**Suggested Timeline for Systematic Release of Responsibility**

**Co-Teaching Timeline**

**Clinical Practice I**

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| **Timeline**  **CPI** | **Cooperating Teacher (CT) Actions** | **Teacher Candidate (TC) Actions** |
| **Beginning CPI** | CT takes the lead. CT leads instruction, planning and reflection.  *Supportive*: CT in lead role  *Parallel*: CT plans for all groups  *Complementary:* CT leads  *Team:* likely not yet used | TC follows the lead of CT.TC actively participates in all instruction, planning and reflection.  *Supportive*: TC in support role  *Parallel*: TC teaches CT plans  *Complementary*: TC complements, as directed  *Team:* Likely not yet used |
| **Early to**  **Middle of**  **CPI** | CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.  *Supportive*: CT leads and supports  *Parallel*: CT plans for most groups  *Complementary:* CT usually leads  *Team*: CT prompts TC role | TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.  *Supportive*: TC leads and supports  *Parallel*: TC plans some instruction for groups  *Complementary*: TC complements  *Team:* TC team teaches with guidance from CT |
| **Middle to**  **End of**  **CPI** | CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom  *Supportive:* CT in lead and support roles  *Parallel*: CT plans for some groups  *Complementary*: CT leads, complements  *Team:* CT and TC jointly instruct | TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom.  *Supportive*: TC in lead and support roles  *Parallel*: TC designs, teaches own plans for groups  *Complementary*: TC leads, complements  *Team:* CT and TC jointly instruct |

**Multiple Subjects (full time program) Clinical Practice Description**

**For CP I in Co-Teaching Contexts**

**CP I Teacher Candidate Responsibilities: (Co-Teaching in Clinical Practice description)**

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| **CPI**  **Week 1**  **Start going to classroom one day per week** | * Meet with your University Supervisor (US), Cooperating Teacher (CT), and On-Site Liaison (OSL) * Attend the “Getting the Partnership Started” session with your CT led by the OSL or University Supervisor on your school site. * Gather info & meet with the OSL to get oriented to the school site. * Review your observation and participation schedule with your CT. * Read the Clinical Practice Syllabus & Clinical Practice Handbook |
| **CPI**  **Weeks 2 – 8**  **One day per week in classroom** | * Confer with CT for Co-Teaching responsibilities based on TPE requirements. * Communicate with US on a regular basis: meetings, phone calls, or email. * Meet with US to discuss the required lesson plan format. * Attend professional development opportunities throughout the semester. * Confer regularly with CT, setting short and long-range goals, planning units and topics to be utilized during the full-time experience according to TPEs. * Meet with CT to discuss the co-teaching planning and implementation of language arts and math instruction; refer to the co-teaching timeline |
| **CPI**  **Week 9 – 15**  **Full Time in classroom** | * Work according to your CT’s contract hours. You will serve duty with your CT, attend faculty/staff meetings, in-services (as permitted), and other appropriate professional activities. ***If you must be absent or leave early, inform your CT in a timely manner. Time missed will be made up.*** * Confer regularly with your University Supervisor (US), CT and OSL regarding your performance, lesson planning, and other appropriate topics as based upon the requirements of the TPEs. Meet periodically with OSL during lunch. * Begin co-teaching planning and implementation. * Gradually assume more responsibility for the co-teaching planning and implementation of Reading Language Arts and Mathematics curriculum; this *may* also include some solo teaching experiences. Refer to co-teaching timeline. * Your US will conduct the required formal observations in Reading/Language Arts and Math, including at least one planning observation. |
| **CPI**  **Week 16** | * This is your last week of full time co-teaching in the classroom. * You US and OSL will arrange for an exit interview. * Retain a copy of Clinical Practice I TPE form to give to your Clinical II US. * All signed documents will be returned to the university by the US. * Complete all CPI end of semester surveys from the university |

