

Gradual Increase of Responsibility for 2-year ETEP Students, 6-12 Pathway

General Overview

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.

A 2-year intern takes three semesters of internship, each for 1 credit. By the end of the three semesters, the intern will have accrued a total of 3 credits and a range of experiences similar to those the 9-month interns accrue in one semester. The 1 credit expectation corresponds to a minimum of 6-9 hours in their host classroom each week. For the first two semesters, the intern arranges with her/his host teacher to observe a breadth of courses, classes, or content areas and in the third semester, (s)he aims for a depth of experience with a single course, class, or content area. This plan helps the intern build familiarity with the students and the curriculum so (s)he is prepared for lead teaching in the fourth and final semester.

SEMESTERS 1 and 2:

During the first two semesters, as the intern works to earn 1 credit per semester, (s)he spends a minimum of 6-9 hours each week in her/his internship classroom. The intern is meant to observe a breadth of courses, classes, or content areas in each of the first two semesters. (S)he should work with her/his host teacher to arrange those observations.

SEMESTER 3:

During the third semester, as the intern works to earn 1 credit, (s)he spends a minimum of 6-9 hours each a week in her/his internship classroom. The intern is meant to develop a depth of experience with a single course, class, or content area to build familiarity with the students and the curriculum in that course, class, or content area. (S)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 expectation that the intern will be in her/his placement classrooms five full days each week. This 3 credit 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

Student 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, reviewing homework, administering and collecting entry slip/Do Now
- Observe and practice using mentor teacher's management protocols
- Observe and practice using mentor teacher's strategies for planning and teaching lessons

Student might:

- Begin working with small groups or individual students

November

Student will:

- Begin co-teaching one or two periods/blocks each week
- Partner with mentor teacher on 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
- Begin working with small groups or individual students
- Attend grade level or school meetings; share/take mentor teacher's duty

December**Student will:**

- Co-teach one or two periods/blocks 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 -May**January****Student will:**

- Continue co-teaching one or two periods/blocks each week
- 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
- Review student assessments and data

March**Student will:**

- Plan and co-teach lessons with mentor teacher in one content area or topic
- Administer summative assessments and review results

Student might:

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

April**Student will:**

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

Year Two, Semester 3: September - December**September****Student will:**

- Plan and lead an Introductory Activity
- Become familiar with classroom routines
- Learn all students' names
- Write and send home letter to families

- Observe and practice using mentor teacher's management protocols
- Observe and practice using mentor teacher's strategies for planning and instruction

October

Student will:

- Conduct routines, such as taking attendance, reviewing homework, administering and collecting entry slip/Do Now
- Use some of his/her own management techniques with students
- Teach one part of each class (review, activator, summarizer, etc.)
- Begin co-teaching one or two periods/blocks every day or take over teaching one period/block
- With mentor, design informal assessments, implement and plan follow-up
- Write original lesson plans and/or procedures connected with district standards or curriculum
- Meet with mentor teacher to determine when to lead teach and deliver series of 5 connected lessons
- Conduct mid-placement standards review in Tk20 with mentor teacher and supervisor

Student might:

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

November

Student will:

- Begin to take over planning for one class and teach independently
- Plan lead teaching and series of five connected lessons
- Use student data to begin to differentiate instruction
- Continue to increase amount of teaching with the goal of teaching at least one full day of content and transitions prior to the start of lead teaching
- Plan and deliver a series of five consecutive, connected lessons
- Take over lead teaching for the time they are in the classroom:

December

Student will:

- After the series and lead teaching is complete, the intern should continue co-teaching with mentor
- Complete end of placement standards review in Tk20 with mentor teacher and supervisor with the expectation of 2-Basic in all 11 standards.