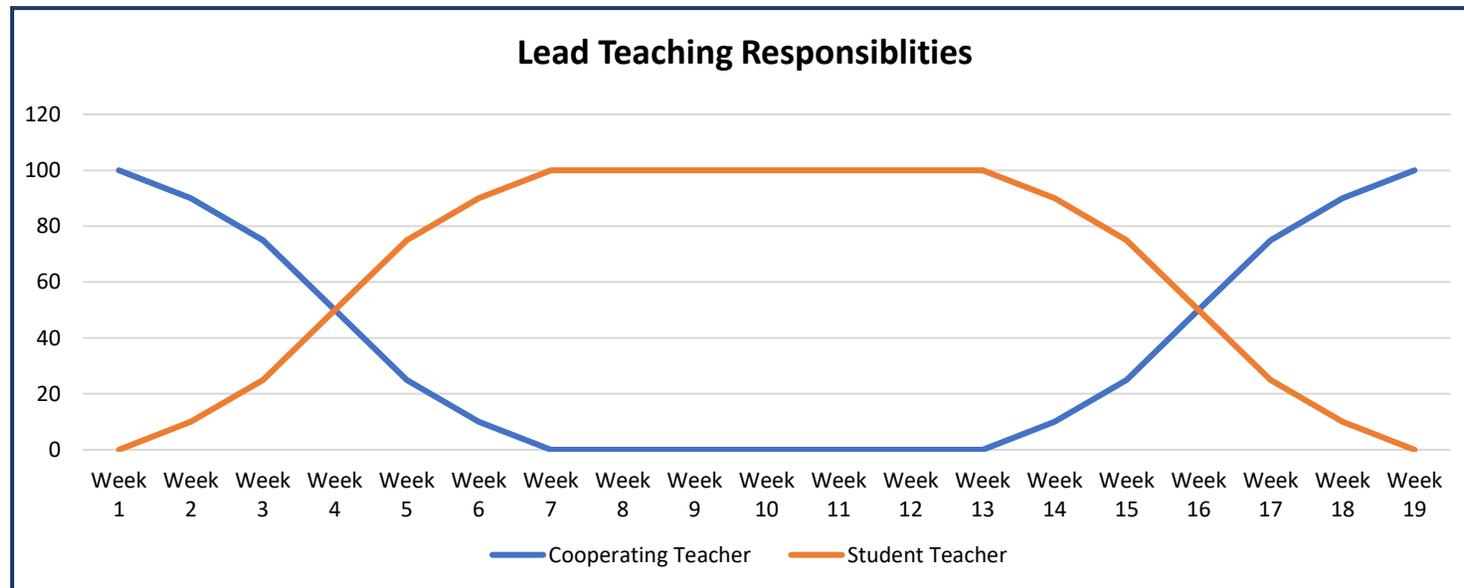


Release of Teaching Responsibility/ Immersion into Classroom Teaching



*This document serves as a guide to the introduction and pacing of various activities, tasks, and responsibilities associated with student teaching. It is not intended to offer an exhaustive list of responsibilities, as the expertise and professional judgments of cooperating teachers and university supervisors may dictate alternate pacing and responsibilities. In addition, every teacher candidate is unique and developmental readiness may vary. **All student teachers are required to assume full lead teaching responsibilities for a minimum of seven weeks, with more time encouraged.** Student teachers should be teaching in some capacity for the entire semester even after the minimum requirement is met.*

*Our program's goal is to provide appropriate supports while still holding high expectations of our teacher candidates. **Should concerns arise about a student teacher's performance, effort, or attendance, it is critical that the University Supervisor or Director of Field Placements be notified so that quick intervention can be taken.***