**Suggested Timeline for Systematic Release of Responsibility**

**Co-Teaching Timeline**

**Clinical Practice II**

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| **Timeline**  **CPII** | **Cooperating Teacher (CT) Actions** | **Teacher Candidate (TC) Actions** |
| **Beginning CPII** | CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.  *Supportive*: CT leads and supports  *Parallel*: CT plans for most groups  *Complementary:* CT usually leads  *Team*: CT prompts TC role | TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.  *Supportive*: TC leads and supports  *Parallel*: TC plans some instruction for groups  *Complementary*: TC complements  *Team:* TC team teaches with guidance from CT |
| **Middle of CPII** | CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom  *Supportive:* CT in lead and support roles  *Parallel*: CT plans for some groups  *Complementary*: CT leads, complements  *Team:* CT and TC jointly instruct | TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom.  *Supportive*: TC in lead and support roles  *Parallel*: TC designs, teaches own plans for groups  *Complementary*: TC leads, complements  *Team:* CT and TC jointly instruct |
| **End of**  **CPII** | CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. CT should provide TC a few solo teaching experiences.  *Supportive*: CT supports  *Parallel*: CT teaches own group(s)  *Complementary*: CT complements  *Team*: CT and TC jointly instruct | The TC takes the lead (and shares the lead in team co-teaching) in co-teaching roles. TC leads most or all planning and reflection. TC should have some solo teaching experiences.  *Supportive*: TC in lead role  *Parallel*: TC teaches own plans/groups  *Complementary*: TC leads  *Team*: CT and TC jointly instruct |

**Multiple Subjects (full time program) Clinical Practice Description**

**For CP II in Co-Teaching Contexts**

**CP II Teacher Candidate Responsibilities: (Co-Teaching in Clinical Practice description)**

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| **CPII**  **Week 1**  **Start going to classroom one day per week.** | * Meet with your University Supervisor (US), Cooperating Teacher (CT), and On-Site Liaison (OSL) * Attend the “Getting the Partnership Started” session with your CT lead by the OSL on your school site. * Give a copy of your Clinical Practice I TPE form to your advanced supervisor. * Gather info on the school & meet with OSL to get oriented to the school site. * Review your observation and participation schedule with your CT |
| **CPII**  **Weeks 2 – 8**  **One day per week in classroom** | * Confer with CT for co-teaching responsibilities based on TPE requirements. * Begin co-teaching as appropriate during your observation day. * Communicate with US on a weekly basis: meetings, phone calls, or email. * Meet with US to discuss the required lesson plan format. * Attend professional development opportunities throughout the semester. * Confer regularly with CT, setting short and long-range goals, planning units and topics to be utilized during the full-time experience based upon the TPEs. * Meet with CT to discuss the co-teaching planning and implementation of the entire curriculum, refer to the co-teaching timeline. In addition to teaching English Language Arts and mathematics, planning and teaching in social studies and science is an emphasis of the Advanced Student teaching experience. |
| **CPII**  **Week 9 – 15**  **Full Time in classroom** | * Work according to your CT’s **contract hours**. You will serve duty with your CT, attend faculty/staff meetings, in-services (as permitted), and other appropriate professional activities. ***If you must be absent or leave early, inform your CT in a timely manner. Time missed will be made up.*** * Confer regularly with your US, CT and On-Site Liaison regarding your performance, lesson planning, and other appropriate topics based upon the requirements of the TPEs. Meet periodically with OSL during lunch. * Begin co-teaching planning and implementation full time. * Gradually assume the highest level of responsibility for the co-teaching planning and implementation of the entire curriculum; this *should* include some solo teaching experiences. Refer to the co-teaching timeline. * Your US will conduct formal observations, including at least one planning session. At least one observed lesson should occur in Social Studies and at least one in science. |
| **CPII**  **Week 16** | * This is your last week full time co-teaching & solo teaching in the classroom. * Your US and OSL will arrange for an exit interview. * All signed documents will be returned to the university by the US * Complete all CPII end-of-semester & end-of-program surveys for university |