

Table of Roles & Responsibilities – First Full-Time Novice Teaching Placement

	NOVICE TEACHER	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
WEEK 1	<ul style="list-style-type: none"> • Learn students' names. Draw a classroom map that includes the seating arrangement. • Learn school site procedures such as supplies, lunch, office referrals, playground assignments, bell schedules, emergency procedures, etc. • Review student behavior expectations, policies for homework, grading, make-up tests, lavatory use, pencil sharpening, etc. • Learn your Cooperating Teacher's expectations of you and discuss what you hope to get out of the experience. • Share your strengths (special talents) and focus areas for growth with the Cooperating Teacher. • Discuss with your Cooperating Teacher how you will be introduced to the class. • Determine, with your Cooperating teacher, your work space inside the classroom for schoolwork and personal belongings. • Request copies of texts, supplementary materials, teacher's guides, course outlines, etc for you to review and understand. • Assist with roll taking, forms, and routine activities. • Assist CT with walking students to and from the classroom when dismissing to and from lunch, recess, etc. • Observe your CT's teaching and management strategies. Take notes, ask questions, and discuss observations with him/her. • Collaborate with CT to assess student work and reflect upon students' progress in meeting learning objectives. • Assist individual students as needed. • Monitor/supervise small group activity. • Teach lesson to individual student or small group using full lesson plan format. • Review all oral/written comments made by your CT and Supervisor. 	<ul style="list-style-type: none"> • Provide the NT with seating chart, attendance cards, cumulative files, etc. • Review students with special needs, IEP interventions, etc. • Schedule a weekly meeting time to review school procedures, bell schedules, emergency procedures, behavior policies, policies for homework, grading, and attendance. • Discuss how you plan to formally introduce the NT to your class and subsequently introduce NT to class. • Provide an area/desk for your NT to use and store personal and professional belongings. • Provide copies of teacher's guides and texts. Model how to use each guide effectively. • Provide opportunity for the NT to follow your procedure for taking roll or any other opening activity. • Guide the NT in how to walk students to and from the classroom. Observe the NT and offer suggestions. • Model good teaching strategies with explanations of what you are doing and why during instruction. • Discuss specific techniques NT should use to manage the students. • Review student work samples and identify criteria used. • Identify specific students needing assistance and provide opportunities for your ST to work with identified students. • Help the ST plan a small group lesson. • Define the differences between supervising, monitoring and instructing small groups. • Guide the ST in the lesson writing process. Request that all lesson plans be turned into you 24 hours in advance of instruction so that you can provide appropriate feedback both prior to and after instruction. • Read all lesson plans and provide written comments and suggestions on the plan. Return the plan in a timely manner. • Observe NT performance during instruction and provide written and oral feedback. • Discuss with the NT possible methods for delivering feedback, e.g. journal format, comments on lesson plans, meetings, etc. 	<ul style="list-style-type: none"> • Meet NT and review guidelines and expectations. • If NT is working with an individual student or monitoring a small group, observe him/her and provide written feedback at least once during the first week. • Introduce yourself to the Cooperating Teacher and school Principal. • Meet with CT to review their responsibilities to observe the NT, provide written and oral feedback, offer suggestions prior to instruction, and explain and demonstrate how to write lesson plans and meet individual student needs. • Check in at the school office at each visit. • Locate a quiet, private area on campus to conduct debriefing conference. • Act as a liaison for the University, school site, and Novice Teacher. • Get the phone numbers and email address for Novice Teacher and give them yours.

