**TEXAS STATE UNIVERSITY**

Revised

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Utley

**Elementary Total Teach Timeline:**

**Assuming Instructional Responsibilities in Student Teaching**

*A Standard Experience requirement for the elementary student teacher is to collaborate with the CT and supervisor to develop a timeline to reach the two-week Total Teach experience. This document serves as a guide in fulfilling this requirement.*

The elementary timeline goal is to assume responsibility for directing all aspects of the classroom for a minimum of two weeks. This is called the Total Teach experience. These timeline guidelines should be adjusted to suit the assignment, particularly in departmentalized or intermediate situations. Curriculum, class organization, planning, student needs and expectations vary among campuses. **The student teacher (ST) and cooperating teacher (CT), with collaboration from the university supervisor, may adapt this timeline to develop the best plan for the classroom and the ST’s readiness.**

The timeline is based on the ST assuming responsibility in instructional segments. These segments may be:

* Traditional content areas, such as ELA, math, science, and social studies
* Components of the day’s schedule, such as guided reading, problem of the day, phonics/spelling, and writing workshop
* Learning segments, such as calendar, read-aloud, Daily 5, letter of the week, writing center, and math
* A combination of the above

The method of assuming instructional responsibility also varies, depending upon the classroom structure and the readiness of the ST. However, the process for each instructional segment typically follows this sequence:

* 1st: co-planning an instructional segment. (CT and ST collaborative planning)
* 2nd: solo planning and co-teaching that instructional segment. (ST plans segment, with oversight and mentoring from CT; CT and ST teach together)
* 3rd: solo planning and teaching that instructional segment. (ST planning and teaching; CT mentoring and overseeing)

This process continues until the ST has assumed responsibility of all learning segments.

**Suggested Timeline Schedule for ST**

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| **Week** | **Date** | **Activities/Responsibilities** |
| **1** |  | Observe CT teach and plan; assist where CT directs |
| **2** |  | Observe CT teach; co-plan instructional segment 1 |
| **3** |  | Observe CT teach; plan and co-teach segment 1; co-plan segment 2 |
| **4** |  | Observe CT teach; plan and teach segment 1; plan and co-teach segment 2; co-plan segment 3 |
| **5** |  | Observe CT teach; plan and teach 1 and 2; plan and co-teach 3; co-plan segment 4 |
| **6** |  | Observe CT teach; plan and teach 1, 2, and 3; plan and co-teach 4; co-plan segment 5 |
| **7** |  | Observe CT teach; plan and teach 1, 2, 3, and 4; plan and co-teach 5; co-plan segment 6  |
| **8** |  | Observe CT teach; plan and teach 1, 2, 3, 4, and 5; plan and co-teach 6; co-plan segment 7  |
| **9** |  | Plan and teach 1, 2, 3, 4, 5, and 6; plan and co-teach 7 |
| **10** |  | Week 1 of Total Teach |
| **11** |  | Week 2 of Total Teach |
| **12** |  | Flex week for extra TT, adjustments for testing, etc.  |
| **13** |  | Transition Week (CT gradually assumes classroom responsibilities) |
| **14** |  | Observe in other classes/grade levels/programs; complete all activities |

The above schedule may be adjusted if fewer that 7 instructional segments exist in the class schedule or if events, such as state testing, require a different pace for assuming responsibilities. Examples of adjustments may include the following:

* Repeating a designated week’s activities/ responsibilities for two weeks
* Scheduling two weeks for transitioning responsibilities back to the CT
* Assuming Total Teach a week or two earlier, with a slower transition period and/or additional observations in other classes/programs
* Assuming Total Teach earlier and Total Teaching for more than 2 weeks

