

Partnership Responsibilities in Phase 4: February – March

Candidate Responsibilities in Phase 4	Mentor Responsibilities in Phase 4
<p>During this phase your primary task is to prepare to take on the full range of responsibilities of a teacher during your solo experience. Self-assess and talk with your mentor to identify areas in which your confidence or your skills are weak and plan together what responsibilities you can have in the classroom that allow you to strengthen these skills. If you have struggled with literacy instruction, you should ask for more opportunities to teach reading and writing in order to build your skills and confidence in this area. If classroom management is difficult for you, you should ask to be in charge of transitions and the times of day when management issues tend to present themselves. If there is a curriculum area you have not yet taught, ask for the opportunity to take responsibility for the planning and instruction in this area.</p> <p>Implementing your skills for lesson and unit planning is critical in this phase. You will be creating a curriculum map and daily plans for the solo experience. Take advantage of every opportunity to talk with your mentor about the planning process. Because experienced teachers like your mentor may do much of their planning without writing extensive details on paper, your job is to talk with your mentor and find out about the thinking process that accompanies their plans.</p> <p>For the formal lessons the supervisor will observe, lesson plans must be provided at least one day in advance and must conform to the ELEM lesson plan template (see page 47)</p>	<p>Guiding your student teacher is the goal for this phase. Here the candidate moves toward independence as you prepare to hand over the full responsibility for instruction and planning to the candidate. During this phase your student teacher will spend a considerable amount of time planning for the solo teaching experience. Recede from prominence in the classroom and encourage your student teacher to experiment with new ideas and methods. This is the time when they will begin to find their voice and style as a teacher.</p> <p>Allow your student teacher to practice making decisions “in the moment” about how to handle student behavior issues, parent communication, instructional choices, and scheduling/pacing options. Make sure that your student teacher also follows through with the consequences resulting from these decisions. Even if your student teacher makes a decision different from the one you would have made, be supportive. Offer help and suggestions, but do not rescue!</p> <p>Take a proactive role in preparing students and their families for the transition to the solo teaching period. Clearly communicate the new role your student teacher will fulfill, while assuring everyone that you will maintain ultimate responsibility for everything that happens in your classroom during the solo period.</p>

FEBRUARY 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Mentor-Candidate Meeting #3	8	9	10	11
12	13	14	15	16	17	18
19	20 President's Day Holiday	21	22	23	24	25
26	27	28				

Goal for February: Increase stamina and hone teaching/planning skills		
Candidate	Mentor	Supervisor
<input type="checkbox"/> Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 7, 5:15-7:00. <input type="checkbox"/> Communicate your supervisor to schedule the third formal observation which must be of a whole group lesson (not math) and send the supervisor the lesson plan at least one day prior. <input type="checkbox"/> Spend 2- 2.5 hours per week in the second level classroom and log hours. <input type="checkbox"/> Take on the responsibility for planning and teaching one content area consistently on the days you are there. <input type="checkbox"/> Actively seek planning advice from your mentor and other colleagues in the building.	<input type="checkbox"/> Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 7, 5:15-7:00. <input type="checkbox"/> Occasionally leave the room when your candidate is teaching to give him/her a pre-solo experience. <input type="checkbox"/> Often observe your candidate while they is teaching and give specific feedback. <input type="checkbox"/> Meet with candidates for at least 30 minutes each week. <u>Spend time specifically mapping out the solo. Your candidate will need your support and direction to complete assignments for Lewis & Clark course requirements.</u>	<input type="checkbox"/> Attend mentor-candidate meeting #3 at LC on Tuesday, Feb 7, 5:15-7:00. <input type="checkbox"/> Communicate with candidate to schedule the third formal observation which must be of a whole group lesson (not math). <input type="checkbox"/> Submit the third observation report through Task Stream.

MARCH 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 -----Math edTPA-----	14	15	16	17	18
19	20 Begin full time -----Literacy edTPA-----	21	22	23	24	25
26	27 -----Spring Break-----	28	29	30	31	

Goal for March: Demonstrate planning, teaching, assessing, reflecting skill through completion of edTPA		
Candidate	Mentor	Supervisor
<input type="checkbox"/> Communicate with your supervisor to schedule the Formative FFT Triad meeting. <input type="checkbox"/> Conduct additional second level practicum observations for a total of 15-20 hours (January through March). <input type="checkbox"/> Complete all in-classroom edTPA requirements.	<input type="checkbox"/> Communicate with your supervisor to schedule the Formative FFT Triad meeting. <input type="checkbox"/> Meet with candidates for at least 30 minutes each week. <u>Spend time specifically planning and preparing for all aspects of the solo.</u> <input type="checkbox"/> Support your candidate in the completion of edTPA requirements.	<input type="checkbox"/> Attend supervisor meeting at LC on Wednesday, March 15, 10:00 am-noon. <input type="checkbox"/> Communicate with candidate and mentor to schedule the Formative FFT Triad meeting. <input type="checkbox"/> Submit the Formative FFT scores through Task Stream.

*ALL LC coursework must be completed prior to the start of the solo teaching.
 edTPA must be completed and submitted prior to the start of the solo teaching
 Failure to complete all spring coursework and edTPA in a timely way will jeopardize the timing of the solo teaching and could prevent licensure recommendation in June.*