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| **The timeline below is a guide.**  **Students will move at a pace deemed appropriate by their cooperating teacher and supervisor.**  **edTPA is cancelled for SP24** | | | |
| **Week** | **Student** | **Cooperating**  **Teacher** | **Supervisor** |
| **1**  **1/8** | •Attend meetings with your coop  •Learn students’ names (if in a new placement)  •Introduce yourself to office staff and other teachers (if in a new placement)  •Assuming you were teaching some content in the fall, continue with this responsibility  •Watch carefully the re-teaching of routines and procedures  ~~•Send home edTPA permissions~~  •Submit a schedule to your supervisor on Canvas on Fridays by 5 pm (weekly) | •Attend meetings with your student teacher  •Set aside time to talk about a schedule for taking over responsibilities  •Share information about students  •Introduce your student teacher to staff (if this is a new placement)  •Discuss use of school materials, such as the copy machine, computers, library books, curriculum-related items (if this is a new placement)  •Share weekly feedback with student teacher and supervisor  ~~•Work with student teacher to choose a lesson for edTPA~~ | •Conduct an opening meeting with all cooperating teachers and students to set roles and responsibilities  •Schedule first seminar (see handbook for agenda)  •Begin scheduling observations  •Monitor attendance  •Check weekly schedules  •Teach abroad candidates do not attend seminar after spring break |
| **2**  **1/15** | •Increase level of responsibility in routines and procedures (attendance, transitions, arrival/dismissal, homework, monitoring)  •Begin planning lessons with your cooperating teacher  •Request feedback from cooperating teacher  ~~•Monitor edTPA permissions~~  ~~•Commit to a plan for edTPA recording~~  ~~•Complete edTPA Planning Commentary~~  •Submit lesson plans and schedule to supervisor on Canvas | •Begin joint lesson planning with your student teacher  •Consider a co-teaching model to build confidence and competence  •Offer written feedback to student with strengths and next steps outlined  •Share weekly feedback with student teacher and supervisor  •Discuss gradual release of responsibility with your student teacher | •Conduct observations  •Work with other supervisors to design seminars  •Send email to check in with coops about any concerns  •Document concerns with a support plan and notify SCE  •Monitor attendance  •Check weekly schedules and lesson plans |
| **3-4**  **1/22-2/2** | By the end of Week 4, students should be able to:   1. Plan individual lessons with learning outcomes clearly specified 2. Perform paperwork duties, such as attendance and grading with some efficiency 3. Manage student behavior with some efficiency 4. Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.) 5. Utilize some generic teaching methods as appropriate (i.e., lectures, demonstrations, small and large group discussions, independent work, explicit instruction, conferencing) and articulate reasons for using these methodologies 6. Begin to adapt teaching techniques and purposes for learners with special considerations 7. Make modifications and accommodations for students with IEPs and 504 plans 8. Master the curriculum content of the level being taught 9. Prepare assessment devices to measure achievement of learning outcomes | | |
| •During these weeks, you should be increasing your responsibility to prepare for takeover  •Work with your cooperating teacher to design a takeover plan  •Share this plan after your midterm evaluation meeting  ~~•Complete and submit edTPA prior to beginning your full takeover~~  •Submit lesson plans and schedule to supervisor | •Conduct a formal observation to prepare documentation for the final evaluation  •Communicate concerns with student and supervisor  •Celebrate strengths to build confidence  •Work with student to design a takeover plan, outlining roles and responsibilities for each of you  •Share weekly feedback with student teacher and supervisor | •Continue observations  •Continue seminars  •Contact cooperating teacher to discuss progress  •Work with students to prepare them for the full takeover experience  •Monitor attendance  •Check weekly schedules and lesson plans |
| **5-9**  **2/5-3/8** | •Assume full responsibility for your classroom  •Submit lesson plans and schedule to supervisor  •Request feedback  •Plan for and facilitate parent-teacher conferences  •Ask for help when needed  •Meet for final evaluation  •HAVE FUN! | •Release all responsibility to your student teacher  •Consider participating by:   1. Assisting with a lesson 2. Working with individual students 3. Aiding in student evaluation 4. Making frequent observations throughout the day in the classroom 5. Implementing a coteaching model   •Share weekly feedback with student teacher and supervisor  •Meet for final evaluation | •Continue observations  •Continue seminars  •Check in with cooperating teachers weekly to monitor celebrations and concerns  •Monitor attendance  •Check weekly schedules and lesson plans  •Meet for final evaluation |
| \*\*\*\*\*Last day for Teach Abroad candidates FRIDAY, MARCH 8\*\*\*\*\* | | | |