

## **Appendix C**

### **Statement of Expectations**

The purpose of a Statement of Expectations is to open a process of communication about requirements, schedules, supervision and evaluation. It is a tentative process rather than a guaranteed product.

There is no single correct form for the written statement. Samples follow for your consideration.

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#### **Statement of Expectations**

The Teacher Candidate Will Be Expected To:

- Arrive 15 minutes prior to the start of the school day (School day: 7:30–3:30)
- Dress professionally
- Establish and Reinforce Classroom Rules:
  - Be Safe
  - Be Respectful
  - Be Responsible
- Follow Established Grading Practices: Follow John Muir’s grade scale and cooperating teacher’s expectations for late/missing assignments
- Communicate Effectively With:
  - Students
  - Parents
  - Colleagues
  - The Teacher candidate-Cooperating Teacher-University Supervisor Triad
- Demonstrate Organizational and Time Management Skills:
  - Lesson Plans
  - Equipment/Material Reservations
  - Photo Copying
- Follow all [School/District] rules and policies (see school handbook)
- Collaborate in his/her Evaluation Process
- Self-Reflect Upon Observations and Teaching Experiences
- Follow Protocol To Address Potential Conflicts/Concerns During Field Experience

**SAMPLE**

#### Timeline:

Weeks 1 and 2:

- Continue introductions to team, support staff, administration as needed
- “Refresher” Tour of building
- Review district and school handbooks
- Read and discuss the Statement of Expectations; Revise
- Observe day’s lessons and interact with students
- Get acquainted with students (Ice Breakers)
- At week’s end, lead one warm-up activity (grammar, read-aloud, est.)
  - Video tape warm-up and self-reflect in composition notebook after viewing
- Complete the “Self-Reflection Tool of the 10 Wisconsin Teaching Standards”
- At week’s end, review revised Statement of Expectations that reflects teacher candidate’s input; discuss and agree on the terms
- At weeks’ end, cooperating teacher and teacher candidate conference for 15-30 minutes regarding week’s observations and reflections

Week 3:

- Meet and plan co-teaching for Week 4
  - Continue observing day’s lessons and interacting with students
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- Lead one warm-up activity (grammar, read-aloud, est.) and self-reflect in composition notebook
- At week's end, facilitate a small group reading/writing workshop and self-reflect in composition notebook
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
  - Anecdotal notes
  - Collaborative Log

#### Week 4:

- Meet and plan co-teaching for Week 5
- Lead three warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Team teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
- Continue to facilitate small groups in reading/writing workshops and self-reflect in composition notebook
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
  - Anecdotal notes
  - Collaborative Log

#### Week 5:

- Meet and plan co-teaching for Week 6
- Lead four warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Continue co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
  - Anecdotal notes
  - Collaborative Log

#### Week 6:

- Meet and plan co-teaching for Week 7
- Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
- Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating and teacher candidate meet to outline themes and objectives for Weeks 8 and 9
- Teacher candidate will plan lessons for Weeks 8 and 9
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
  - Anecdotal notes
  - Collaborative Log

#### Week 7:

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
  - Lead five warm-up activities (grammar, read-aloud, est.) and self-reflect on each in composition notebook
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- Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:
  - Anecdotal notes
  - Collaborative Log

#### Week 8:

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 9; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
- Teacher candidate will assume the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day's lessons; cooperating teacher will take pictures for teacher candidate's professional portfolio
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments via:
  - Anecdotal notes from each lesson
  - Collaborative Log
  - University's evaluation tool
  - Pertinent Wisconsin Teaching Standard(s)

#### Week 9

- Teacher candidate will continue with the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day's lessons; cooperating teacher will take pictures for teacher candidate's professional portfolio
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate will contact colleagues in the literacy department for the teacher candidate to observe (grades 6, 7, and 8)
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments via:
  - Anecdotal notes from each lesson
  - Collaborative Log
  - University's evaluation tool
  - Pertinent Wisconsin Teaching Standard(s)