Week 1	Goal/Highlights: The cooperating teacher and student teacher discuss and come to a mutually agreed upon plan for gradual immersion into full-day teaching. Plans for participation in teaching lessons during week two are discussed. Determine clear expectations for submission of daily lesson plans as the student teacher takes on more teaching responsibilities.	
	Cooperating Teacher	Student Teacher
Early Start: 8/13—8/17 Typical Start: 9/4—9/7	<ul style="list-style-type: none"> Introduces the student teacher to other school personnel, including but not limited to, grade level colleagues, special education team members, office staff, and administrative staff Explains classroom routines, procedures, and systems as well as any school-wide policies Ensures student teacher understands mandatory reporting process for suspected abuse Provides policies, procedures, and locations of materials/supplies for preventing spread of infectious diseases Secures access to necessary technology and building (identification card, logins, etc.) Provides curriculum pacing guides, teacher materials, and other instructional resources Models effective planning, instruction, and classroom management 	<ul style="list-style-type: none"> Observes the cooperating teacher in various teaching situations Learns about lesson and unit plan expectations from CT Participates in the work of the classroom by: <ul style="list-style-type: none"> learning the names of the students taking part in class discussions assembling or bringing necessary materials/resources helping individual students with their work helping distribute and collect papers and materials taking attendance and keeping records preparing instructional materials operating technology (SmartBoard, document camera, etc.) Copies and distributes permission forms for edTPA recording to students
Week 2	Goal/Highlights: The cooperating teacher and student teacher come to a clear agreement of how teaching responsibilities will be increased over the following weeks. They work together to identify an appropriate class (secondary) and determine the week that edTPA lessons will be delivered. The academic focus should be guided by curriculum pacing guides and typical instruction should not be interrupted by the edTPA teaching cycle. Should the student be starting their placement in advance of the start of seminar, this schedule can be adjusted.	
	Cooperating Teacher	Student Teacher
Early Start: 8/20—8/24 Typical Start: 9/10—9/14	<ul style="list-style-type: none"> Continues to model effective planning, differentiated instructional strategies, and assessment decisions Shares school calendar, including required events such as parent-teacher conferences, staff meetings, and professional development days 	<ul style="list-style-type: none"> Co-teaches and/or assists with lessons throughout the day Continues to observe cooperating teacher Observe additional master teachers Creates lesson plans and prepares to lead teach one (1) subject or class period in week three (3)

Week 3	Goal/Highlights: Discuss whether the communication of feedback is working effectively for both the cooperating teacher and the student teacher. If necessary, utilize a mutual journal or other tool for recording observations/suggestions (on the part of the cooperating teacher) and self-evaluation/ideas for future planning (on the part of the student teacher). The student teacher arranges the <u>first</u> observation with the university supervisor, making sure to communicate and confirm this with the cooperating teacher.	
	Cooperating Teacher	Student Teacher
Early Start: 8/27–8/31 Typical Start: 9/17–9/21	<ul style="list-style-type: none"> Provides regular feedback to student teacher—including strengths, areas for growth, and support Continues to model effective planning, differentiated instructional strategies, and assessment decisions 	<ul style="list-style-type: none"> Prepares plans for and lead teaches at least one (1) subject or class period Has taken complete responsibility for various daily routines (attendance, lunch, morning meeting, etc.) Creates lesson plans and prepares to lead teach one (1) additional subject in week four (4) Determines first observation date with university supervisor
Week 4	Goal/Highlights: Both the cooperating teacher and student teacher review and discuss the evaluation rubric to ensure clear expectations and to determine that the student’s rate of progress is appropriate. The student teacher will take over lead teaching in two (2) subjects/class periods (50% load). A discussion of the central focus for edTPA lessons and plans for implementing/recording these lessons has occurred.	
	Note: Midterm evaluation rubrics are completed by the cooperating teacher and the university supervisor at approximately week eight of the semester.	
	Cooperating Teacher	Student Teacher
Early Start: 9/4–9/7 Typical Start: 9/24–9/28	<ul style="list-style-type: none"> Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool (confirm this option with university supervisor) 	<ul style="list-style-type: none"> Prepares plans for and lead teaches at least two (2) subjects or class periods Creates lesson plans and prepares to lead teach one (1) additional subject in week five (5) Continues to co-teach (or be involved with) all teaching opportunities throughout the day

Week 5	Goal/Highlights: The student teacher will take over lead teaching in three (3) subjects/class periods (75% load).	
	Cooperating Teacher	Student Teacher
<p>Early Start: 9/10—9/14</p> <p>Typical Start: 10/1—10/5</p>	<ul style="list-style-type: none"> Reminds student teacher to maintain their record keeping/grading/posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Plans 3-5 edTPA lessons as part of a learning cycle for one central focus (follow curriculum pacing guide) Confirms all recording equipment is working properly in advance of edTPA lesson instruction Prepares plans for and lead teaches at least three (3) subjects or class periods Creates lesson plans and prepares to lead teach one (1) additional subject in week six (6) Continues to be involved with all teaching opportunities throughout the day Is current with record keeping/grading duties
Week 6	Goal/Highlights: The student teacher takes over lead teaching in four (4) subjects/class periods (100% load). During this week or week 7, the student teacher will record 3—5 edTPA lessons with the selected class, as well as assess and collect selected assignment. The cooperating teacher can support the student teacher by helping with equipment and allowing time for the lessons to be taught.	
	Cooperating Teacher	Student Teacher
<p>Early Start: 9/17—9/24</p> <p>Typical Start: 10/8—10/12</p>	<ul style="list-style-type: none"> Reminds student teacher to update their record keeping/grading/posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Is current with record keeping/grading duties Teaches and records edTPA lesson sequence Continues to plan for and teach four (4) subjects or class periods Continues to be involved with all teaching opportunities throughout the day Has been observed by university supervisor (Observation #1)

