

SINGLE PLACEMENT STUDENT TEACHING TIMELINE

Spring 2022



Teacher Candidate:

Semester/Year: Spring 2022

University Supervisor:

Cooperating Teacher:

School:

Subject Area/Grade Level:

Date of Family Meeting Conference:

Attendance Record

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

P=Present • A=Absent • T=Tardy • W=Weather/Calamity • D=Delay

*Family Meeting Conference, Peer Observation & work on edTPA can be conducted at the time best determined by the CT and TC.

Weeks	Cooperating Teacher (CT)	University Supervisor (US)	Teacher Candidate (TC)
Weeks 1-5 Jan. 10 – Feb. 11	–Orient the teacher candidate to the building, classroom, and school personnel –Provide access to texts, materials, and student records –Support teacher candidate in leading lessons, small groups, and/or individual work –Discuss plans for Teacher Performance Assessment (edTPA) Project*, Family Meeting Conference*, and Peer Observation.* - Complete lesson observation to provide feedback to the teacher candidate	–Make contact with cooperating teacher and student at least a week PRIOR to the placement beginning –Establish procedures for communicating with TC - Complete lesson observation (one informal, one formal) to provide feedback to the teacher candidate - Establish a schedule of regular communication with TC and CT. - Establish a regular routine of posing reflection questions to TC.	–Become oriented to the school building, classroom, and school personnel –Participate as active observer, planner, and facilitate daily routines –Lead specific lessons, small groups, and/or individual work –Establish student teaching notebook / portfolio –Discuss proposal and timeline for Teacher Performance Assessment (edTPA) Project* and Family Meeting Conference and Peer Obs.* - respond to US with responses to reflection questions
Weeks 6-7 Feb. 14 – Feb. 25	–Support planning of and videotaping lesson sequence for edTPA Project* –Phase student teacher into taking over responsibilities of planning, executing, and assessing lessons –Complete lesson observation to provide feedback to the teacher candidate	–Complete lesson observation to provide feedback to the teacher candidate –Review student teaching notebook / portfolio –Provide encouragement on edTPA Project* - continue with regular communication with TC and CT - Maintain the routine of posing reflection questions to TC.	–Phase into teacher responsibilities of planning, executing, and assessing lessons. –Maintain the student teaching notebook / portfolio. - respond to US with responses to reflection questions
Week 8 Feb. 28 – Mar. 4	- To prepare for the mid-term conference, complete the Mid-Term CFAST form – Participate in the <u>MID-TERM EVALUATION CONFERENCE</u> with US and TC & collaborate to determine CFAST consensus scores	-To prepare for the mid-term conference, complete the Mid-Term CFAST form - By end of week 8, facilitate <u>MID-TERM EVALUATION CONFERENCE</u> with US and TC Submit the consensus form to the Peggy Ault –Provide encouragement on edTPA Project* - Maintain the routine of posing reflection questions to TC.	- To prepare for the mid-term conference, complete the Mid-Term CFAST form – Participate in the <u>MID-TERM EVALUATION CONFERENCE</u> with US and CT & collaborate to determine CFAST consensus scores - respond to US with responses to reflection questions
Weeks 9-10 Mar. 7 – Mar. 18 edTPA due 3/10	–Complete lesson observation to provide feedback to the teacher candidate –Support the teacher candidate as lead teacher in planning, executing, and assessing the entire teaching load - Complete evaluation of the Family Meeting Conference* - Completed rubric to US.	-- Maintain communication with both the Teacher Candidate and the Cooperating Teacher -- Complete lesson observation to provide feedback to the teacher candidate - Maintain the routine of posing reflection questions to TC.	- Submit edTPA Project* - Work as the lead teacher planning, executing, and assessing the entire teaching load - respond to US with responses to reflection questions –Conduct Family Meeting Conference*
Weeks 11-14 Mar. 21 – Apr. 15 Spring Break	–Support the teacher candidate as the lead teacher in planning, executing, and assessing the entire teaching load –Complete lesson observation to provide feedback	–Complete lesson observation (one informal, one formal) to provide feedback to the teacher candidate. - Maintain the routine of posing reflection questions to TC.	–Work as the lead teacher planning, executing, and assessing the entire teaching load. –Conduct Peer Observation* - completed rubric to US - respond to US with responses to reflection questions
Week 15-16 Apr. 18 – May 6	–Begin phase-out schedule to regain the role as the lead teacher - To prepare for the final conference, complete the CFAST form – Participate in the <u>FINAL CONFERENCE</u> & collaborate on CFAST consensus scores –Write letter of recommendation and submit to US.	-To prepare for the final conference, complete the CFAST form - By 5/6, facilitate <u>FINAL CONFERENCE</u> with CT and TC - Submit the consensus form to the Peggy Ault - Write letter of recommendation & submit to Peggy Ault.	–Begin phase-out schedule to bring closure to the lead teaching aspects of student teaching. –Observe other teachers in the building. –To prepare for the final conference, complete the CFAST form – Participate in the <u>FINAL CONFERENCE</u> & collaborate on CFAST consensus scores