

COOPERATING TEACHER TIMELINE 18 WEEK (SEMESTER) PLACEMENT

Please use this chart to help you develop a plan of action for your teacher candidate. Feel free to embellish or modify the "to do" list to create the best learning environment for the candidate.

- Co-Teaching suggestions are provided in a separate Co-Teaching Student Teaching Timeline
- Detailed activities, tasks and timelines around the edTPA will be provided by the candidate's respective department during the semester and are intentionally left without detail.

WEEK	Cooperating Teacher Things to do	Candidate's Expectations
WEEK 1-2 <i>Acclimating</i>	<ul style="list-style-type: none"> ▪ Meet with University Supervisor in the first triad meeting to discuss expectations, a tentative schedule for the 18 weeks, paperwork, assessment, and your involvement in edTPA tasks ▪ Discuss items such as your preferred lesson plan format, management philosophy and/or processes, district/ building expectations ▪ Allow teacher candidate to observe you in action specifying certain things to look for (flow of a lesson, interactions, rapport development, management, activities, transitions, etc.) ▪ Plan a common time for discussing lesson plans, observation, debriefing and evaluation 	<p>Provide opportunities for introductory experiences such as:</p> <ul style="list-style-type: none"> ▪ Take attendance, morning routines ▪ Collect (and checking) assignments ▪ Transition students between classes ▪ Work with individuals and small groups ▪ Operate equipment and computers ▪ Present a "get acquainted" lesson ▪ Take on a routine each day ▪ Teach a section of a period or one "simple" lesson a day that could be a repeat of an observed lesson ▪ Begin edTPA work ▪ Meet colleagues, building principal, support staff
WEEK 3 – 5 <i>Early Participation</i>	<ul style="list-style-type: none"> ▪ Continue to allow the teacher candidate to observe you in action ▪ Get candidate involved in creating lesson and unit plans. Plans should be provided at least 3 days in advance to provide opportunity to critique and revise ▪ Provide ongoing verbal and written feedback to the student teacher. ▪ Contact the University Supervisor with any serious concerns when they emerge ▪ Support first observation by University Supervisor 	<ul style="list-style-type: none"> ▪ Depending on confidence and performance, the student teacher should take on one (or more) curricular areas or periods per week ▪ Co-teaching or shadow teaching may be appropriate during these weeks ▪ Collaborate on planning, preparing, teaching, sequencing, and evaluating instruction

<p>WEEK 6 – 15 <i>The Teaching Experience</i></p>	<ul style="list-style-type: none"> ▪ Provide on-going verbal and written feedback to the student. No surprises in week 18 please! ▪ Meet with University Supervisor in a mid- term triad meeting to discuss areas of strength and goal setting, etc. Use the College evaluation as a common tool for a performance evaluation discussion. ▪ Ensure that your mentee has full control of your classroom for a minimum of 2 weeks ▪ Involve the student teacher in parent teacher conferences, IEP's if appropriate ▪ Ensure proper formative and summative evaluation is taking place. Guide the student teacher's assessments and student record keeping ▪ If the teacher candidate is involved in an edTPA assignment, support the facilitation of this work ▪ Support additional observations by University Supervisor. Attempt to find time for a conversation with them about the candidate 	<ul style="list-style-type: none"> ▪ Taking on more curricular areas or periods per week leading up to full-time teaching ▪ Allow for a minimum of 2 to 3 weeks full-time instruction ▪ To become independently responsible for planning, preparing, teaching, sequencing, and evaluating instruction to provide a realistic classroom experience teaching ▪ Co-teaching may continue during the early weeks of the teaching experience and beyond if the triad strategized the model appropriate for the full-time teaching segment ▪ Assessment of pupils' progress and under- standings and use of this data to inform instruction ▪ Parent teacher conferences; communicate with parents/guardians ▪ Complete edTPA requirements including videotaping exercises
<p>Weeks 16-18 and beyond <i>Reflection, Analysis & Closure</i></p>	<ul style="list-style-type: none"> ▪ Complete COEHS evaluation and the final narrative. ▪ Ensure that all records, resources and assessments for which the student was responsible are managed and/or returned ▪ Suggest opportunities for the student teacher to observe exemplary colleagues, both in and outside of your building ▪ Meet with University Supervisor in the final triad meeting to discuss performance, thoughts on the placement, etc. ▪ Be clear about your willingness to serve as a job reference 	<ul style="list-style-type: none"> ▪ Give back content areas or class periods depending on performance and schedule; an attempt to not disrupt student learning is considered ▪ Finish all student assessments, record keeping, UWO assignments, etc. ▪ Observations of exemplary teachers within relevant licensure area(s)