

Student Teaching – Dual Placement Timeline

Spring 2024



Attendance Record

Teacher Candidate: _____

Semester/Year: Spring 2024 _____

University Supervisor: _____

Cooperating Teacher #1: _____

School: _____

Subject Area/Grade Level #1: _____

Cooperating Teacher #2: _____

School: _____

Subject Area/Grade Level #2: _____

Date of Family Meeting Conference: _____

WK.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Mon												SB					
Tues												SB					
Wed												SB					
Thu												SB					
Fri												SB					

E = edTPA wkshp | A=Absent | T=Tardy | W=Weather/Calamity | D=Delay

First Placement			
Weeks	Cooperating Teacher	University Supervisor	Teacher Candidate
Week 1 Jan. 8 – Jan. 12	<ul style="list-style-type: none"> –Orient the teacher candidate to the building, classroom & school personnel. –Provide access to texts, materials, and student records. –Discuss plans for edTPA submission* - Discuss plans Family Meeting Conference* - Support teacher candidate leading lessons, small groups, and/or individual work. 	<ul style="list-style-type: none"> –Make contact with cooperating teacher and student at least a week PRIOR to the placement beginning –Establish procedures for communicating reflections –Establish plan for student’s completion of Family Meeting Conference* - Establish a regular routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> –Become oriented to the school building, classroom, & school personnel –Participate as active observer, planner, and facilitate daily routines –Establish Student Teaching notebook / portfolio –Discuss plans for edTPA submission* –Discuss plans for Family Meeting Conference* - respond to US’s reflection questions
Weeks 2-4 Jan. 15 – Feb. 2	<ul style="list-style-type: none"> –Phase student teacher into responsibilities of planning, executing, and assessing lessons --Week 3 - In addition to ongoing informal obs., complete formal lesson observation to provide feedback to TC on CPAST objectives - Week 4 - to prepare for the mid-term conference, complete the CPAST form – Participate in the <u>MID-TERM CONFERENCE</u> with US and TC & collaborate to determine CPAST consensus scores 	<ul style="list-style-type: none"> -Provide encouragement for edTPA submission - Complete formal lesson observation to provide feedback to the teacher candidate around week 3 -To prepare for the mid-term conference, complete the CPAST form - By end of week 4, facilitate <u>MID-TERM CONFERENCE</u> with CT and TC - Enter consensus data into SL&L - Maintain strong communication with both the TC & CT - Maintain reflection question routine with TC. 	<ul style="list-style-type: none"> –Leading specific lessons, small groups, and/or individual work -Phase into teacher responsibilities of planning and executing and assessing lessons - Week 4 - to prepare for the mid-term conference, complete the CPAST form - Participate in the <u>MID-TERM CONFERENCE</u> with US and CT & collaborate to determine CPAST consensus scores - respond to US’s reflection questions
Weeks 5-7 Feb. 5- Feb. 23	<ul style="list-style-type: none"> - By week 5, support the TC as they work as the lead teacher in planning, executing, and assessing 2/3 of teaching load - By end of week 6, complete formal obs. -Support planning and videotaping lesson sequence for edTPA submission no later than week 6 	<ul style="list-style-type: none"> -Provide encouragement for the edTPA submission - By the end of week 6, complete formal obs. - Maintain the routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> –Work as the lead teacher by planning, executing, and assessing the entire teaching load by the end of week 7. - respond to US with responses to reflection questions
Week 8 Feb. 26 - Mar. 1	<ul style="list-style-type: none"> –Support the TC as lead teacher for entire teaching load - To prepare for the final conference, complete the CPAST form – Participate in the <u>FINAL CONFERENCE</u> & collaborate on CPAST consensus scores 	<ul style="list-style-type: none"> -To prepare for the FINAL conference, complete the CPAST form - By end of week 8, facilitate <u>FINAL CONFERENCE</u> with CT and TC & collaborate to determine CPAST consensus scores - Enter consensus data into SL&L 	<ul style="list-style-type: none"> –Work as the lead teacher planning & executing lessons - To prepare for the FINAL conference, complete the CPAST form – Participate in the <u>FINAL CONFERENCE</u> & collaborate on CPAST consensus scores -Continue to work on edTPA - respond to US’s reflection questions