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WEEK 2	<ul style="list-style-type: none"> • Conduct morning business such as attendance, lunch count, playground assignments, etc. • Read a story aloud. • Plan and teach lessons approved by CT. Lessons plans should be submitted and discussed at least 24 hours prior to teaching. • Address and reflect upon your growth as an educator, particularly in relation to the Domains of Practice. • With CT, determine the 2 focus students. (ELL and/or Special Ed.) • Discuss University coursework you will be completing in the classroom setting and schedule a time for doing so. 	<ul style="list-style-type: none"> • Review opening activities with NT prior to the NT conducting them. • Make oral and written suggestions following the activity. • Assist NT with choosing an age-appropriate read aloud book. Model effective read aloud strategies such as voice modulation, phrasing, showing illustrations, etc. • Assist NT with writing lesson plans according to the Antioch format. • Review and comment on all lesson plans. Offer suggestions for improving instructional delivery. Refer to the lesson plan format. • Observe all lessons taught by the NT and provide written and oral feedback. • Assist NT with the selection of two focus students. Review these students' IEPs and cumulative file information and discuss confidentiality issues. • Provide time in the daily/weekly schedule for the NT to conduct lessons, surveys, etc. required for University coursework. • Assist NT with aligning coursework with grade level standards. • Inform NT of specific strategies and policies for implementing successful management techniques. 	<ul style="list-style-type: none"> • Review lesson plans and make written suggestions on the plan. • Observe at least one lesson using the Observation Form and conduct debrief with NT. • Provide instructional materials, if necessary. • Discuss focus area with CT. • Prepare and conduct professional seminar on how to write a lesson plan. • Complete the visitation record for each student. • Establish the next observation date, if possible
WEEK 3	<ul style="list-style-type: none"> • Determine a time line for assuming more classroom and instructional responsibilities. • Continue to conduct morning/opening activities, daily oral language, etc. • Determine the math, language arts, and reading units you will teach, and when. • Plan and teach at least one lesson per day, using the approved lesson plan format. Submit your plan at least one day in advance to the CT. • Begin to collect a file of artifacts of your work (eg. lesson plans, comments from CT, student work, reflections). Record dates collected and contexts surrounding artifacts. 	<ul style="list-style-type: none"> • Establish a weekly schedule and select the curricular area the NT will teach. • Review and comment on all lesson plans. Offer suggestions for improving instructional delivery. • Continue to refine lesson plans through written suggestions and comments. • Provide additional materials, pictures, realia when necessary. • Observe all lessons taught by the NT and provide written and oral comments/suggestions. 	<ul style="list-style-type: none"> • Review lesson plans and make written suggestions on the plan. • Observe at least one lesson using the Observation Form and conduct debrief with NT. • Establish the next observation date, if possible.

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WEEK 4	<ul style="list-style-type: none"> Plan and teach at least 2 instructional lessons per day. At this time, lesson plan formats may vary depending on the subject matter and resource materials used for planning. Request a 3-way conference with your Cooperating Teacher and University Supervisor during the fifth or sixth week. The Non-confidential Novice Teaching Evaluation Form is due from the Cooperating Teacher in the fifth week. Discuss with CT curricular areas you will be teaching consistently during the remainder of your placement. 	<ul style="list-style-type: none"> Continue to guide the NT in the lesson writing process through written suggestions and comments. Observe all lessons taught by the NT and provide written and oral comments/suggestions. Review and comment on all lesson plans. Offer suggestions for improving instructional delivery. Instruct NT on how to assess student performance and how to plan for special needs, such as gifted, ELD, at-risk, etc. Schedule a 30-minute mid-quarter conference for the Novice Teacher, Cooperating Teacher and University Supervisor. Determine the curricular area that the NT will teach next week. Discuss how to plan for a complete curricular area and how to prepare sequentially developed lessons. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT. Assist with planning and teaching a complete curricular area. Establish the next observation date, if possible
WEEK 5	<ul style="list-style-type: none"> Plan and teach one complete curricular area, such as language arts, math, or social science. At least one lesson per day should be to the whole group. Submit written plans to your CT 24 hours in advance. Submit Non-Confidential Evaluation Form to Antioch. 	<ul style="list-style-type: none"> Continue to refine lesson plans through written suggestions and comments. Observe all lessons taught by the NT and provide written and oral comments/suggestions. Review and comment on all lesson plans. Offer suggestions for improving instructional delivery. Assist in videotaping activity. Demonstrate a variety of instructional settings, such as whole group, small group, and whole-to-small group. Assist NT with analysis of student work. Conduct a 3 way mid-quarter evaluation conference. Assist NT in developing a weekly schedule for planning instruction. Determine a time-line for transitioning the NT to full day teaching. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT. Establish the next observation date, if possible. If necessary, conduct a professional seminar on long term planning. Review Antioch's NT evaluation process, forms, and rubric with CT. Participate in the mid-quarter evaluation conference with NT and CT.
WEEK 6 & 7	<ul style="list-style-type: none"> Plan and teach at least 2 complete curricular areas daily. (e.g. all language arts and all math.) Submit written plans to your CT 24 hours in advance. 	<ul style="list-style-type: none"> Discuss how to plan for 2 complete curricular areas and how to prepare sequentially developed lessons. Assist with the planning and preparing for 2 complete curricular areas. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT.

