**Fall 2021 Student Teaching Sequence**

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

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| **Week** | **Roles of Clinical Educator (CE) and** **Teacher Candidate (TC)** | **DUE** |
| Pre-Field Experience *August 23 - 27* | **TC/CE:** Prepare for Week 1 of Field Experience.  | 1. TCs Complete **EDUC 400 Canvas Modules** 2. TCs Organize online **Teaching Notebook** 3. TCs write **Letter of Introduction** and email field instructor for approval 4. Complete **Emergency Form** and post to EDUC 400 CANVAS assignments |
| Week 1*August 30 – Sept. 2****Grounding*****8/30 Orientation for ALL student teachers.****4-6 via Zoom**Week 2 *Sept. 7 - 9***ALL TCs will have additional orientation with individual field instructors** | **TC/CE:** 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 **grounding –** CE actively engages the TC into the classroom and school environment. TC supports all aspects of classroom functions geared towards pupil learning. Focus on **exhibiting professional dispositions** (initiative, enthusiasm, and passion). | 1. **Master Teaching Schedule** added to online notebook
2. **Complete all Section I forms** in online notebook
3. **Complete LP Contract with CE**
4. All teaching schedules for week 3 due by **Thursday 9PM** – contact your FI for delivery method (email, Google Calendar, etc.)
5. **Bi-weekly conference** with CE to review Capstone

***ONGOING:***1. Evidence of coresponsibilities for lesson planning and other classroom responsibilities (coplanning documents, annotated lesson plans, notes from PLC, assessment etc.).
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| Week 3*Sept. 13 - 16****Coteach/Lead:******20% of lessons****(approximately 4 lessons)*  | **Coteaching[[1]](#footnote-1)****TC:** Coplan, coteach, and co-evaluate, lead teach one class\* per **day** 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.**TC/CE:** Coplan, coreflect, coteachFocus on **coresponsibility** for pupil learning**CE:** 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. | 1. All teaching schedules for week 4 due by **Thursday 9PM**

***ONGOING:***1. Lesson plans and evidence of assessment (anecdotal and/or formal) in online notebook
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| Week 4*Sept. 20 - 23****Coteach/Lead:******30% of lessons*** *(approximately 6 lessons – at least 1 per day independently)* | **Coteaching[[2]](#footnote-2)****TC:** Coplan, coteach, and coevaluate, lead teach at least ½ - 1 classes per **day** with CE support. If in a block setting, lead teach part of the lessons. TC assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on.**TC/CE:** Coplan, coreflect, coteach**Independent Practice** **TC:** Independently plan, teach, and evaluate 1 class per **day** *(teach whole group at least twice a week)*. 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. **CE:** 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.  | 1. All teaching schedules for week 5 due by **Thursday 9PM**
2. **Bi-weekly conference** with CE to review Capstone

***ONGOING:***1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 5*Sept. 27 – 30****Coteach/Lead:******40% of lessons****(approximately 8 lessons – at least 1 per day independently)**FI will schedule MIDWAY conference.* | **TC:** Lead teach at least 1 class per **day** with CE support**TC/CE:** Coplan, coreflect, coteach**Independent Practice** **TC:** Independently plan, teach, and evaluate 1 class per **day** *(teach whole group each day)*. 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. **CE:** 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. | 1. All teaching schedules for week 6 due by **Thursday 9PM**

***ONGOING:***1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 6*Oct. 4 - 7****Coteach/Lead:******50% of lessons****(approximately 10 lessons -* ***2 half days of independent practice)******MIDWAY Conferences*** | **Coteaching****TC:** Teach at least 1 class per **day** with CE support.**CE:** Coplan, coreflect, coteach**Independent Practice****TC:** Independently plan, teach, and evaluate 1 - 2 classes per **day** (teach whole group at least twice a day). In addition, 2 **half-days** of independent practice. 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. **CE:** 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. | 1. All teaching schedules for week 7 due by **Thursday 9PM**
2. **TC completes self-evaluation on Capstone Mid-Term Conference form** prior to your scheduled conference.
3. Participate in Mid-Term Conference with CE and FI

