

## Spring 2020 Student Teaching Sequence

Sequence for teacher candidates completing their **elementary** placement.

Week	Roles of Clinical Educator (CE) and Teacher Candidate (TC)	DUE
Pre-Field Experience <i>February 3-7</i>	<b>TC/CE:</b> Prepare for Week 1 of Field Experience.	<b><i>DUE by 2/10:</i></b> 1. TCs Complete <b>EDUC 400 Canvas Modules</b> 2. TCs Organize <b>Teaching Notebook</b> and bring to orientation 3. TCs write <b>Letter of Introduction</b> and email field instructor for approval 4. Complete <b>Emergency Form</b> by and post to EDUC 400 CANVAS assignments
Week 1 <i>February 10-13</i>  Week 2 <i>February 17-20</i>  <b>Grounding</b>  ST 1 ONLY – large group orientation <b>2/10</b> <b>REC101 1:30 – 3:30</b> + ALL TCs will have orientation with individual field instructors	<b>TC/CE:</b> Actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC assumes coresponsibility for classroom tasks, such as attendance, physical transitions, hallway monitoring, and so on. TC & CE begin to coplan, coreflect, and coteach.  Focus on <b>grounding</b> – CE actively engages the TC into the classroom and school environment. TC supports all aspects of classroom functions geared towards pupil learning.  Focus on <b>exhibiting professional dispositions</b> (initiative, enthusiasm, and passion).	<b><i>DUE by 2/20:</i></b> 1. <b>Master Teaching Schedule</b> due to field instructor 2. <b>Complete all Section I forms</b> in Teaching Notebook 3. <b>Complete LP Contract</b> 4. All teaching schedules for week 3 due by <b>Thursday 9PM</b> – contact your FI for delivery method (email, Google Calendar, etc.) 5. <b>Bi-weekly conference</b> with CE  <b><i>ONGOING:</i></b> 6. Evidence of coresponsibilities for lesson planning and other classroom responsibilities (coplanning documents, annotated lesson plans, notes from PLC, assessment etc.).
Week 3 <i>February 24-27</i>  <b>Coteach/Lead: 4 classes</b>	<b>Coteaching<sup>1</sup></b> <b>TC:</b> Coplan, coteach, and co-evaluate, lead teach one class* per <b>day</b> with CE support. You may need to combine small segments of instruction to equal 45-60 minutes of instruction. TC assumes responsibility for classroom tasks, such as attendance, physical transitions, hallway monitoring and so on.  *Class is defined as 45 - 60 minutes of instruction.  <b>TC/CE:</b> Coplan, coreflect, coteach Focus on <b>coresponsibility</b> for pupil learning  <b>CE:</b> Conference with TC. Provides written/verbal feedback, discusses and set goals – remains actively engaged in the lesson and may model strategies, as necessary. Provides on-the-spot redirection and feedback, as needed.	<b><i>DUE by 2/27:</i></b> 1. All teaching schedules for week 4 due by <b>Thursday 9PM</b>  <b><i>ONGOING:</i></b> 2. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook

<sup>1</sup> Throughout the placement, CE/TC should be actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC should ***not be seated or observing during instructional time.***