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WEEK 8	<ul style="list-style-type: none"> Plan and teach 3 complete curricular areas. (e.g. all language arts, math, and social science. Submit written plans to your CT 24 hours in advance. 	<ul style="list-style-type: none"> Continue to refine lesson plans through written suggestions and comments. Observe all lessons taught by the NT and provide written and oral comments/suggestions. Review and comment on all lesson plans. Offer suggestions for improving instructional delivery. Assist with the planning and preparing for assuming all instructional responsibilities. Assist NT in developing a weekly schedule for planning instruction. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT. Establish the next observation date, if possible
WEEK 9	<ul style="list-style-type: none"> Assume all instructional responsibilities each day. Submit written plans to your CT 24 hours in advance. Meet with the Cooperating Teacher and University Supervisor for a review of your progress as it relates to the Antioch Domains of Practice Rubrics and the Teaching Performance Expectations (both documents can be found in the Appendix Section). Share your portfolio artifacts with your CT and fellow cohort-members. 	<ul style="list-style-type: none"> Continue to refine lesson plans through written suggestions and comments. Observe all lessons taught by the NT and provide written and oral comments/suggestions. Review and comment on all lesson plans. Offer suggestions for refining instructional delivery. Assist with preparation and planning for full day teaching. Schedule a 30-minute conference time for Novice Teacher, Cooperating Teacher and supervisor. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT.
WEEK 10	<ul style="list-style-type: none"> Begin to transition classroom responsibilities to your Cooperating Teacher. Prepare a formal “good-bye” for the students. Return all paperwork, school materials, manuals, etc. to your Cooperating Teacher. Write a thank you note to your Cooperating Teacher. Submit the final evaluation form. 	<ul style="list-style-type: none"> Begin to resume classroom and instructional responsibilities. Conduct a 3-way evaluation conference. Optional: Have the children prepare some type of good-bye for the NT, such as a card, memory book, picture, etc., and/or plan a goodbye party. 	<ul style="list-style-type: none"> Participate in 3-way evaluation conference. Prepare narrative essay for each student. Write a thank you note to the CT.

Table of Responsibilities – Second Full-Time Novice Teaching Placement for Novice Teachers, Cooperating Teachers, and Supervisors
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WEEK 1	<p>In the second Novice Teaching assignment, many of your responsibilities will follow the same pattern as in your previous assignment, but will probably begin sooner. By the end of this placement, you will be responsible for full-day teaching for at least two consecutive weeks (10 full days).¹</p> <ul style="list-style-type: none"> Meet with your Cooperating Teacher to review your progress so far along the path to becoming a teacher. It would be useful to share your portfolio. You should also discuss expectations and determine a time line for taking on time line for assuming classroom responsibilities. Be sure to share any areas of expertise you want to use or try out in this placement, e.g., Music, Language, PE, Art, etc. Plan and teach at least one lesson based on full, written lesson plan submitted to your Cooperating Teacher at least 24 hours in advance. 	<ul style="list-style-type: none"> Determine the lesson the Novice Teacher will teach during the week and provide assistance with writing the lesson plan. <ul style="list-style-type: none"> Model various grouping strategies, such as whole, small group, pairs, cooperative grouping, etc. Observe NT performance during instruction and provide written and oral feedback. Discuss with the NT possible methods for delivering feedback, e.g. journal format, comments on lesson plans, meetings, etc. 	<ul style="list-style-type: none"> Observe the NT teaching the lesson and provide written and oral feedback. Provide instructional materials, if necessary. Prepare and conduct professional seminar. Establish the next observation date, if possible. Complete the visitation record for each student.
WEEK 2	<ul style="list-style-type: none"> Plan and teach at least one subject daily. Your CT may want to teach is one in a while to model. 	<ul style="list-style-type: none"> If needed, assist NT with writing lesson plans according to the Antioch format. Review and comment on all lesson plans. Observe all lessons taught by the NT and provide written and oral suggestions. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT.
WEEK 3	<ul style="list-style-type: none"> Plan and teach at least 2 subjects daily. Present a series of lessons (unit) that sequentially develop a particular concept. Teach the unit you prepared. Assume normal classroom routines as soon as possible. Reflect on your work to determine which areas need your attention. 	<ul style="list-style-type: none"> Establish a weekly schedule and select the curricular area the NT will teach. Continue to refine lesson plans through written suggestions and comments. Provide additional materials, pictures, realia when necessary. Observe all lessons taught by the NT and provide written and oral comments/suggestions. Provide time in the daily/weekly schedule for the NT to conduct lessons, surveys, etc. required for University course work. 	<ul style="list-style-type: none"> Review lesson plans and make written suggestions on the plan. Observe at least one lesson using the Observation Form and conduct debrief with NT. Establish the next observation date, if possible. Check lesson plan and review CT suggestions.
WEEKS 4 - 5	<ul style="list-style-type: none"> Plan and teach at least two-thirds to a full day daily. Discuss which lessons need full lesson plans from those that can be modified to a shorter form. 	<ul style="list-style-type: none"> Instruct NT on how to assess student performance and how to plan for Special Needs such as gifted, ELD, at-risk, etc. Continue to observe all lessons taught by the NT and provide written and oral comments/suggestions. 	<ul style="list-style-type: none"> Check NT/CT observation/feedback journal. Assist with planning and teaching for most of the day during week 5. Review Domains of Practice and rubric with NT and CT.