#### Week 10:

- Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
  - Throughout the week, observe at least one colleague from each grade level and record reflections in his/her composition notebook
  - Shadow one student for one whole day and record reflections in his/her composition notebook
  - Complete the "Self-Reflection Tool of the 10 Wisconsin Teaching Standards"
  - Continue working on professional portfolio
  - Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections
- \* Cooperating and teacher candidate conferences will be flexible and include the University Supervisor's four evaluation visits
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## Statement of Expectations for Student Teaching

Dates:

Teacher Candidate:

Cooperating Teacher:

School:

Grade:

**SAMPLE**

All lessons must be pre-approved at least one day prior to teaching. Bulletin boards, games, supplemental activities and learning stations should be included in planning where best applicable. The Cooperating Teacher will conduct daily informal reflections on lessons. The teacher candidate will lead 50% of the workload over the nine-week assignment period.

### Week 1:

- Learn the students' names and important information about them
- Learn classroom and school environment, procedures, rules, and expectations
- Become familiar with teachers, school personnel, and other school resources
- Reflect daily on school experiences
- Discuss goals and expectations with cooperating teacher
- Observe all lessons
- Provide assistance to teachers and students wherever suitable
- Create and send home "Hello" letter to parents introducing self
- Introduce self to principal
- Attend daily team meetings
- Attend after school "Special Education Staff" meeting
- Attend after school parent meeting with permission from all members
- Prepare to teach 2<sup>nd</sup> hour reading lessons

### Week 2:

- Begin teaching 2<sup>nd</sup> hour reading lessons
- Participate in Boys and Girls Club after school activities/meetings at least one day
- Attend daily team meetings
- Attend after school "All Staff" meeting
- Build experiences team teaching during 7<sup>th</sup> hour language arts
- Provide students with individual help and/or feedback regarding academics and/or behavior
- Observe students during various gen. ed. inclusion classroom settings
- Further discuss with cooperating teacher upcoming weeks' schedules

### Week 3:

- Continue to teach 2<sup>nd</sup> hour reading lessons
  - Attend daily team meetings
  - Create and send home permission slip form for portfolio pictures
  - Attend IEP meetings with permission from all members
  - Continue to build experiences co-teaching during 7<sup>th</sup> hour language arts
  - Continue to participate in Boys and Girls Club after school activities/meetings at least one day a week
  - Observe at least one different classroom
  - Assist in student referral/testing/IEP process
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- Prepare for 2<sup>nd</sup> hour reading lessons and 6<sup>th</sup> hour math lessons
- Begin gathering resources from cooperating teacher
- Further discuss with cooperating teacher upcoming weeks' schedules

**Week 4:**

- Continue to teach 2<sup>nd</sup> hour reading lessons
- Begin teaching 6<sup>th</sup> hour math lessons
- Continue to build experiences team teaching during 7<sup>th</sup> hour language arts
- Continue to help assist in student referral/testing/IEP process
- Attend daily team meetings
- Continue to participate in Boys and Girls Club after school activities/meetings at least one day a week
- Observe at least one different classroom
- Continue gathering resources from cooperating teacher
- Further discuss with cooperating teacher upcoming weeks' schedules

**Week 5:**

- Continue to teach 2<sup>nd</sup> hour reading and 6<sup>th</sup> hour math lessons
- Continue to build experiences team teaching during 7<sup>th</sup> hour language arts
- Prepare to teach lessons in 3<sup>rd</sup> hour English lessons
- Attend daily team meetings
- Continue to help assist in student referral/testing/IEP process
- Continue to participate in Boys and Girls Club after school activities/meetings
- Review "Statement of Expectations"
- Observe at least one different classroom
- Attend after school "Special Education Staff" meeting
- Continue gathering resources from cooperating teacher
- Further discuss with cooperating teacher upcoming weeks' schedules

**Week 6:**

- Continue to lead 2<sup>nd</sup> hour reading and 6<sup>th</sup> hour math lessons
- Continue to build experiences team teaching during 7<sup>th</sup> hour language arts
- Begin to teach 3<sup>rd</sup> hour English lessons
- Attend after school "All Staff" meeting
- Continue to help assist in student referral/testing/IEP process
- Observe at least one different classroom
- Continue to participate and/or volunteer for after school activities
- Continue gathering resources from cooperating teacher
- Prepare for full responsibility for planning/teaching/assessing in weeks 7 and 8
- Further discuss with cooperating teacher upcoming weeks' schedules

