

COOPERATING TEACHER TIMELINE 9 WEEK (QUARTER) 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.

	Cooperating Teacher Things to do	Candidate's Expectations
WEEK 1 <i>Acclimating</i>	<ul style="list-style-type: none"> ▪ Meet with University Supervisor in the first triad meeting to discuss expectations, a tentative schedule, paperwork, assessment, and your involvement in the edTPA tasks ▪ Discuss items such as your preferred lesson plan format, management policies, district/ building expectations ▪ Allow your mentee 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 	<ul style="list-style-type: none"> ▪ Opportunities for introductory experiences: ▪ 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 in the day ▪ Teach a section of a period or one simple lesson that could be a repeat of an observed lesson ▪ Meet colleagues, building principal, support staff
WEEKS 2 – 4 <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 on-going verbal and written feedback to the mentee. ▪ Contact the University Supervisor with any serious concerns if they emerge ▪ Ensure proper formative and summative evaluation is taking place. ▪ Guide the student teacher's assessment and record keeping 	<ul style="list-style-type: none"> ▪ Take on more curricular areas or periods per week - leading up to 2 weeks of full time teaching ▪ Co-teaching or shadow teaching may be appropriate during these weeks ▪ Collaborate on planning, preparing, teaching, sequencing, and evaluating instruction ▪ Assessment of pupils' progress and understandings and use of this data to inform instruction ▪ More autonomy in planning and instruction

WEEKS 5-7 Teaching	<ul style="list-style-type: none"> ▪ Support the arrangement of an observation by the University Supervisor; provide ANY concerns you have regarding professionalism and performance ▪ Ensure proper formative and summative evaluation is taking place. ▪ Guide the student teacher's assessment and record keeping 	<ul style="list-style-type: none"> ▪ More curricular areas or periods should be added to facilitate the minimum 2 weeks of full-time teaching requirement ▪ Use of formative and summative assessment to critically evaluate their impact on student learning ▪ Participate in parent teacher conferences if possible
WEEKS 8-9 Reflection, Analysis & Closure	<ul style="list-style-type: none"> ▪ Allow for observations of other professionals if possible. (Suggest master teachers with varying styles and perspectives) ▪ Ensure that all records and assessments for which the student teacher was responsible are managed ▪ Check to see that any resources you provided are returned ▪ Complete COEHS evaluation and the final narrative report and review in the final triad meeting. Provide these forms to the candidate and the OFE office ▪ Be clear about your willingness to serve as a job reference ▪ Check in with the university supervisor on progress, concerns or final evaluations 	<ul style="list-style-type: none"> ▪ Begin to give back content areas or class periods to the CT ▪ A comfortable transition out of the classroom is encouraged so as not to disrupt student learning ▪ Finish all student assessments, record keeping, UWO assignments, edTPA, etc. ▪ Observations of exemplary teachers with-in the candidate's licensure areas