**MSCP Co-Teaching Phase-In Schedule**

*This document provides a synopsis of the roles and responsibilities of the student teacher as well as the cooperating teacher for the semester. Adherence to the information outlined below is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (ST, CT, US).* ***Formal Observations are completed by US. Formative and Summative evaluations are drafted by the CT, then reviewed at the Triad Meetings.***

**\* These events pertain to STs in Ceres and Turlock districts only.**

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| Week | Cooperating Teacher (CT) Roles | Student Teacher  (ST) Roles | Suggested Co-Teaching Strategies | 5D+ Focus for Instructional Growth | Time Together  CT & ST | Time Together  US & ST |
| **TPA Task 1 submission before**  **Weeks 1-2**  ST Boot Camp\*  Triad Intro Meeting  Formal Obs.#1 | Instructional lead during all lessons.  Complete at least 4 lessons using the suggested co-teaching strategies as the lead teacher.  Decide on which co-teaching strategies are used at which times, with input from the ST.  Communicate with students’ families to welcome the Student Teacher.  Set a co-planning time (ex. Tuesdays from 3:00 - 4:00).  ***If you have not yet done so, please attend CT training or review the online training modules.*** | Observe and get  acquainted with the school, classroom, CT, and students.  Take notes regarding classroom policies and procedure.  Send an introduction letter  home to the parents.  Understand daily schedule.  Work on general classroom management. | One Teach/One Assist  One Teach/One Observe  \*CT leads core instruction  and includes ST in  planning sessions | **5D+ Domain: Classroom Environment and Culture**  CEC1- Classroom arrangement and resources  CEC2- Learning routines  CEC3- Use of learning time | (1 hour weekly)  Discuss observations and procedures  Explain regular lesson planning  sessions, coaching, and feedback.  Decide on “hours of operation” and classroom duties  (attendance, pick up/  drop off times, etc..)  Discuss 5D+ Framework Guiding Questions for **Classroom Environment and Culture.** | Schedule **Triad Intro Meeting** (or attend Meet and Greet\*) to review co-teaching structures, forms, and schedule.  Schedule Formal Observation #1. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours. |
| **Weeks 3-4**  Formal Obs.#2  **TPA Task 2 Submission** | **Continue co-planning time each week. Focus on 5D+ Classroom Environment and Culture**  Provide guidance and support in the planning of Universal Access (U.A.)/ Small group (Supplemental or Differentiation)  Actively observe and provide feedback using instructional rationale/decision making to the ST.  \*CT leads core instruction and Universal Access/Small group plan. Provide necessary resources (unit, curriculum, materials, strategies, etc.)  Prepare to help facilitate the release of 1 content area. | Take notes regarding  classroom policies and  procedure.  Take notes on small group observations.  Understand students’  individualized needs (IEP’s, 504, Language etc.).  Understand the students’ academic needs through data analysis  Assume more duties (taking attendance, morning routines, etc…)  Take over the co-planning and co-teaching for 1 content area. | One Teach/One Assist  One Teach/One Observe | **5D+ Domain: Classroom Environment and Culture**  CEC4- Student status  CEC5- Norms for learning | **(1 hour weekly)**  **One content area**  Discuss student data  Explain Universal  Access/ Small group  Begin to plan instructional routines and lessons  Discuss 5D+ Framework Guiding Questions for **Classroom Environment and Culture.** | Schedule Formal Observation #2. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Classroom Environment and Culture. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours. |
| **Weeks 5-6**  CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)  TPA Task 3 Submission | **Continue co-planning time each week. Focus on 5D+ Purpose.**  \*CT leads core instruction and supports with small group instructional plan.  Provide guidance and support in the planning of the small group instruction.  Co-teach whole class lessons as lead and support; CT provides lesson plans.  Actively observe and provide feedback during small group instruction. Prepare to help facilitate the release of 2  content areas.  CT drafts scores and comments for FORMATIVE EVALUATION 1 before meeting with US. | Lead small group lesson  planning and instruction  with support from CT.  Plan for Must Do/ May Do  Assume more duties (drop  off/pick up students, dismissal, etc…)  Take over the lead in co-planning and co-teaching for 2 content areas. (25%)  Identify one or two subdomains of the 5D+ Rubric to focus growth. | One Teach/One Assist  One Teach/One Observe  Station Teaching  Supplemental or  Differentiated Teaching | **5D+ Domain: Purpose**  P1- Learning targets connected to standards  P2- Lessons connected to previous and future lessons, broader purpose and transferable skill  P3- Design of performance task  P4- Communication of learning target(s)  P5- Success criteria | **(1 hour weekly)**  **Two content areas**  Co-plan U.A. lesson/  Must Do/ May Do  Explain formative  assessment during  small group and planning lessons with clear learning targets.  Determine how you will co-teach lessons.  Discuss feedback and  instructional improvement goals.  Discuss 5D+ Framework Guiding Questions for **Purpose.** | Schedule CT and US Support meeting (30 min.) at school site. Review Formative Evaluation and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns.  Discuss ST’s specific strengths and areas to target growth, **based on 5D+ rubric.** Identify 2-3 ways to support ST’s continued development in prioritized skills.  While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can then meet as Triad to review Formative 1 and write the **Growth Plan.**  US collects signed copy. Email copy to ST and CT.  US submits Formative 1 to Field Services. |
