

Methods Calendar and Learning Progressions

Dates identified in orange signify dates TC's should follow their CMT's work calendar.

	2	3	4	5
September				

Field Week 1 (Sept 2-5)

- Participate in Orientation Visit with CMT and UM
- Initiate rapport and relationships with students (LO#1)
- Identify classroom and school routines and procedures (LO#2)

		22	23	24
27	28	29	30	31
October				

Field Weeks 2-3 (Oct 22-Oct 31)

- Apply classroom management strategies of the CMT, including active learning strategies (LO# 2)
- Explain curriculum goals and requirements for one content/course/IEP (LO#3)
- Analyze available student data (LO#4)

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
November				

Field Weeks 3-5 (Oct 29-Nov 21)

- Prioritize instructional strategies based on students' strengths/needs (LO#4)
- Deliver CMT-written lessons (LO#2 & LO#5)
- Co-plan and co-lead 2-3 lessons/activities per day (LO#2, LO#4, LO#5)
- Plan edTPA Learning Segment (LO#4)
- Engage in reflective cycle (pre-, observation, post-) with UM &/or CMT (LO#4)
- Regardless of timing, feedback from a reflective cycle should be provided before edTPA recordings.

Field Weeks 6-7 (Nov 24-Dec 5)

- Co-plan and co-lead majority of lessons/activities per day (LO#2, LO#4, LO#5)
- Record edTPA lessons (here or in first three weeks of Student Teaching semester)
- Develop Professional Growth Plan goal for Student Teaching semester (LO#6)

****LO# = Learning Outcome defined on page 2.**

****This provides a blueprint that is intended to show the likely standard progression to support students in accomplishing the goals for the Methods Semester. There will be variance by student, and sometimes by program. Please use this as a GUIDE. We will seek input on this blueprint at the end of the semester. (Dates in parentheses are ONLY a guide.)**

1	2	3	4	5
December				

Learning Outcomes for Methods Semester

Teacher Candidates will:

1. Initiate respectful relationships with students, colleagues, and mentors that are conducive to teaching and learning.
2. Implement classroom management procedures (e.g., record-keeping) and respond professionally to student behavior with support from mentors.
3. Write lesson plans that connect to prior and future learning. Lesson plans clarify connection to standards (or IEP Goals) and progression of these standards/goals.
4. Apply research and pedagogical theories for planning, instruction, and assessment within the context for learning with support from mentors.
5. Deliver feedback to students grounded in a variety of assessments, observations, and other data sources.
6. Produce at least one professional development plan goal for student teaching, with support from mentors.

Theories and Research:

The following are examples of the most taught theories and their research base for reference with LO#4.



Frequently Taught Across Programs:

Vygotsky's Zone of Proximal Development (ZPD) scaffolded learning principles across disciplines.

Bloom's Taxonomy higher-order thinking skills development.

Constructivism student-centered, meaning-making approaches to learning.

Universal Design for Learning (UDL) reflecting emphasis on accessibility and inclusive design.

Science of Reading

High Leverage Practices from Council for Exceptional Children

Positive Behavior Interventions and Support