## PHASE I: Weeks 1 - 3:
- **Orientation**
- **Observation**
- **Participation**

### WEEK ONE - TWO
- Learns students names
- Becomes familiar with rules & routines
- Observes instruction, follows lesson plans prepared by CT
  - Help with roll taking, handing out/collection material, recording grades, supervision outside classroom
- Becomes familiar with self-care needs of students and assists with them (e.g. hygiene, feeding, toileting).

### WEEK TWO - THREE
- Begins limited Instruction-administering tests, tutoring, conducting short, informal segments of the lesson, reading stories to class after lunch.
  - Tutor individual students or small groups as assigned by CT
- Constructs teaching aids and helps with classroom bulletin boards or other instructional material
- Becomes familiar with content to be taught later in the

### Phase II: Weeks 3 to 7/8
- **Assumes Partial Responsibility**
- **Teaches lessons** for observation and feedback from Supervisor and CT

### Phase III: Weeks 7/8 to 13/14
- **Maintains Partial Responsibility**

#### Initial Semester:
- Continues with duties from previous phases.
- Developing instructional outline plan with Cooperating Teacher for 5-day solo

#### Final Semester:
- Continues with duties from previous phases.
- Develops instructional outline plan with Cooperating Teacher for 15-day solo (final semester).
- Completes “2 day Turnaround” toward end of phase III

### Phase IV: Weeks 14/15 to 18
- **Completes official Solo Teaching**

- Continues with duties from previous phases.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for solo.
- Completes solo teaching.
- Recommends student progress on IEP goals to CT
PHASE I – Orientation/Observation/Participation – Weeks 1 - 3

- Attends 3-way conference and sets goals.
- Becomes familiar with rules, regulations, and procedures of classroom, develops skill in communicating rules to pupils.
- Becomes familiar with physical features of buildings.
- Becomes acquainted with and learns names of pupils, becomes aware of friendships and subgroups and with unique needs of individuals.
- Observes instruction, following lesson plans prepared by CT.
- Participates in classroom routine (roll taking, recording grades, handing out/collectiong material, supervision outside classroom) and learns daily schedule.
- Instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates to some extent in related activities i.e., faculty meetings, athletic events, student clubs.
- Tutors individual students or small groups as assigned by CT.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Becomes comfortable with the Concurrent/Education Specialist Candidate Professional Competencies that include the Teacher Performance Expectations(TPEs).
- Become familiar and assist with hygiene and everyday self-care of students in class (i.e. assisting with feeding, grooming and toileting).

PHASE II – Assuming Partial Responsibility – Weeks 3 - 7/8

- Increases efforts to identify student characteristics and to relate instruction to individual students, meets with individual students having problems, determines how to utilize special student talents.
- Manages routine tasks.
- Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Write detailed lesson plans or instructional programs.
- Continues to develop instructional materials for lessons including visuals, schedules and manipulatives.
- Participates in faculty meeting, parent teacher conferences, IEP meetings, etc.
  - Continues to maintain, time teacher conferences, IEP meetings, etc.
- Asks CT and university supervisor for specific feedback on instructional performance.
- Develops instructional outline plan with CT for solo (5-day first semester and 10-day final semester).


- Maintains partial responsibility for planning, preparing materials, and delivering instruction, monitoring student progress, and evaluation.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for solo.
  - Continues to build resource file.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Attends final 3-way conference.
The “Turnaround” Experience

In the first semester of student teaching you will do a 5-day student teaching solo experience. This is to prepare you for your three-week student teaching experience during your final semester in the program. During the initial semester you will not have a “turnaround” experience. During your final semester of student teaching you will complete a “Two-day Turnaround” experience, in preparation for the three-week solo teaching. This will consist of two days in which the credential candidate will be the primary instructor for 80% - 100% of the instructional day. To the degree possible, the credential candidate should be the primary instructor under the CT’s supervision for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. For only very short periods of time during the “Two-day Turnaround” should the credential candidate be left alone to be in charge of the classroom. At this point the credential candidate should, with approval and direct guidance of the CT and university supervisor, assume responsibility for scheduling use of any other personnel in the program and also take the responsibility for ensuring that students get to appointments at their assigned times.

Credential Candidate:

Everything Phase III, and…

- Completes details of planning for solo.
- Completes solo teaching.
- Recommends student grades to CT.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Completes evaluation of University Supervisor.
- Attends final 3-way conference.

PHASE IV – Complete a Solo Teaching Experience—Initial semester 5 days – Final semester 15 days- weeks: 15 to 18