**Week 7 and 8:**

- Begin full responsibility for planning/teaching/assessment in all subjects
- Invite principal in to observe
- Continue gathering resources from cooperating teacher

**Week 9:**

- Develop and implement "closure" activities to wrap-up placement
  - Observe at least one other classroom
  - Continue to work with, plan, and observe cooperating teacher to gain more knowledge, and skills about teaching
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\*\*University Supervisor will need to observe two different teaching lessons within the nine-week placement\*\*

We agree to this statement and to further discussion of these objectives as the term proceeds.

Cooperating Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Statement of Expectations

## SAMPLE

- This statement includes all requirements listed in the UWSP Handbook for Student Teaching
- A ten part evaluation form will be used, as attached, to be discussed in monthly evaluative conferences including a self-evaluation prepared by the ST
- All lessons must be approved the Friday before the week the lesson is taught
- Bulletin boards, games, and centers should be included in planning where best applicable
- Cooperating teacher(CT) and TC will conduct daily informal reflections on lessons
- CT and TC will work together as co-teachers throughout the experience

**Week 1:** Observe all lessons and assist with activities as the TC feels comfortable. Learn students' names and procedures of the classroom. Spend time during free choice getting to know children on a personal level. Begin attending all school activities including staff, unit, and committee meetings. Attend student events and home visits. Coordinate and participate in a "get to know you" activity with the students. Lead music for one class, either using their own music or classroom music. TC will participate in required teacher duties; lunchroom, bus, and recess. Begin planning an art lesson for week 2.

**Week 2:** Continue to lead music each day. Continue getting to know students during free choice play. Introduce and instruct art activity. Begin planning center activities for week 3. First interim self-evaluation; first CT's formal written evaluation.

**Week 3:** Continue to lead music and plan and instruct art activities. Introduce and instruct center activities. Begin assisting with some calendar activities. Plan for first supervisor's proactive evaluation.

**Week 4:** Lead music; plan and instruct art and center activities; lead calendar activities. Begin planning a large group gym activity for week 5. Second interim self-evaluation; second CT's formal written evaluation.

**Week 5:** Conduct calendar activities; lead music, art and center activities daily. Introduce and lead large group gym activity. Work with CT and plan a Smart Board lesson to be introduced in week 6.

**Week 6:** Teach all of the above, as well as attend guidance with the students. Carry out and assist with Smart Board activity. Begin planning a Parent/Child Activity Day. Plan for full responsibilities in week 7. Third interim self-evaluation; third CT's formal written evaluation.

**Week 7:** Teach full time, as well as attend library with the students. Observe teacher in another classroom. Plan for student evaluations.

**Week 8:** Teach full time. Second supervisor's proactive evaluation; fourth interim self evaluation; fourth CT's formal written evaluation.

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Assist with completing “Glow and Grow” reports or 4K report cards. Attend Parent/Teacher conferences if they occur during your experience.

**Week 9:** Wrap-up week. Continue co-teaching. Carry out Parent/Child Activity Day. Assist in organizing student portfolios. Observe teacher in another classroom. Summative evaluation form presented and signed at conference with supervisor.

We agree to this statement and to further discussion of these objectives as the term proceeds.

Date\_\_\_\_\_ST\_\_\_\_\_CT\_\_\_\_\_

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**Cooperating Teacher:**

**School Building:**

**District:**

**CT Phone:**    W-  
                  H-  
                  Cell-

**Email:**

**SAMPLE**

### **Statement of Expectations**

The Teacher Candidate Will Be Expected To:

- Arrive 15 minutes prior to the start of the school day (School day: 7:30—3:30)
  - Participate in Project Presentations Days and Evening Family Functions
  - Attend at least one PAC meeting and one Governing Council Meeting
  - Take on an “extra duty” role that all teachers in building have.
  - Arrange to bring in experts into classroom when possible.
  - Assist in planning one field trip.
  - Attend staff meetings and stay till finished (sometimes past 3:30)
  - Dress professionally
  - Establish and Reinforce Classroom Rules:
    - Be Safe
    - Be Respectful
    - Be Responsible
    - Be Ready
  - Communicate Effectively With:
    - Students
    - Parents
    - Colleagues
    - The Teacher Candidate-Cooperating Teacher-University Supervisor Triad
  - Demonstrate Organizational and Time Management Skills:
    - Lesson Plans
    - Equipment/Material Reservations
    - Photo Copying
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- Follow all NCEs and District rules and policies (see school handbook)
- Collaborate in his/her Evaluation Process
- Self-Reflect Upon Observations and Teaching Experiences
- Follow Protocol To Address Potential Conflicts/Concerns During Field Experience

Timeline: (Flexible according to needs)

**Weeks 1 and 2:**

- Monday (Jan 21<sup>st</sup>) is Professional Development/Work Day
  - Attend meetings and in-services with me ( I will inform of schedule when I know)
  - Familiarize yourself with other district building names, services, and locations
- Continue introductions to team, support staff, administration as needed
- Review District and school handbooks
- Read and discuss the Statement of Expectations; Revise
- Observe day's lessons and interact with students
- Get acquainted with students
- Review materials available to you
- Begin to co-facilitate morning meetings/greeting
- At week's end, review revised Statement of Expectations that reflects teacher candidate's input; discuss and agree on the terms
- At weeks' end, cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections as well as next week's activities.
- Get familiar with Curriculum Companion.

**Week 3:**

- Meet and plan team teaching for Week 4
- Continue observing day's lessons and interacting with students
- Begin assisting with morning reading log/homework checks.
- Begin assisting with attendance and lunch routines.
- Familiarize self with Words Their Way Program.
- Lead one activity (Morning meeting, Brian Break, read-aloud, etc.) and self-reflect in composition notebook
- At week's end, facilitate a small group reading/writing workshop and self-reflect in composition notebook
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments.

**Week 4:**

- Meet and plan team teaching for Week 5
  - Lead three activities (Morning meeting, Brian Break, read-aloud, etc.) and self-reflect on each in composition notebook
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- Co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:

**Week 5:**

- Meet and plan team teaching for Week 6
- Lead four warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
- Continue co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; student teacher will be encouraged to participate and elaborate throughout the lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments.

**Week 6:**

- Meet and plan team teaching for Week 7
- Lead five warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
- Continue team teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
- Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating and teacher candidate meet to outline themes and objectives for Weeks 8 and 9
- teacher candidate will plan lessons for Weeks 8 and 9
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:

**Week 7:**

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
  - Lead five warm-up activities (grammar, read-aloud, etc.) and self-reflect on each in composition notebook
  - Continue co-teaching with teacher candidate as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons
    - Video tape one lesson and self-reflect in composition notebook after viewing
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- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments:

#### **Week 8:**

- At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 9; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day
- Teacher candidate will assume the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day's lessons; cooperating teacher will take pictures for student teacher's professional portfolio
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments via:
  - -Anecdotal notes from each lesson
  - -University's evaluation tool
  - -Pertinent InTASC Standards

#### **Weeks 9-15:**

- Teacher candidate will continue with the responsibilities for each period of the day; the cooperating teacher will assume the role of supervisor and critique the day's lessons; cooperating teacher will take pictures for teacher candidate's professional portfolio
  - Video tape one lesson and self-reflect in composition notebook after viewing
- Cooperating teacher and teacher candidate will contact colleagues in the literacy department for the teacher candidate to observe (grades 6, 7, and 8)
- Cooperating teacher and student teacher conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments via:
  - -Anecdotal notes from each lesson
  - -University's evaluation tool
  - -Pertinent InTASC Standards

#### **Weeks 15-16:**

- Teacher candidate will gradually assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day.
  - Throughout the next 4 weeks, observe at least one colleague from each grade level and record reflections in his/her composition notebook
  - Shadow one student for one whole day and record reflections in his/her composition notebook
  - Continue working on professional portfolio
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- Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections

