

Partnership Responsibilities in Phase 2: October - November

Candidate Responsibilities in Phase 2	Mentor Responsibilities in Phase 2
<p>Your primary task during this phase is to prove to your mentor that you are ready to take responsibility for most classroom routines and procedures along with some instructional tasks. Jump in when invited. Request opportunities to lead the class or small groups.</p> <p>Ask your mentor to identify areas you are ready to try. Could you take on the morning routines, calendar, read-aloud, escorting the class to specials like PE or library, and/or working with small groups of students at the teacher's direction? Take advantage of every opportunity to practice leading the class or to partner with your mentor in a co-teaching role.</p> <p>Maintain balance and separation between your responsibilities as a Lewis & Clark student and your responsibilities as a teacher in your classroom. You should not take responsibility for school tasks that require extensive preparation outside the school day because your LC coursework takes precedence at this time. The reverse is also true. Don't do homework for LC classes while at school. Be fully present and engaged in all aspects of your school and classroom.</p> <p>Seek as much feedback as possible from your mentor after you have led the class. You want to break any bad habits early in the process. Maybe your voice is too soft. Maybe you talk for too long. Perhaps you tend to focus on one student at the expense of the rest of the class. All of these behaviors are typical for beginners and it is to your advantage to address them early on before you have increased responsibilities for planning and instructing on your own.</p>	<p>Inviting your student teacher to participate in classroom tasks is the goal for this phase. When creating your weekly plans, ask yourself, "Is this a task my student teacher could do? When can my candidate be in front of the class and be in charge of students each day?"</p> <p>Share your resources and your plans with your student teacher, and make your thinking visible. Help your student teacher become an active participant in the classroom. Encourage them to replicate your behaviors and responses. Intentionally plan for situations in which your student teacher can take on tasks that will help the students view them as a co-authority in the classroom.</p> <p>Be a helpful colleague when your candidate asks for your assistance in planning for the literacy and math lessons they will be required to teach in November and December.</p> <p>Other important topics for discussion at this time of year include:</p> <ul style="list-style-type: none"> ✓ <u>Assessment</u>: How do you collect assessment data at the beginning of the year, and how do you use this data to differentiate instruction in your classroom to better meet your students' needs? ✓ <u>Planning</u>: Set aside time to do some planning while your student teacher is at school with you. While your regular practice may be to do the bulk of your planning after hours or on weekends, <u>it is imperative that your student teacher see you model this process.</u>

OCTOBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Mentor-Candidate Meeting #2	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 -----Fall edTPA (Literacy)-----	26	27	28	29
30	31					

Goal for October: Take full responsibility for most routines and procedures		
Candidate	Mentor	Supervisor
<input type="checkbox"/> Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 4, 5:15-7:00 <input type="checkbox"/> Spend 2- 2.5 hours per week in the second level classroom and log hours. <input type="checkbox"/> Reply promptly to your supervisor's emails to schedule a formal observation visit and send the supervisor a description of the routine to be observed at least one day prior. <input type="checkbox"/> Teach and record edTPA literacy lessons Oct 24-26. <input type="checkbox"/> Seek mentor's approval for the topic/unit for the December math unit.	<input type="checkbox"/> Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 4, 5:15-7:00 <input type="checkbox"/> Release responsibility for most routines and procedures to your candidate. <input type="checkbox"/> Meet with candidates for at least 30 minutes each week. <u>Provide feedback to your candidate on how to improve implementation of routines and procedures (especially classroom management during these activities).</u> <input type="checkbox"/> Assist with preparation and video-recording of edTPA literacy lessons Oct 24-26 <input type="checkbox"/> Provide access to district planning documents for math (e.g. scope and sequences, curriculum maps, pacing guides).	<input type="checkbox"/> Attend mentor-candidate meeting #2 at LC on Tuesday, Oct 4, 5:15-7:00 <input type="checkbox"/> Communicate with candidate to schedule the first formal observation of the candidate conducting a classroom routine. <input type="checkbox"/> Submit the first observation report through Task Stream.

NOVEMBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 -----Thanksgiving Break-----	25	26
27	28 Begin full time	29	30			

Goal for November: Plan and teach several lessons		
Candidate	Mentor	Supervisor
<input type="checkbox"/> Spend 2- 2.5 hours per week in the second level classroom and log hours. <input type="checkbox"/> Teach consecutive lessons in math and literacy (lessons to the same group of students over multiple days). <input type="checkbox"/> Conduct December Math Unit pretest.	<input type="checkbox"/> Release responsibility for teaching two or more consecutive lessons in literacy <u>and</u> math (small group and whole group). <input type="checkbox"/> Meet with candidates for at least 30 minutes each week. <i>Discuss how you plan and assess mathematics. Provide input and resources for the math unit the candidate is planning.</i> <input type="checkbox"/> Complete and submit the Phase 2 Mentor Feedback Form.	<input type="checkbox"/> Attend supervisor meeting at LC on Wednesday, November 16, 10:00 am-noon. <input type="checkbox"/> Check in with the mentor and candidate via phone or email.