Observe and assist with individual and small group instruction.  
• Engage in extensive co-planning and co-teaching with mentor teacher  
• Teach a mini unit (150 minutes of instruction equivalent) problem-based lesson (PBL) by late October. This mini unit will be used for the Teacher Performance Assessment (including videotaping).  
• Following the PBL, teach two to three times a week until the end of the semester  
• Allow time for reflection (i.e. observation follow up forms, triad conferences) |
| Apprentice Teaching 2 (AT2) | Five full days per week over 12 consecutive weeks encompassing the third grading period of the year where possible, following the same schedule and time obligations as mentor teachers. AT2 students are expected to attend parent-teacher conferences, faculty meetings, Open Houses, etc. | • Observe and assist with individual and small group instruction.  
• AT2 student bears a full load of mentor teacher responsibilities starting the third week, or earlier if mentor and supervisor agree that the student is ready to do so.  
• Teach three to five PBL segments as part of the Teacher Performance Assessment (including videotaping). Submits completed Teacher Performance Assessment in April.  
• Teach a two week project-based unit  
• Gain experience creating and grading assessments  
• Allow time for reflection (i.e. observation follow up forms, triad conferences)  
• Attend compulsory seminars during the semester |

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