<p>Week 4 March 2-5</p> <p><b>Coteach/Lead: 8 classes (1 per day Independently)</b></p>	<p align="center"><b>Coteaching<sup>2</sup></b></p> <p><b>TC:</b> Coplan, coteach, and coevaluate, lead teach one class per <b>day</b> with CE support. <u>If in a block setting, lead teach part of the lessons.</u> TC assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on.</p> <p><b>TC/CE:</b> Coplan, coreflect, coteach</p> <p align="center"><b>Independent Practice</b></p> <p><b>TC:</b> Independently plan, teach, and evaluate one class per <b>day</b> (<i>teach whole group at least twice a week</i>). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on.</p> <p><b>CE:</b> Conference with TC, provide written and verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.</p>	<p><b><u>DUE by 3/5:</u></b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 5 due by <b>Thursday 9PM</b></li> <li>2. <b>Bi-weekly conference</b> with CE</li> </ol> <p><b><u>ONGOING:</u></b></p> <ol style="list-style-type: none"> <li>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</li> </ol>
<p>Week 5 March 9-12</p> <p><b>Coteach/Lead: 10 classes (1 per day Independently)</b></p> <p><i>FI will schedule MIDWAY conferences.</i></p>	<p><b>TC:</b> Lead teach one - two classes per <b>day</b> with CE support</p> <p><b>TC/CE:</b> Coplan, coreflect, coteach</p> <p align="center"><b>Independent Practice</b></p> <p><b>TC:</b> Independently plan, teach, and evaluate one class per <b>day</b> (<i>teach whole group each day</i>). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on.</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may provide modeling, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, hallway monitoring, physical transitions and so on.</p>	<p><b><u>DUE by 3/12:</u></b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 6 due by <b>Thursday 9PM</b></li> <li>2. <b>TC complete self-evaluation on Mid-Way Conference form prior to your scheduled conference.</b></li> </ol> <p><b><u>ONGOING:</u></b></p> <ol style="list-style-type: none"> <li>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</li> </ol>
<p>Week 6 March 16-19</p> <p><b>Coteach/Lead: 12 classes (2 per day Ind.)</b></p> <p><b>Two half days of independent practice</b></p>	<p align="center"><b>Coteaching</b></p> <p><b>TC:</b> Teach one classes per <b>day</b> with CE support.</p> <p><b>CE:</b> Coplan, coreflect, coteach</p> <p align="center"><b>Independent Practice</b></p> <p><b>TC:</b> Independently plan, teach, and evaluate two classes per <b>day</b> (<i>teach whole group at least twice a day</i>). In addition, two <b>half-days</b> of independent practice. Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks,</p>	<p><b><u>DUE by 3/19:</u></b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 7 due by <b>Thursday 9PM</b></li> <li>2. <b>TC complete self-evaluation on Mid-Way Conference form prior to your scheduled conference.</b></li> <li>3. <b>Bi-weekly conference</b> with CE</li> </ol>

2 Throughout the placement, CE/TC should be actively engaged during whole group, small groups, and class meetings – maintains an active role in all aspects of instruction. TC should ***not be seated or observing during instructional time.***

<b>MIDWAY Conferences</b>	<p>such as attendance, lunch count, physical transitions, and so on.</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.</p>	<p><b>ONGOING:</b></p> <p>4. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</p>
<p>Week 7 March 23-26</p> <p><b>Coteach/Lead:</b> 16 classes (3 per day Ind.)</p> <p><b>Two days of independent practice</b></p> <p><b>MIDWAY Conferences</b></p>	<p><b>Coteaching</b> <b>TC:</b> Teach one class per <b>day</b> with CE support.</p> <p><b>CE:</b> Coplan, coreflect, coteach</p> <p><b>Independent Practice</b> <b>TC:</b> Independently plan, teach, and evaluate three classes per <b>day</b> (teach whole group at least three times a week). In addition, <b>two days</b> of independent practice.</p> <p>Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.</p>	<p><b>DUE by 3/26:</b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 8 due by <b>Thursday 9PM</b></li> <li>2. <b>TC complete self-evaluation on Mid-Way Conference form prior to your scheduled conference.</b></li> </ol> <p><b>ONGOING:</b></p> <p>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</p>
March 30 – April 3	<b>UD SPRING BREAK</b>	<b>CANDIDATES OFF</b>
<p>Week 8 April 6-9</p> <p><b>Coteach/Lead:</b> 16 classes (3 per day Ind.)</p> <p><b>Two days of independent practice</b></p>	<p><b>Coteaching</b> <b>TC:</b> Teach one class per <b>day</b> with CE support.</p> <p><b>CE:</b> Coplan, coreflect, coteach</p> <p><b>Independent Practice</b> <b>TC:</b> Independently plan, teach, and evaluate three classes per <b>day</b> (teach whole group at least twice a week). In addition, <b>two days</b> of independent practice.</p> <p>Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may intervene, as necessary. Provide on-the-spot redirection and feedback, as needed. Steps back from responsibilities for classroom tasks, such as attendance, lunch count, physical transitions and so on.</p>	<p><b>DUE by 4/9:</b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 10 due by <b>Thursday 9PM</b></li> <li>2. <b>Bi-weekly conference</b> with CE</li> </ol> <p><b>ONGOING:</b></p> <p>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</p>

