## 2016-2017 PSU Elementary Graduate Teacher Education Program (GTEP)
### Field Expectations At-A-Glance

<table>
<thead>
<tr>
<th>Summer: Aug-Sep</th>
<th>Fall: Sep-Dec</th>
<th>Winter: Jan-Mar</th>
<th>Spring: Apr-Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Candidate (TC) schedule in schools</strong></td>
<td><strong>Teacher Candidate (TC) Expectations</strong></td>
<td><strong>Teacher Candidate (TC) Expectations</strong></td>
<td><strong>Teacher Candidate (TC) Expectations</strong></td>
</tr>
<tr>
<td>Full-time, full day everyday through 9/25 1 (i.e., teacher contract hours at minimum), sharing time between the Main and Alternate placement classrooms.</td>
<td><strong>Cooperating Teacher (CT) Expectations</strong></td>
<td><strong>Cooperating Teacher (CT) Expectations</strong></td>
<td><strong>Cooperating Teacher (CT) Expectations</strong></td>
</tr>
<tr>
<td><strong>TC and CT Time Commitment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invest at least 30 minutes per week in debriefing and planning together.</td>
<td>Invest at least 30 minutes per week in debriefing and planning together.</td>
<td>Invest at least 45 minutes per week in debriefing and planning together.</td>
<td>Invest at least 60 minutes per week in debriefing and planning together.</td>
</tr>
<tr>
<td><strong>Full-time, full day everyday in the classroom(s)</strong></td>
<td><strong>Full-time, full day everyday in the classroom(s)</strong></td>
<td><strong>Take on the full range of responsibilities for planning, teaching, assessment, communication, and other aspects of the teaching life.</strong></td>
<td><strong>Finish and submit the edTPA.</strong></td>
</tr>
</tbody>
</table>

1 For students in two-year GTEP, the field requirement is equivalent to 2 days per week (August-December) due to a slightly varied program schedule and time spent in schools during year one.

Edited 7/21/15
<table>
<thead>
<tr>
<th>University Supervisor (US) Expectations</th>
<th>Co-teaching/ Collaboration Expectations</th>
<th>Course Schedule</th>
</tr>
</thead>
</table>
|  • Initiate scheduling and take part with cohort leader in “September Meetings” to share GTEP information and establish collaborative relationship among all parties. |  • Candidate and CT register for fall co-teaching workshop and take part in associated onsite or online preparation. | Coursework - 19 credits  
Field Placement – 1 credits  
• Learning and Development  
• Educating for Equity and Social Justice  
• Integrated Methods  
• Instructional Design, Inquiry, and Assessment  
• Cultivating Responsive Classrooms  
• Inclusive Elementary Classrooms  
• Integrated Elementary Science Methods  
• Professional Collaboration |  |
|  • Schedule observations and evaluation conferences to meet GTEP deadlines.  
• Observe candidate at least three times.  
• Provide written and verbal constructive feedback.  
• Collaborate with CT for evaluations.  
• At midterm conference, verify a commitment on the topic and timeline for first TPA. |  • TC independently plans and teaches at least one lesson that is developed with support.  
• TCs should also teach parts of lessons or take charge of teaching routines throughout the term.  
• CT and TC participate in on-site co-teaching/collaboration professional learning together  
• CT and TC begin using co-teaching structures for planning and teaching. | Coursework - 12 credits  
Field Placement – 2 credits  
• Foundations of Literacy  
• Elementary Mathematics Methods  
• Instructional Design, Inquiry, and Assessment  
• Cultivating Responsive Classrooms  
• Foundations of Culturally and Linguistically Responsive Practice at the Elem Level  
• Professional Collaboration |  |
|  • Observe candidate at least three times.  
• Provide written and verbal constructive feedback.  
• Collaborate with CT for evaluations.  
• Support candidate to begin the edTPA. |  • Over the course of the term, TC assumes the full range of responsibilities as schedule permits. Co-teaching continues with candidate taking lead role.  
• CT and TC participate in on-site or online co-teaching/collaboration professional learning together | Coursework - 11 credits  
Field Placement – 5 credits  
• Literacies in the Elementary Classroom  
• Elementary Mathematics Methods  
• Instructional Design, Inquiry, & Assessment  
• Cultivating Responsive Classrooms  
• Professional Collaboration |  |
|  • Observe candidate at least three times.  
• Provide written and verbal constructive feedback.  
• Collaborate with CT for evaluations.  
• Support candidate to complete the edTPA. |  • Over the course of the term, TC assumes the full range of responsibilities. Co-teaching continues with candidate taking lead role.  
• CT and TC participate in on-site or online co-teaching/collaboration professional learning together | Coursework - 3 credits  
Field Placement – 13 credits  
• Instructional Design, Inquiry, and Assessment  
• Professional Collaboration |  |

2 Co-teaching Workshops are offered off-site with the university supervisor also meeting regularly with CT/TC team to support co-teaching/collaboration onsite.

3 These courses reflect the content of both the one-year and two-year programs, with this schedule representing the one-year GTEP. Courses in the two-year GTEP are spread over two years.