Fall Field Timeline

AUGUST/SEPTEMBER
Get to know students, observe, and assist as needed.
Send home an introduction letter to families.
Document daily observations and interactions.
Complete required observation, documentation and interviews as needed for course assignments.
Talk with your mentor teacher about why he/she does what he/she does and how he/she gets to know his/her students.

Begin working with individuals and small groups as needed: i.e., math support or literacy support. This should be an individual or small group that the teacher candidate can consistently work with throughout their field experience. **Choose 3-4 focus students.** Informal assessments will be incorporated so the teacher candidate may learn how to identify student needs, create interactions that support and extend learning, and evaluate their impact on the student’s understanding.

OCTOBER – complete disposition evaluation & midterm conference
Collaborate with the mentor teacher to work with individual and small groups of students.
Plan and teach lessons as they relate to their college classroom assignments and the needs of the classroom teacher. Collaboration on planning is encouraged. Plans should also be emailed to the instructor 1 week prior to the lesson (or at least the weekend before). Students will be asked to plan and teach a couple whole group lessons in most of the content areas. This may depend on grade level and field placement. Lessons should be in sync with the classroom sequencing.

NOVEMBER
Continue with individual and small group work, and any other lessons, activities/interactions required for their college assignments and that may be beneficial learning experiences.

DECEMBER – complete Final Conference
complete their fall field by December 3rd.
Depending on when students begin their field experience, some may finish the week of November 22nd. Thanksgiving. If make up days are needed students will continue Through Dec. 10 or 17th.

Teacher candidates will return to the classroom when your school resumes classes after winter break. They will attend full-time (all day, every day) for 15 weeks (not counting spring break).

Spring Student Teaching

ECED 40125 - Inquiry into Professional Practices Seminar begins the week of January 13th

January 3, 2022 – April 22, 2022
Midterm conferences: February 14 - February 25
Final Conferences: April 11-22
The following guidelines are approximate time frames and may be adjusted to meet the needs of the elementary students and mentor teacher. *The time frame is Flexible.*

**Weeks 1-2**
Teacher candidates should **observe and assist** as needed in order to get to know your routine and your students. They can start out learning to do attendance, lunch count, transitions, etc. They will also have a couple different **assignments to complete** during this time including an interview with your principal and some research on your school’s demographics and services. During these first couple weeks the teacher candidates should be engaged with students as much as possible in order to get to know the students and to complete some informal assessments which will assist them in their planning as they begin teaching.

**Weeks 3-6**
Teacher candidates should **gradually begin planning and teaching in the different content areas**; adding content over a couple weeks until they are planning and teaching the full day. This may be a collaborative process at the beginning with the two of you working together as a team. I would suggest starting with Reading/Language Arts for the first two weeks and then add a new subject each week or two.

**Week 7-8 – MIDTERM Conferences should be scheduled**
Mentors will be asked to complete a Midterm evaluation form.
Teacher candidates should be planning and teaching the majority of the day. *Plan and teach the edTPA by the end of February.*

**Week 8-12**
From approximately week 7 through week 12 teacher candidates should have the opportunity to **plan and teach the full day, every day** as the lead teacher.

**Weeks 13-16**
Teacher candidates should **gradually return planning and teaching responsibilities** back to the mentor teacher.

**Final Conferences** will be scheduled during the last 2 weeks. *Mentors will be asked to complete a final evaluation form. It is also a good experience if during the last week, teacher candidates have the opportunity to visit other classrooms/grade levels in your building.*

**Lesson Planning**
1. Dates, times and subjects should be well marked at the beginning of each plan.
   Learning goals and objectives should be stated clearly. Procedures for carrying out the lessons should be explained in detail, including classroom management
strategies and special directions. Teaching strategies should accommodate the various learning styles and levels in the classroom. Materials needed for the lesson should be listed clearly, along with textbooks, page numbers, handouts, etc. Stress to the student that someone else should be able to teach from the plans. Assessments to be used should be clearly defined including formative assessments and summative assessments.

2. As the class load increases for the teacher candidate and he/she feels confident about his/her planning ability, the Mentor Teacher and university supervisor may wish to cut back on the detailed plans. Have a sample of a more general plan ready for the teacher candidate to use as a guide for the remainder of the semester.

3. Remember that lesson plans are a vehicle to help the teacher candidate organize the material that is to be taught. These plans should reflect a variety of methods to be used in teaching the material, authentic assessments and, most of all, should reflect the impact they will have on student learning.

Lessons and weekly PLANS must be submitted to the mentor teacher, and supervisor each FRIDAY (before leaving school) for any lessons that are to be taught the following week.

Communication is key to a successful learning experience. Regular conversations provide the opportunity for professional sharing, collaboration, and constructive feedback.

Supervisors will be in your classroom approximately every two weeks to observe, provide feedback, and support the teacher candidate’s progress throughout the semester. They will also facilitate the midterm and final conference.

Attendance
Teacher candidates follow the schedule (including spring break) of the mentor teacher and participate in all events as required of the classroom teacher. Snow days do not need to be made up, however absence and tardiness must be documented. If the Teacher candidate misses 3 or more days, the time will need to be made up. Tardiness may result in the removal of a student from a student teaching site and will result in a failed student teaching experience.

Assessment
The teacher candidates are involved in a state-wide teaching assessment known as the Teacher Performance Assessment, TPA. Teacher candidates will need to video tape the teaching of their Language arts unit. A form will be sent home in order to gain permission from families to have students be part of the videotaping. The TPA is a capstone project that needs to be completed by the end of February or
middle of March. It is uploaded electronically and then submitted to an outside reviewer and then scored. Photo documentation and copies of student work will also be requested for this project; again with permission from families.

Please feel free to contact me at any time if there are questions or concerns.
Dr. Dawn R. Roginski, Coordinator of the BSE, Early Childhood Education, KSU at Salem
dturocy@kent.edu   office:330-337-4295 ext. 74295