<p>Week 9 April 13-16</p> <p><i>DE School District Spring Break</i></p>	<p><b>Professional Development Workshops</b></p> <p>Schedule TBD, but candidates should plan to be on campus during this time.</p>	<p><b><i>UD Candidates Professional Development</i></b></p>
<p>Week 10 April 20-24</p> <p><i>FULL WEEK</i></p>	<p><b><i>Independent Practice Week 1</i></b></p> <p><b>TC:</b> Independently plan, teach, and evaluate all classes each <b>day</b>. TC makes decisions about how to best support pupil learning by using all staff available (including CE). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning.</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.</p>	<p><b><i>DUE by 4/24:</i></b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 11 due by <b>Thursday 9PM</b></li> <li>2. <b>Bi-weekly conference</b> with CE</li> </ol> <p><b><i>ONGOING:</i></b></p> <ol style="list-style-type: none"> <li>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</li> </ol>
<p>Week 11 April 27 – May 1</p> <p><i>FULL WEEK</i></p>	<p><b><i>Independent Practice Week 2</i></b></p> <p><b>TC:</b> Independently plan, teach, and evaluate all classes each <b>day</b>. TC makes decisions about how to best support pupil learning by using all staff available (including CE). Lead reflective coevaluation conferences and self-directed assessment of practice and pupil learning.</p> <p><b>CE:</b> Conference with TC, provide written/verbal feedback, discuss and set goals – may stay in the room and may model strategies, as necessary. Provide on-the-spot redirection and feedback, as needed.</p>	<p><b><i>DUE by 4/30:</i></b></p> <ol style="list-style-type: none"> <li>1. All teaching schedules for week 12 due by <b>Thursday 9PM</b></li> <li>2. <b>TC complete self-evaluation on Final Conference form prior to your scheduled conference.</b></li> </ol> <p><b><i>ONGOING:</i></b></p> <ol style="list-style-type: none"> <li>3. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</li> </ol>
<p>Week 12 May 4-8</p> <p><i>Coteach/Lead: (4 classes)</i></p> <p><i>Gradual release of leadership back to CE, continue coteaching</i></p>	<p><b>Coteaching</b></p> <p><b>TC:</b> Lead teach one class per <b>day</b> with CE support. Gradually release the classroom back to the CE, coteaching throughout, observe other classrooms</p> <p><b>TC/CE:</b> Coplan, coreflect, coteach, complete final evaluation report</p>	<p><b><i>DUE by 5/4:</i></b></p> <ol style="list-style-type: none"> <li>1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook</li> <li>2. <b>TC complete self-evaluation on Final Conference form prior to your scheduled conference.</b></li> </ol>

\*Class is defined as 45 - 60 minutes of instruction.

# CONVERSION CHART - ESL classrooms, pull out programs, resource rooms

The percentages in the chart below refer to any of the CE's teaching responsibilities, including but not limited to:

- 1.) Pull-out support
- 2.) Push-in support
- 3.) Small group instruction
- 4.) Whole group instruction
- 5.) RTI and other specialized programs
- 6.) Coteaching with general education teachers
- 7.) One-on-one instruction

Weeks	Percent per day of lead instructional role
1-2	0
3	20%
4	40%
5	60%
6	80%
7	80%
8	80%
9	PD week
10	100%
11	100%
12	20%