¹ If you have not had a one week take-over in your first placement, you need to have at least 3 consecutive weeks in the second placement.

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	<ul style="list-style-type: none"> • Reflect on your work to determine which areas need more attention. • Meet with the Cooperating Teacher and University Supervisor for a review of your progress as it relates to the Domains of Practice, Rubric and the Teaching Performance Expectations (both documents can be found in the Appendix Section). • Confirm the scheduling of a 3-way conference with your University Supervisor and Cooperating Teacher. 	<ul style="list-style-type: none"> • Schedule a 30-minute mid-quarter conference with ST and University Supervisor. • Determine the curricular area(s) that the ST will teach next week. • Assist in vide-taping activity. • Participate in the evaluation conference. • Assist ST in developing a weekly schedule for planning instruction. • Determine a time line for transitioning the ST to full day teaching. 	<ul style="list-style-type: none"> • Assist CT with the completion of the Domains of Practice and rubric prior to the 3-way conference. • Establish date and time for the 3-way evaluation conference with ST and CT. • Establish the next observation date, if possible • If necessary, conduct a professional seminar on long term planning. • Conduct the 3-way evaluation conference.
WEEKS 6 - 7	<ul style="list-style-type: none"> • Evaluate your growth as a teacher and determine specific areas needing attention. • Schedule lessons so that you are preparing for all daily instructional responsibilities by weeks 8 and 9. You must complete a minimum of two weeks of full-day Novice Teaching with complete responsibility for the class. • Submit your weekly plan, block plan, lesson plans, and caring learning community plan to both your University Supervisor and your Cooperating Teacher at least one week prior to take-over. • Prepare your second portfolio presentation, using artifacts from the summer and fall to show growth over time. This presentation will include all eight domains; i.e. a revision of the first four and the first reflective essay for each of the other four. 	<ul style="list-style-type: none"> • Discuss how to plan for all-day teaching responsibilities and how to prepare sequentially-developed lessons, units of study, etc. • Develop weekly plans for weeks 8 and 9. • Review all lesson plans and unit plans, and provide written/oral feedback/suggestions. 	<ul style="list-style-type: none"> • Assist with the preparation for daily instruction. • Review weekly schedule and lesson plans. • Assist with portfolio assignments or other coursework requirements.
WEEKS 8 - 9	<ul style="list-style-type: none"> • Schedule lessons so that you are assuming all daily instructional responsibilities. • Submit all written plans to your Cooperating Teacher at least 24 hours in advance. 	<ul style="list-style-type: none"> • Review all lesson plans and unit plans, and provide written feedback/suggestions. • Prepare for the end-of-quarter 3-way conference using the Domains of Practice and rubric documents and completing the Non-confidential Evaluation form. 	<ul style="list-style-type: none"> • Assist ST with planning for full day teaching. • Observe at least one lesson using the Observation Form and conduct debrief with ST. • Review lesson plans and make written suggestions on the plan. • Assist the CT with completing the Non-Confidential Evaluation Form using the Domains of Practice and rubric documents. • Schedule a 30 minute conference time with Novice Teacher and cooperating teacher.
WEEK 10	<ul style="list-style-type: none"> • Begin to transition classroom responsibilities to your Cooperating Teacher. • Return all materials to your Cooperating Teacher. • Prepare a formal “good-bye” for the students. • Write a “thank you” note to your Cooperating Teacher. • Meet with the Cooperating Teacher and University Supervisor for the final evaluation review of your progress as it relates to the Domains of Practice, Rubric and the Teaching Performance Expectations (both can be found in the Appendix Section). The Non-confidential Evaluation Form is due in the tenth week. 	<ul style="list-style-type: none"> • Begin to assume classroom and instructional responsibilities. • Continue to observe all lessons taught by the ST and provide written and oral comments/suggestions. • Conduct the final 3-way evaluation conference. • Optional: Have the children prepare some type of good-bye for the student, such as a card, memory book, picture, etc., and/or plan a goodbye party. 	<ul style="list-style-type: none"> • Conduct the 3-way conference and complete the Non-confidential Evaluation Form. • Write a thank-you note to the Cooperating Teacher. • Prepare the Antioch Evaluation and essay form for each student. • Submit all written documentation to Antioch.