**CO-TEACHING IN CLINICAL PRACTICE**

**TIME LINE FOR GRADUAL RELEASE OF RESPONSIBILITY**

**Supporting Teacher Candidates’ competent independent teaching performance**

The Clinical Practice Program is founded on the goal of supporting each Teacher Candidate to demonstrate competent independent teaching performance that meets the professional and state standards described in the Teacher Performance Expectations (TPEs).

Co-Teaching in Clinical Practice provides meaningful opportunities for Teacher Candidates to demonstrate increasing competence and independence in their teaching performance. This timeline illustrates the typical evolution of Teacher Candidate performance from the beginning to the end of their Co-Teaching in Clinical Practice experience.

The timeline describes a typical sequence of increasing responsibility on the part of the Teacher Candidate. The timeline provides descriptions of actions by both the Cooperating Teacher and the Teacher Candidate that characterize what this sequence looks like within the context of Co-Teaching. The unique features of Co-Teaching in Clinical Practice include collaborative planning, teaching and reflection. In addition, the timeline suggests a typical pattern of progress in the designation of roles within the four Co-Teaching Approaches.

Within the Co-Teaching in Clinical Practice model, it is the shift of responsibility from Cooperating Teacher to Teacher Candidate *to lead their collaborative work* that best describes the trajectory toward competent independent teacher candidate performance.

It is characteristic of the *beginning* of Clinical Practice that the Cooperating Teacher takes the lead of all collaborative planning, teaching and reflection processes. It is characteristic of the *end* of Clinical Practice that the Teacher Candidate takes the lead in each of these areas.

It is recommended that Cooperating Teachers, On-Site Liaisons and Supervisors become familiar with this timeline in order to support and prompt the Teacher Candidate to gradually assume more responsibility within Co-Teaching until they independently demonstrate competence in teaching performance.

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| **TIMELINE** | **Cooperating Teacher Actions** | **Teacher Candidate Actions** |
| **Beginning of Clinical Practice** | **PLANNING**  Cooperating Tchr leads all planning conversations related to all areas of instruction.  **TEACHING**  Cooperating Tchr takes the lead in all Co-Teaching Approaches. Team Co-Teaching likely is not used.  **REFLECTION**  Leads all reflection conversations  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Cooperating Tchr in lead role  *Parallel*: Cooperating Tchr plans groups | **PLANNING**  Tchr Candidate participates in planning conversations.  **TEACHING**  Tchr Candidate provides/takes supportive, parallel, or complementary role in the Co-Teaching Approaches. Team Teaching is likely not used.  **REFLECTION**  Participates in reflection conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Tchr Candidate in support role  *Parallel*: Tchr Candidate follows CT plans |
| **Early in the Clinical Practice** | **PLANNING**  Cooperating Tchr leads most aspects of planning conversations  **TEACHING**  Cooperating Tchr leads most of the time in the Co-Teaching Approaches. Team Co-Teaching is likely not used.  **REFLECTION**  Prompts most aspects of reflection conversations  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Cooperating Tchr in lead role  *Parallel*: Cooperating Tchr plans groups | **PLANNING**  Tchr Candidate begins leading at least one part of the planning conversations as related to an area of instruction  **TEACHING**  The Tchr Candidate begins taking the lead periodically. The Team Co-Teaching is likely not used.  **REFLECTION**  Contributes to the reflection conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Tchr Candidate in support role  *Parallel*: Tchr Candidate follows CT plans |
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| **TIMELINE** | **Cooperating Teacher Actions** | **Teacher Candidate Actions** |
| **Middle of Clinical Practice** | **PLANNING**  Cooperating Tchr equally shares leadership of planning conversations, as in Team Co-Teaching planning phase.  **TEACHING**  The Cooperating Tchr equally shares taking the lead in the Co-Teaching approaches. Team Co-Teaching delivery may be used.  **REFLECTION**  Equally shares leadership of reflections conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive:* Cooperating Tchr in lead & support role  *Parallel*: Cooperating Tchr plans groups  *Complementary*: Cooperating Tchr leads  *Team Teaching:* Joint delivery of instruction | **PLANNING**  Tchr Candidate equally shares leadership of planning conversations, as in Team Co-Teaching planning phase.  **TEACHING**  The Tchr Candidate equally shares taking the lead in the Co-Teaching approaches. Team Co-Teaching delivery may be used.  **REFLECTION**  Equally shares leadership of reflections conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Tchr Candidate in support & lead role  *Parallel*: Tchr Candidate plans own group  *Complementary*: Tchr Candidate differentiates  *Team Teaching:* Joint delivery of instruction |
| **End of Clinical Practice** | **PLANNING**  Cooperating Tchr participates in planning conversations  **TEACHING**  The Cooperating Tchr provides takes supportive, parallel, or complementary role in the Co-Teaching Approaches. Team Co-Teaching may be used.  **REFLECTION**  Participates in reflection conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Cooperating Tchr in support role  *Parallel*: Cooperating Tchr follows TC plans  *Complementary*: Cooperating Tchr differentiates  *Team Teaching:* Joint delivery of instruction | **PLANNING**  Tchr Candidate leads all planning conversations  **TEACHING**  Tchr Candidate takes the lead in all Co-Teaching Approaches. Team Co-Teaching may be used.  **REFLECTION**  Leads all reflection conversations.  **ROLES IN CO-TCH APPROACHES**  *Supportive*: Tchr Candidate in lead role  *Parallel*: Tchr Candidate plans groups  *Complementary*: Tchr Candidate leads  *Team Teaching:* Joint delivery of instruction |