***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 7 *Oct. 11 - 14****Coteach/Lead:******60% of lessons*** ***Approximately 12 lessons - 2 days of independent practice******MIDWAY Conferences Continued*** | **Coteaching****TC:** Teach at least 1 class per **day** with CE support.**CE:** Coplan, coreflect, coteach**Independent Practice****TC:** Independently plan, teach, and evaluate 2 - 3 classes per **day** (teach whole group at least three times a week). In addition, **2 days** of independent practice. 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**CE:** 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. | 1. All teaching schedules for week 8 due by **Thursday 9PM**
2. **TC completes self-evaluation on Capstone Mid-Term Conference form** prior to your scheduled conference
3. Participate in Mid-Term Conference with CE and FI

***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 8*Oct. 18 - 21****Coteach/Lead:******70% of lessons******Approximately 14 lessons - 2 days of independent practice*** | **Coteaching****TC:** Teach at least 1 class per **day** with CE support.**CE:** Coplan, coreflect, coteach**Independent Practice****TC:** Independently plan, teach, and evaluate 2 - 3 classes per **day** (teach whole group at least twice a week). In addition, **2 days** of independent practice. 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**CE:** 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. | 1. All teaching schedules for week 9 due by **Thursday 9PM**
2. **Bi-weekly conference** with CE to review Capstone

***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 9 *Oct. 25 - 29****FULL WEEK******80-100% of lessons*****During weeks 9 and 10 there should be at least 5 consecutive days of 100% independent practice.** |  ***Independent Practice Week 1*****TC:** Independently plan, teach, and evaluate all classes each **day.** 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. **CE:** 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. | 1. All teaching schedules for week 10 due by **Thursday 9PM**

 ***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 10 *Nov. 1 - 5****FULL WEEK******80-100% of lessons*** | ***Independent Practice Week 2*****TC:** Independently plan, teach, and evaluate all classes each **day.** 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. **CE:** 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. | 1. All teaching schedules for week 11 due by **Thursday 9PM**

***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 11*Nov. 8 – 11****Coteach/Lead:******50% of lessons****(approximately 10 lessons -* ***2 half days of independent practice)*** | **Coteaching****TC:** Teach at least 1 class per **day** with CE support.**CE:** Coplan, coreflect, coteach**Independent Practice****TC:** Independently plan, teach, and evaluate 2 - 3 classes per **day** (teach whole group at least twice a day). In addition, 2 **half-days** of independent practice. Lead reflective coevaluation conferencesand self-directed assessment of practice and pupil learning. Assumes responsibility for classroom tasks, such as attendance, lunch count, physical transitions, and so on. **CE:** 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. | 1. All teaching schedules for week 12 due by **Thursday 9PM**
2. **TC completes self-evaluation on Capstone Conference form** prior to your scheduled conference
3. Participate in FINAL Conference with CE and FI

***ONGOING***:1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
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| Week 12*Nov. 15 - 18****Coteach/Lead:*** ***20% of lessons****(approximately 4 lessons)**Gradual release of leadership back to CE, continue coteaching* | **Coteaching****TC:** Lead teach 1 class per **day** with CE support. Gradually release the classroom back to the CE, coteaching throughout, observe other classrooms**TC/CE:** Coplan, coreflect, coteach, complete final evaluation report | 1. Lesson plans and evidence of assessment (anecdotal and/or formal) in notebook
2. **TC completes self-evaluation on Capstone Conference form** prior to your scheduled conference
3. Participate in FINAL Conference with CE and FI
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\*Class is defined as 45 - 60 minutes of instruction.

**CONVERSION CHART** – Middle School and ESL classrooms may have a different number of total lessons compared to the average elementary setting. Work with your CE and FI to make adjustments about your teaching time based on the following guidelines.

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| **Weeks**  | **Percent per day of lead instructional role**  |
| 1-2  | 0 – 10% |
| 3  | 20%  |
| 4  | 30%  |
| 5  | 40%  |
| 6  | 50%  |
| 7  | 60%  |
| 8  | 70%  |
| 9  | 80% - 100% |
| 10  | 80% - 100%  |
| 11  | 50% |
| 12  | 20%  |

1. 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.*** [↑](#footnote-ref-1)
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.*** [↑](#footnote-ref-2)