

## Model #1: Student Teaching Schedule for the Traditional Model

*This sample schedule may be modified to fit the situation or unique needs of the teacher candidate, mentor teacher(s), students, or school. **Note: Teacher candidates who are continuing their placement from the previous semester should start with weeks Two and Three.***

### 1. *Week One with Students*

- 1.1. Observe the mentor teacher(s) in his/her classroom (if possible, observe other teachers during the initial weeks)
- 1.2. Become familiar with surrounding environment (i.e., school, faculty, staff, student body, resources, etc.)
- 1.3. Assist in daily routines (i.e., attendance, bulletin boards, recess and lunchroom duty, individual/group tutoring)
- 1.4. Discuss curriculum, materials, and resources aligned with New Jersey Student Learning Standards (NJSLs) and its use to support instruction of content area(s) with mentor teacher(s)
- 1.5. Meet daily with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set
- 1.6. Develop a plan & time schedule to demonstrate competence in all areas of a teacher's responsibilities

### 2. *Weeks Two and Three with Students*

- 2.1. Discuss with the mentor teacher possibilities for involvement within school/district, including but not limited to in-services, back-to-school night, and faculty meetings.
- 2.2. Assist and increase responsibility of daily routines
- 2.3. Plan and teach one or two classes informed by NJSLs, curriculum, and instructional strategies relevant to the discipline
- 2.4. Confer daily with the mentor on performance including meeting learning goals set and assessment of learner performance aligned with NJSLs and curriculum
- 2.5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for the preparation of lessons in accordance with the school's expectations
- 2.6. Work with mentor teacher to plan for edTPA learning segment including alignment to NJSLs, curriculum, and content area

### 3. *Weeks Four and Five with Students*

- 3.1. Increase planning and teaching to three classes/subjects utilizing curriculum, resources, and NJSLs to inform planning, instruction, and assessment practices
- 3.2. Assume responsibility for daily routines
- 3.3. Increase and continue other activities including involvement in school beyond instructional duties
- 3.4. Evaluate progress on planning/preparation, classroom environment, instruction, and other professional responsibilities with mentor; Supervisor completes initial progress report
- 3.5. Continue to use TaskStream lesson plan form for all formal observations, in addition to using the school-district format
- 3.6. Continue work with mentor teacher to plan/instruct edTPA learning segment

### 4. *Weeks Six and Seven with Students*

- 4.1. Increase planning and teaching to four classes/subjects taking a lead in planning/preparation and instruction with alignment to NJSLs, curriculum, and other resources to support learning goals set.
- 4.2. Continue and seeks ways to expand other professional activities
- 4.3. Prepare for mid-term evaluation by mentor teacher and University Supervisor
- 4.4. Plan to demonstrate or improve performance in any area where competency is not yet acquired based on evaluation results
- 4.5. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set
- 4.6. Continue to use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

- 4.7. Identify/meet edTPA window available for implementation & submission- collaborate as needed with mentor and supervisor to meet deadline
5. *Weeks Eight and Nine with Students*
    - 5.1. Increase planning and teaching to five classes/subjects taking a lead in planning/preparation and instruction with alignment to NJSLS, curriculum, and other resources to support learning goals set.
    - 5.2. Assume nearly all the duties and responsibilities of the mentor, instructional and non-instructional
    - 5.3. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set
    - 5.4. Continue use of TaskStream lesson plan form for all formal observations, in addition to using the school-district form for daily lesson plans
    - 5.5. Identify/meet edTPA window available for implementation & submission if not yet completed- collaborate with mentor and supervisor as needed
6. *Weeks Ten to End of Semester*
    - 6.1. Function as the full-time classroom teacher including assuming all responsibilities for planning and instruction with direct alignment to the curriculum, NJSLS, and use of resources to support learners' content acquisition as well as non-instructional duties.
    - 6.2. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set
    - 6.3. Discuss with the mentor teacher plans to facilitate the return of classroom responsibility to the mentor teacher
    - 6.4. Continue to use TaskStream lesson plan form for all formal observations, in addition to using the school-district format
    - 6.5. Prepare for the final evaluation by the Mentor Teacher and University Supervisor