<p>Week 7</p>	<p>Goal/Highlights: Lead teaching responsibilities for the full load has shifted to the student teacher. Note: In secondary settings, this means four content periods and in elementary settings, this is the full day. If not done in week six, the student teacher will record 3—5 edTPA lessons with the selected class, as well as assess and collect selected assignment. Continue to discuss how the communication of feedback is working among the student teacher, cooperating teacher, and university supervisor. Student teacher arranges the <u>second</u> observation with the university supervisor, making sure to communicate and confirm this with the cooperating teacher.</p>	
	<p style="text-align: center;">Cooperating Teacher</p>	<p style="text-align: center;">Student Teacher</p>
<p>Early Start: 9/24—9/28</p> <p>Typical Start: 10/15—10/19</p>	<ul style="list-style-type: none"> • Reminds student teacher to update their record keeping/grading/ posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. • Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> • Teaches and records edTPA lesson sequence (if not done in week 6) • Is current with record keeping duties • Ensures classroom displays are aligned with curriculum • Continues to plan for and teach four (4) subjects or class periods
<p>Week 8</p>	<p>Goal/Highlights: Midterm evaluation rubric is completed. Both members of the supervisory team—university supervisor and cooperating teacher— share their evaluation rubrics and associated feedback with one another. The student teacher is given an electronic copy of evaluators’ rubrics (cooperating teacher and university supervisor).</p>	
	<p style="text-align: center;">Cooperating Teacher</p>	<p style="text-align: center;">Student Teacher</p>
<p>Early Start: 10/1—10/5</p> <p>Typical Start: 10/22—10/26</p>	<ul style="list-style-type: none"> • Completes midterm evaluation rubric, making comments. • Provides an electronic copy of the rubric to both the student teacher and the university supervisor • Ensures student teacher keeps records current. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. • Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> • Continues to plan for and teach four (4) subjects or class periods • Is current with record keeping duties • Clarifies midterm feedback on performance • Saves a copy of the rubrics for final documentation

Weeks 9—12	Goal/Highlights: During the next four weeks, student teacher leads instruction for their full course load with the cooperating teacher providing feedback and mentoring. Note: The university supervisors will continue scheduling observations during this time, <u>with Observation #2 occurring by the end of week ten (10).</u>	
	Cooperating Teacher	Student Teacher
<p>Early Start: 10/8—10/12 10/15—10/19 10/22—10/26 10/29—11/2</p> <p>Typical Start: 10/29—11/2 11/5—11/9 11/12—11/16 11/19—11/23</p>	<ul style="list-style-type: none"> Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Continues to plan for and teaches four (4) subjects or class periods Is current with record keeping duties Has been observed by university supervisor (observation #2 by end of week 10)
Weeks 13—18	Goal/Highlights: Student teachers may start releasing the lead teaching responsibility of certain classes or subjects back to the cooperating teacher, as long as the minimum seven weeks of full-time lead teaching has been met. Both the cooperating teacher and student teachers revisit and discuss the evaluation rubric to ensure clear expectations and to determine that the student's rate of progress is continuing appropriately.	
	Cooperating Teacher	Student Teacher
<p>Early Start: 11/5—11/9 11/12—11/16 11/19—11/23 11/26—11/30 12/3—12/7 12/10—12/14</p> <p>Typical Start: 11/26—11/30 12/3—12/7 12/10—12/14 12/17—12/24 1/2—1/4 1/7—1/11</p>	<ul style="list-style-type: none"> Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Continues to stay active and engaged in the classroom, regardless of subjects or classes that have been released back to the cooperating teacher for lead instruction Has been observed by university supervisor <ul style="list-style-type: none"> Observation #3—by end of week 14 Observation #4—by end of week 18

Week 19	Goal/Highlights: Final evaluation rubrics are completed by the cooperating teacher and the university supervisor by week 19 of the semester. Celebrate a successful semester of collaboration!	
	Cooperating Teacher	Student Teacher
Early Start: 12/17–12/21 Typical Start: 1/14–1/18	<ul style="list-style-type: none"> Models end-of-semester record-keeping duties such as grading, report cards, updating cumulative folders <u>In spring semester</u>, discusses end-of-year protocol for preparing classroom for summer 	<ul style="list-style-type: none"> Considers how to transition out of the classroom with students Continues to stay active and engaged in the classroom, regardless of whether some subjects or classes have been released back to the cooperating teacher for lead instruction