Gradual Increase of Responsibility for 2-year ETEP Students

Elementary Schools

These guidelines are not intended to be a one-size-fits-all approach, but rather an idea of how a schedule for increasing teaching responsibilities might look. This document will give you a sense of what is generally expected as well as some ideas you may not have considered. Hopefully, it will help with long range planning also.

The 2-year students have 3 semesters of 1 credit each semester of internship to build up to the expectations of the 3 credit one semester internship for 9-month interns. The 1 credit expectation is a minimum of 6-9 hours a week arranged with the host teacher to observe a breadth of courses in the first year and a depth of experience with a single class or course to build familiarity with the students and curriculum to be prepared for lead teaching in the second year.

**SEMESTERS 1 and 2:**

During the first two semesters, as they work to earn 1 credit, students spend a minimum of 6-9 hours each week in their internship classroom. The student is meant to observe a breadth of courses in the first two semesters. She/he should work with her/his host teacher to arrange those observations.

**SEMESTER 3:**

During the third semester, as they work to earn 1 credit, students spend a minimum of 6-9 hours each a week in their internship classroom. The student is meant to develop a depth of experience with a single class or course to build familiarity with the students and curriculum in that class or course. She/he should work with her/his host teacher to plan for that experience which serves as a foundation for lead teaching five consecutive days at the end of the third semester.

**SEMESTER 4:**

The 4th and final semester of internship is a full time experience with the expectations that interns will be in their placement classrooms five full days each week. This experience culminates with ten consecutive full days of lead teaching. For those mentor teachers familiar with the 9-month pathway, this 4th semester of internship for
a 2-year intern is identical to the second semester in the 9-month pathway. Please consult the ETEP 9-month pathway GIR.

Year One, Semester 1: September - December

September

Students will:

- Plan and lead an introductory activity
- Become familiar with classroom routines
- Learn all students’ names
- Write and send home letter to families

October

Student will:

- Begin to conduct routines such as taking attendance, getting lunch count, running a part of morning meeting
- Observe and practice using mentor’s management protocols
- Observe and practice using mentor teacher's strategies for planning and teaching lessons
- Assist individual and small groups of students

November

Student will:

- Begin co-teaching one or two lessons each week
- Partner with mentor teacher on transitions
- Lead a small group of students
- With mentor, assess student work

Student might:

- Conduct routines, such as attendance, lunch count
- Use some of his/her own management techniques with students
- Teach one part of the class each day
- Attend grade level or school meetings; share/take mentor teacher's duty
December

Student will:
- Co-teach one or two content areas each week
- Facilitate transitions
- With mentor, assess student work

Student might:
- Use some of his/her own management techniques with students
- Teach one part of the class each day
- Attend grade level or school meetings; share/take mentor teacher's duty

Year One, Semester 2: January - April

January

Student will:
- Begin to take over responsibility for morning meeting and other routines such as attendance, lunch count
- Partner with mentor teacher on transitions
- With mentor teacher, design informal assessments, implement and plan follow-up

February

Student will:
- Use some of his/her own management techniques with students
- Teach one part of the class each day
- Work steadily with a reading group and/or math group
- Review student assessments and data

March

Student will:
● Plan and co-teach lessons with mentor teacher in one content area or topic
● Write original lesson plans and/or procedures connected with district standards or curriculum

**Student might:**

● Attend IEPs, 504s and RTI meetings if appropriate
● Attend conferences when able

**April**

**Student will:**

● Continue co-teaching with mentor, adding another content area if appropriate.
● Continue to increase amount of teaching with the goal of teaching original content area and adding one more
● Review 11 teaching standards for goal setting for next year with supervisor

**Year Two, Semester 1: September - December**

**September**

**Student will:**

● Plan and lead an Introductory Activity
● Write and send home letter to families
● Become familiar with classroom routines
● Learn all students’ names
● Observe and practice using mentor’s management protocols
● Observe and practice using mentor teacher's strategies for planning and teaching lessons

**Student might:**

● Conduct routines, such as attendance
● Use some of his/her own management techniques with students
● Teach one part of each class (review, activator, summarizer, etc.)
● Observe mentor, then begin co-teaching portions of lessons

**October**
Student will:

- Conduct routines, such as attendance
- Use some of his/her own management techniques with students
- Teach one part of each class (review, activator, summarizer, etc.)
- Begin co-teaching portions of lessons every day or take over teaching one content area
- With mentor, design informal assessments, implement and plan follow-up
- Write original lesson plans and/or procedures connected with district standards or curriculum
- Conduct mid-placement standards review in Tk20 with mentor teacher and supervisor

Student might:

- Attend PETs, 504s and RTI meetings if appropriate
- Attend conferences when able

November

Student will:

- Take over responsibility for morning meeting and other routines
- Take over planning for one content area or topic and teach independently
- Write original lesson plans and reflections
- Use student data to differentiate instruction
- Continue to increase amount of teaching with the goal of doing at least one full day of content and transitions before lead teaching
- Meet with mentor teacher to determine when to lead teach and deliver series of 5 connected lessons
- Plan lead teaching and series of five connected lessons

December

Student will:

- Lead Teach and plan and deliver a series of five consecutive, connected lessons:
  - Minimum of 5 teaching days taking lead responsibility for content, management and duties
  - Implement series of at least 5 consecutive, connected lessons
- After the series and lead teaching is complete, the Student should continue co-teaching with mentor
- Submit series of connected lessons and lead teach packet
- Submit Video Tape Reflection (videotape during series implementation)
- Complete end of placement standards review in Tk20 with mentor teacher and supervisor with the expectation of 2-Basic in all 11 standards.