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| **The timeline below is a guide.**  **Candidates will move at a pace deemed appropriate by their cooperating teacher and supervisor.** | | | |
| **Week** | **Candidate** | **Cooperating**  **Teacher** | **Supervisor** |
| **1-3**  **1/5-1/23** | •Attend meetings with your coop  •Learn students’ names  •Introduce yourself to office staff and other teachers  •Be helpful and receptive to new responsibilities  •Watch carefully for routines and procedures  •Begin the routine of submitting a schedule to your supervisor on Canvas on Fridays by 5 pm | •Attend meetings with your student teacher  •Set aside time to talk about your routines and procedures  •Share information about students  •Introduce your student teacher to staff  •Discuss use of school materials, such as the copy machine, computers, library books, curriculum-related items  •Share weekly feedback with student teacher and supervisor | •Conduct an opening meeting with all cooperating teachers and candidates to set roles and responsibilities  •Schedule first seminar (see handbook for agenda)  •Begin scheduling observations  •Monitor attendance  •Check weekly schedules |
| **4-5**  **1/26-2/6** | •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  •Send 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 |
| **6-9**  **2/9-3/6** | By the end of Week 9, candidates 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  •Submit lesson plans and schedule to supervisor | •Conduct a formal observation to prepare documentation for the midterm evaluation  •Communicate concerns with student and supervisor  •Celebrate strengths to build confidence  •Work with student teacher to design a takeover plan, outlining roles and responsibilities for each of you  •Complete midterm evaluation and meet with student teacher and supervisor to discuss progress  •Share weekly feedback with student teacher and supervisor | •Continue observations  •Continue seminars  •Complete midterm evaluation and meet with candidate and cooperating teacher to discuss progress (all midterms completed by the end of Week 10)  •Work with candidates to prepare them for the full takeover experience  •Monitor attendance  •Check weekly schedules and lesson plans |
| **10-15**  **3/9-4/24**  **(includes spring break)** | •Assume responsibility for your classroom **for a minimum of four weeks/20 school days.**  **•**Spring break might occur before or during takeover  •Spring break days do not count toward takeover  •Submit lesson plans and schedule to supervisor  •Request feedback  •Ask for help when needed  •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 | •Continue observations  •Continue seminars  •Continue midterm meetings  •Check in with cooperating teachers weekly to monitor celebrations and concerns  •Monitor attendance  •Check weekly schedules and lesson plans |
| **16**  **4/27-5/1** | \*\*\*\*\*Full takeover may be extended based on individual needs\*\*\*\*\* | | |
| •Work with your cooperating teacher to plan for turning over responsibilities  •With permission, arrange to observe in other classrooms and possibly other schools  •Consider expressing gratitude to those who supported you during the semester  •Complete the final self-evaluation and enjoy your meeting with your supervisor and cooperating teacher. | •Work with your student teacher to plan for resuming your role as head teacher  •Consider a classroom celebration to ease the stress of your student teacher’s departure  •Complete final evaluation and meet with student and supervisor to discuss progress | •Continue observations  •Continue seminars  •Complete final evaluation and meet with student and cooperating teacher to discuss  •Monitor attendance  •Check weekly schedules and lesson plans |
| \*\*\*\*\*THE EARLIEST COMPLETION DATE FOR STUDENT TEACHING IS FRIDAY, MAY 1\*\*\*\*\* | | | |