

Appendix A

Co-Teaching Phase-In Schedule

This document provides a synopsis of the roles and responsibilities of the Student Teacher (ST) as well as the Cooperating Teacher (CT) and University Supervisor (US) for the entire semester. Adherence to the information outlined below is very important to the success of the program. During this pandemic, teaching will look and feel very different. Work together to see how you can all support each other. **Formal Observations are completed by the University Supervisor (US) in support with the Cooperating Teacher (CT). Formative and Summative evaluations are drafted by the CT, then reviewed at the Triad Meetings.**

All forms and more information can be found here: <https://www.csustan.edu/teacher-education/student-teaching/university-supervisors>

*Student Boot Camp pertains to candidates placed in Ceres and Turlock districts only.

Week	Cooperating Teacher (CT) Roles	Student Teacher (ST) Roles	Suggested Co-Teaching Strategies	5D+ Focus for Instructional Growth	Time Together CT & ST	Time Together US & ST
Weeks 1-2 *Boot Camp (Ceres and Turlock Districts only.) Triad Intro Meeting Formal Obs.#1	<p>Instructional lead during all lessons. Try using the suggested co-teaching strategies as the lead teacher. Communicate with students' families to welcome the Student Teacher. Set a co-planning time (ex. Tuesdays from 3:00 - 4:00).</p> <p><i>Below you will find two online modules that go over fieldwork information in more detail. These trainings are optional and not required but can be counted towards the 10hrs of training that CTs are required to complete.</i></p> <p>» Level 1 Training</p> <p>» Level 2 Training</p> <p><i>The CT 10hr form is due towards the end of the semester to allow CTs to participate in triad meetings and available workshops throughout the semester. Field Services will send an email with the link to the form once it gets closer to submitting.</i></p>	<p>Observe and get acquainted with the Learning Management System, virtual classroom, CT, and students. Take notes and ask questions regarding classroom policies and procedure. Send an introduction letter home to the parents. Understand daily schedule. Work on general classroom management in a virtual environment.</p>	<p>CT and ST Watch the One Teach/One Assist & One Teach/One Observe videos</p> <p>Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Classroom Environment and Culture</p> <p>CEC1- Classroom arrangement and resources CEC2- Learning routines CEC3- Use of learning time</p>	<p>(1 hour weekly) Discuss observations and procedures Explain regular lesson planning sessions, coaching, and feedback. Decide on “hours of operation” and classroom duties</p> <p>Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule a Triad Intro Meeting to review co-teaching structures, forms, and virtual schedule. Let everyone know that you are all there to support each other.</p> <p>Schedule Formal Observation #1. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson (either live or GoReact). Schedule a post-observation conference with ST immediately afterwards if live- or after you’ve completed feedback from video. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p>

<p>Weeks 3-4</p> <p>Formal Obs.#2</p>	<p>Continue co-planning time each week. Focus on 5D+ Classroom Environment and Culture</p> <p>Provide guidance and support in the planning of Universal Access (U.A.)/ Small group (Supplemental or Differentiation)</p> <p>Actively observe and provide feedback using instructional rationale/decision making to the ST.</p> <p>*CT leads core instruction and Universal Access/Small group plan. Provide necessary resources (unit, curriculum, materials, strategies, etc.) Prepare to help facilitate the <u>release of 1 content area.</u></p>	<p>Take notes regarding classroom policies and procedure.</p> <p>Take notes on small group observations.</p> <p>Understand students' individualized needs (IEP's, 504, Language etc.).</p> <p>Understand the students' academic needs through data analysis</p> <p>Assume more duties (taking attendance, morning routines, etc...)</p> <p>Take over the co-planning and co-teaching for 1 content area.</p>	<p>One Teach/One Assist One Teach/One Observe</p>	<p>5D+ Domain: Classroom Environment and Culture</p> <p>CEC4- Student status CEC5- Norms for learning</p>	<p>(1 hour weekly) One content area</p> <p>Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons</p> <p>Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture.</p> <p>Start thinking about TPA Cycle 1</p> <ul style="list-style-type: none"> - California Teaching Performance Assessment (CalTPA) (nesinc.com) - California Teaching Performance Assessment (CalTPA) California State University Stanislaus (csustan.edu) 	<p>Schedule Formal Observation #2.</p> <p>Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs.</p> <p>Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback.</p> <p>Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.</p>
<p>Weeks 5-6</p> <p>CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)</p>	<p>Continue co-planning time each week. Focus on 5D+ Purpose.</p> <p>*CT leads core instruction and supports with small group instructional plan.</p> <p>Provide guidance and support in the planning of the small group instruction.</p> <p>Co-teach whole class lessons as lead and support; CT provides lesson plans.</p> <p>Actively observe and provide feedback during small group instruction. Prepare to help facilitate the <u>release of 2 content areas.</u></p> <p>CT drafts scores and comments for FORMATIVE EVALUATION 1 before meeting with US.</p>	<p>Lead small group lesson planning and instruction with support from CT.</p> <p>Plan for Must Do/ May Do</p> <p>Assume more duties</p> <p>Take over the lead in co-planning and co-teaching for 2 content areas. (25%)</p> <p>Identify one or two subdomains of the 5D+ Rubric to focus growth.</p>	<p>One Teach/One Assist One Teach/One Observe</p> <p>Watch Videos: Station Teaching Supplemental or Differentiated Teaching</p> <p>Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Purpose</p> <p>P1- Learning targets connected to standards P2- Lessons connected to previous and future lessons, broader purpose and transferable skill P3- Design of performance task P4- Communication of learning target(s) P5- Success criteria</p>	<p>(1 hour weekly) Two content areas</p> <p>Co-plan U.A. lesson/ Must Do/ May Do</p> <p>Explain formative assessment during small group and planning lessons with clear learning targets.</p> <p>Determine how you will co-teach lessons.</p> <p>Discuss feedback and instructional improvement goals.</p> <p>Discuss 5D+ Framework Guiding Questions for Purpose.</p> <p>What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule CT and US Support meeting (30 min.). Review Formative Evaluation and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns.</p> <p>Discuss ST's specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST's continued development in prioritized skills.</p> <p>While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can <u>then meet as Triad</u> to review Formative 1 and write the Growth Plan.</p> <p>US collects signed copy. Email copy to ST and CT.</p> <p>US submits Formative 1 to Field Services.</p>