**Weeks 17-18:**

- Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
- Throughout the weeks continue to observe at least one colleague from each grade level and record reflections in his/her composition notebook
- Shadow one student for one whole day and record reflections in his/her composition notebook
- Complete the "Self-Reflection Tool of the 10 Wisconsin Teaching Standards"
- Continue working on professional portfolio
- Cooperating teacher and student teacher conference for 15-30 minutes regarding week's observations and reflections

\* Cooperating and student teacher conferences will be flexible and include the University Supervisor's four evaluation visits

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**Statement of Expectations**

**SAMPLE**

TC will gradually take on duties in the classroom. TC will begin by familiarizing herself with the school and classroom procedures and routines. She will get to know students and staff by assisting in the classroom and by participating in staff meetings and events. TC will also be asked to attend meetings with me. These meetings will include literacy team meetings, BAT (Building Assistance Team) meetings, IEP meetings and grade level team meetings. She will also participate in collaboration meetings with the other first grade teachers in the building. Attendance will be required every Friday afternoon for professional development. Students will be released from school at approximately 1:45 every Friday. Staff will be attending various professional development meetings. TC will also be invited, but, not required to attend REA (Reedsburg Education Association) meetings.

TC will be required to complete lesson plans one day in advance for lessons to be taught. This will allow for me to review the lesson plans, clarify, and offer suggestions as needed.

TC will be provided daily feedback and evaluation on lessons taught. A rubric will be developed to evaluate lessons.

TC will be expected to be familiar with the Student Learning Outcomes for the school year and to develop lessons which will enable students to grow as learners and meet their educational goals.

Cooperating Teacher (CT) expects the TC to portray and handle themselves professionally at all times. CT will provide prompt feedback and evaluations of lessons planned and taught. CT will be available to assist TC as necessary.

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## **TIMELINE:**

Week 1-2 (September 2-12) Observe all lessons, learn students' names and become familiar with their educational levels and pertinent background information, get acquainted with the administration, office personnel, cooks, custodial staff and paraprofessionals, and learn the school layout. Attend open house, staff meetings, and staff development sessions. Meet with the first grade team to plan curriculum for the opening weeks of school. Become familiar with student report cards to facilitate lesson planning. Become knowledgeable of the Common Core State Standards for first grade. [http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss) Begin team teaching the morning meeting during week 1 and be ready to teach the morning meeting alone during week 2.

Week 3-4 Continue to lead morning meeting routines. Begin to take attendance and report lunch counts. Team teach math lessons during week 3. Develop two math game activities for week 4. Observe math box routine, begin assessing students with CT support and changing math box numbers as necessary. Plan math lessons and be ready to teach math alone by Wednesday of week 4. Attend MAPS test taking sessions during weeks 3 and 4. Attend Friday teacher development sessions.

Week 5-6 Continue to lead morning meeting routines and plan to teach math alone during week 5. Begin team teaching writer's workshop during week 5. Assist students as necessary during writer's workshop during week 5. Plan to teach writer's workshop Units of Study mini-lessons beginning Monday during week 6. Attend Friday teacher development sessions.

Week 7-8 Continue to lead morning meeting routines and plan to continue teaching writer's workshop during week 7. Team teach Daily 5/CAFE lessons during weeks 7-8. During week 8 the ST will plan and teach two of the four focus lessons for each block of Daily 5/CAFE. Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 9-10 Continue to lead morning meeting routines and plan to teach alone Daily 5/CAFE lessons for week 9. Assist in preparing for and attending Parent/Teacher conferences during week 10. Attend Friday teacher development sessions.

Week 11 Continue to lead morning meeting routines and assist during student work times. Plan to teach alone during weeks 12 and 13. Attend Friday teacher development sessions.

Week 12 Plan to teach full time during week 12. Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 13 Continue teaching morning meeting and math. Attend Friday teacher development sessions.

Week 14-17 Plan to teach full time during these weeks. (Week 17 is only two days). Attend Friday teacher development sessions. Attend monthly staff meeting.

Week 18-20 Continue to work with small groups, and assist in the classroom as necessary. Participate in MAPS testing and end of semester assessments. Assist in filling out reports semester report cards. Attend Friday teacher development sessions. Attend monthly staff meeting. Visit and observe other grade levels and classrooms in the building or district.

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