***Family Meeting Conference, Peer Observation, and work on edTPA submission can be conducted at the time determined to be best for instruction and the teacher candidate. The Family Meeting Conference and Peer Observation can take place during either the 1st or 2nd placement.**

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Second Placement			
Weeks	Cooperating Teacher	University Supervisor	Teacher Candidate
Week 9 March 4- March 8 edTPA due 3/7	<ul style="list-style-type: none"> –Orient the TC to the building, classroom & school personnel –Provide access to texts, materials, and student records -Support TC leading lessons, small groups, and/or individual work - informally observe TC based on CCAST performance objectives - Discuss plans to complete the Family Meeting*, if not completed in 1st placement 	<ul style="list-style-type: none"> –Make contact with cooperating teacher PRIOR to the placement beginning –If not completed in 1st placement, establish plan for student’s completion of Family Meeting* - Maintain the routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> –Become oriented to the school building, classroom, & school personnel –Participate as active observer, planner, and facilitate daily routines - Phase into teacher responsibilities of planning, executing and assessing lessons - respond to US with responses to reflection questions - Discuss plans to complete the Family Meeting*, if not completed in 1st placement
Week 10 March 11- March 15	<ul style="list-style-type: none"> -Complete formal lesson observation & provide feedback to TC based on CCAST performance objectives 	<ul style="list-style-type: none"> -Complete formal lesson observation & provide feedback to TC based on CCAST performance objectives - Maintain the routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> - respond to US with responses to reflection questions - focus on relevant goals from previous CCAST conference.
Weeks 11-13 March 18- April 5 Spring Break Week 12	<ul style="list-style-type: none"> –Support the TC in taking over as lead teacher in planning, executing, and assessing most of teaching load - To prepare for the mid-term conference, complete the Mid-Term CCAST form – Participate in the <u>MID-TERM CONFERENCE</u> with US and TC & collaborate to determine CCAST consensus scores 	<ul style="list-style-type: none"> -To prepare for the mid-term conference, complete the Mid-Term CCAST form - By end of week 13, facilitate <u>MID-TERM CONFERENCE</u> with CT and TC - Enter consensus data into SL&L - Maintain strong communication with both the TC & CT - Maintain the routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> - To prepare for the mid-term conference, complete the Mid-Term CCAST form - Participate in the <u>MID-TERM CONFERENCE</u> with US and CT & collaborate to determine CCAST consensus scores –Work as the lead teacher by planning, executing, and assessing most of the teaching load - respond to US with responses to reflection questions
Weeks 14-15 April 8- April 19	<ul style="list-style-type: none"> -Complete formal lesson observation & provide feedback to TC based on CCAST performance objectives 	<ul style="list-style-type: none"> -Complete formal lesson observation & provide feedback to TC based on CCAST performance objectives - Maintain the routine of posing reflection questions to TC. 	<ul style="list-style-type: none"> –Work as the lead teacher by planning, executing, and assessing the entire teaching load –Complete Peer Observation* and submit to University Supervisor
Weeks 16-17 April 22- May 3 Make up days May 6-10	<ul style="list-style-type: none"> - To prepare for the final conference, complete the CCAST form – Participate in the <u>FINAL CONFERENCE</u> with US and TC & collaborate to determine CCAST consensus scores - Write letter of recommendation and submit to US 	<ul style="list-style-type: none"> -To prepare for the final conference, complete the CCAST form - By 5/3, facilitate <u>FINAL CONFERENCE</u> with CT and TC - Enter consensus data into SL&L -Write letter of recommendation; submit to Peggy Ault 	<ul style="list-style-type: none"> –To prepare for the final conference, complete the CCAST form – Participate in the <u>FINAL CONFERENCE</u> & collaborate on CCAST consensus scores –Observe other teachers in the building. –Begin phase-out schedule to bring closure to the lead teaching aspects of student teaching.