<p>Weeks 7-8</p> <p>Formal Obs.#3</p> <p>TPA Cycle 1 Due</p> <p>TPA Website</p>	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement. Follow-up on the Formative 1 Growth Plan.</p> <p>Allow ST to completely lead small group instruction Provide all necessary resources Evaluate small group lesson plans for ST and provide feedback. Actively observe and provide feedback during small group instruction Co-teach whole class lessons with support from ST, using appropriate/suggested structures. Prepare to help facilitate the release of 3rd content area.</p>	<p>Assume more duties Continue to lead the co-planning and co-teaching for 2-3 content areas. Submit lesson outlines to CT as requested. By the end of week 8, take the lead in co-planning and co-teaching for 3 content areas. (50%)</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching *ST begins to take the lead in Parallel Teaching based upon co-planned lesson. Discuss ways you might be able to do this in a virtual setting</p>	<p>5D+ Domain: Student Engagement SE1- Quality of questioning SE2- Ownership of learning</p>	<p>(1 hour weekly) Two or Three Content Areas Discuss student data Explain Universal Access/ Small group Begin to plan instructional routines and lessons</p> <p>Discuss 5D+ Framework Guiding Questions for Student Engagement What does it look like in a virtual setting or face-to-face setting</p>	<p>Schedule Formal Observation #3. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form.</p> <p>Follow-up on the Formative 1 Growth Plan.</p> <p>Email ST and CT the Obs. Form within 24 hours.</p>
<p>Weeks 9-10</p> <p>Formal Obs.#4</p> <p>CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)</p>	<p>Continue co-planning time each week. Focus on 5D+ Student Engagement.</p> <p>CT takes over the small group teaching, and takes on more of the “support” role in co-teaching. Actively observe and provide feedback during whole group instruction. Continue to step in/correct if needed. CT may act as a support during the ST lead teaching experiences (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)</p> <p>CT drafts FORMATIVE EVALUATION 2 before meeting with US.</p>	<p>Lead teacher for three content areas (50%). Lead the co-planning for these content areas, by <u>sharing your rationale with CT</u> and preparing the materials. Lesson outlines should be provided to the CT as requested. You will need to take more time to plan and prepare lessons. Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.</p>	<p>One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson</p>	<p>5D+ Domain: Student Engagement SE3- Capitalizing on students’ strengths SE4- Opportunity and support for participation and meaning making SE5- Student talk</p>	<p>(1 hour weekly) Three Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements</p> <p>Discuss 5D+ Framework Guiding Questions for Student Engagement</p> <p>Start thinking about TPA Cycle 2</p> <ul style="list-style-type: none"> - California Teaching Performance Assessment (CalTPA) (nesinc.com) - California Teaching Performance Assessment (CalTPA) California State University Stanislaus (csustan.edu) 	<p>Schedule Formal Observation #4. Conduct preconference in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form. Email ST the Obs. Form within 24 hours.</p> <p>Schedule CT and US Support meeting (30 min.). Review Formative Evaluation 2 and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns. Discuss ST’s specific strengths and areas to target growth, based on 5D+ rubric. Identify 2-3 ways to support ST’s continued development in prioritized skills. While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can then meet as Triad to review</p>

						Formative 2 and write the Growth Plan . US collects signed copy. Email copy to ST and CT. US submits Formative 2 to Field Services.
Weeks 11-12 Formal Obs.#5	Continue co-planning time each week. Focus on 5D+ Curriculum and Pedagogy (Dig into effective teaching approaches for different content areas) Follow-up on the Formative 2 Growth Plan. Assumes/ prepares to release U.A./ Small group. Actively observe and provide feedback during whole group instruction. Determine which lessons will be co-taught with the ST as the lead. Prepare to help facilitate the release of 4 th content area. CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)	Lead teacher for four content areas (75%) with support/approval from CT. Think about what you've learned in methods courses. Don't be afraid to try something different or creative. Lead the co-planning for these content areas, by <u>sharing your rationale with CT</u> and preparing the materials. Lesson outlines may be provided to the CT as requested. Seek feedback and support on instructional practices. <i>You will need to take more time to plan and prepare lessons.</i> Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson	5D+ Domain: Curriculum and Pedagogy CP1- Alignment of instructional materials and tasks CP2- Teacher knowledge of content CP3- Discipline specific teaching approaches CP4- Differentiated instruction for students CP5- Use of scaffolds	(1 hour weekly) Four Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements Discuss interventions and alternative assignments Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy What does it look like in a virtual setting or face-to-face setting	Schedule Formal Observation #5. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.
Weeks 13-14 Formal Obs.#6 ** Additional formal observations may be scheduled as needed. TPA Cycle 2 Due	Continue co-planning time each week. Focus on 5D+ Assessment Release U.A./ Small group instruction Actively observe and provide feedback during whole group instruction, CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or During supplemental teaching, the CT may take the small group)	Lead teacher for all (100%) content areas. Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested. Seek feedback and support on instructional practices. <i>You will need to take more time to plan and prepare lessons.</i> Do this planning	ST is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Parallel	5D+ Domain: Assessment for Student Learning A1- Student self-assessment A2- Student use of formative assessments over time A3- Quality of formative assessment methods A4- Teacher use of formative assessments	(1 hour weekly) All Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning. What does it look like in a virtual setting or face-to-face setting	Schedule Formal Observation #6. Conduct preconference by reviewing ST's emailed lesson plan 48hrs in advance. Provide <i>specific feedback</i> within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.

<p>TPA Website</p>	<p>Provide daily feedback on ST's instruction.</p>	<p>throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.</p> <p>Assume full day teaching.</p>	<p>Teaching, Team Teaching, Teaching, Station Teaching</p>	<p>A5- Collection systems for formative assessment data</p>		<p>**Discuss the need for more observations to target necessary skills.</p>
<p>Weeks 15-16</p> <p>SUMMATIVE EVALUATION</p> <p>Week 16- Check-out Meeting (Triad)</p>	<p>Continue co-planning time each week. Focus on 5D+ area that is most needed.</p> <p>CT takes on more of the “support” role in co-teaching experiences.</p> <p>Provide daily feedback on ST's instruction.</p> <p>CT may leave the classroom for selected periods throughout the day to give ST a “solo” experience. But this is optional.</p> <p>CT drafts SUMMATIVE EVALUATION before the Checkout meeting.</p> <p>CT marks current progress of ST along the trajectory of each subdomain on the 5D+ rubric. Give the ST a copy of the marked 5D+ Rubric. (This will help the ST write the Growth Plan for Induction.)</p>	<p>Lead teacher for all (100%) content areas.</p> <p>Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested.</p> <p><i>You will need to take more time to plan and prepare lessons.</i> Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.</p> <p>Seek feedback and support on instructional practices. Assume full day teaching. Write your Growth Plan for Induction in preparation for the check-out meeting. Refer to the marked copy of the 5D+ Rubric completed by your CT.</p>	<p>ST is lead instructor, classroom manager, and is in charge of all planning. (ST is lead), One Teach/One Observe (ST is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<p>5D+ Domain: (ST selects domain to focus, based on self-reflection and feedback from US; CT.)</p>	<p>(1 hour weekly) All Content Areas Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and Instructional improvements</p> <p>Discuss 5D+ Framework Guiding Questions for selected domain.</p>	<p>Schedule the Check-out Triad meeting with ST and CT. Make sure that your copies of all the assessments are signed and dated as well as the Signature Log</p> <p>Review the 5D+ Summative Evaluation form and ST Growth Plan for Induction.</p> <p>Submit all the forms to Field Services. Post grade for ST (credit/no credit)</p>