| **Weeks 7-8**  Formal Obs.#3 | **Continue co-planning time each week. Focus on 5D+ Student Engagement.**  **Follow-up on the Formative 1 Growth Plan.**  Allow ST to completely lead small group instruction  Provide all necessary resources  Evaluate small group lesson plans for ST and provide feedback.  Actively observe and provide feedback during small group instruction  Co-teach whole class lessons with support from ST, using appropriate/suggested structures.  Prepare to help facilitate the release of 3rd content area. | Assume more duties (drop  off/pick up students, dismissal, etc.)  Continue to lead the co-planning and co-teaching for 2-3 content areas. Submit lesson outlines to CT as requested.  By the end of week 8, take the lead in co-planning and co-teaching for 3 content areas. (50%) | One Teach/One Assist  Station Teaching  Supplemental or  Differentiated Teaching  \*ST begins to take the lead in Parallel Teaching based upon co-planned lesson. | **5D+ Domain: Student Engagement**  SE1- Quality of questioning  SE2- Ownership of learning | **(1 hour weekly)**  **Two or Three Content Areas**  Discuss student data  Explain Universal  Access/ Small group  Begin to plan instructional routines and lessons  Discuss 5D+ Framework **Guiding Questions for Student Engagement** | Schedule Formal Observation #3. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form.  **Follow-up on the Formative 1 Growth Plan.**  Email ST and CT the Obs. Form within 24 hours. |
| **Weeks**  **9-10**  Formal Obs.#4  CT and US Support Meeting (30 min.) and Triad Meeting (15 min.)  TPA Task 4 Submission | **Continue co-planning time each week. Focus on 5D+ Student Engagement.**  CT takes over the small group teaching, and takes on more of the “support” role in co-teaching.  Actively observe and provide feedback during whole group instruction. Continue to step in/correct if needed.  CT may act as a support during the ST lead teaching experiences (ex. One Teach/One Assist, the CT will act as the assist, or during supplemental teaching, the CT may take the small group)  CT drafts FORMATIVE EVALUATION 2 before meeting with US. | Lead teacher for three  content areas (50%). Lead the co-planning for these content areas, by sharing your rationale with CT and preparing the materials. Lesson outlines should be provided to the CT as requested.  ***You will need to take more time to plan and prepare lessons.*** Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend. | One Teach/One Assist  Station Teaching  Supplemental or  Differentiated Teaching  Parallel Teaching based  upon co-planned lesson | **5D+ Domain: Student Engagement**  SE3- Capitalizing on students’ strengths  SE4- Opportunity and support for participation and meaning making  SE5- Student talk | **(1 hour weekly)**  **Three Content Areas**  Co-plan U.A. lesson/  Must Do May Do  Determine co-taught lessons  Discuss feedback and  Instructional improvements  Discuss 5D+ Framework Guiding Questions for **Student Engagement** | Schedule Formal Observation #4. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Student Engagement. Write 1-2 specific next steps on the Obs. Form. Email ST the Obs. Form within 24 hours.  Schedule CT and US Support meeting (30 min.) at school site. Review Formative Evaluation 2 and collaboratively determine if ST receives credit. Ask CT how co-teaching is going. Answer and address any questions/concerns.  Discuss ST’s specific strengths and areas to target growth, **based on 5D+ rubric.** Identify 2-3 ways to support ST’s continued development in prioritized skills.  While the support meeting (CT-US) takes place, the ST could briefly take over the classroom. Schedule this time right before recess/lunch/PE etc. so you can then meet as Triad to review Formative 2 and write the **Growth Plan.**  US collects signed copy. Email copy to ST and CT.  US submits Formative 2 to Field Services. |
| **Weeks**  **11-12**  Formal Obs.#5 | **Continue co-planning time each week. Focus on 5D+ Curriculum and Pedagogy** (Dig into effective teaching approaches for different content areas)  **Follow-up on the Formative 2 Growth Plan.**  Assumes/ prepares to release U.A./ Small group.  Actively observe and provide feedback during whole group instruction.  Determine which lessons will be co-taught with the ST as the lead.  Prepare to help facilitate the release of 4th content area.  CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT  will act as the assist, or during supplemental teaching, the CT may take the small group) | Lead teacher for four  content areas (75%) with support/approval from CT.  Think about what you’ve learned in methods courses. Don’t be afraid to try something different or creative. **Lead the co-planning for these content areas,** by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested.  Seek feedback and support  on instructional practices.  ***You will need to take more time to plan and prepare lessons.*** Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend. | One Teach/One Assist  Station Teaching  Supplemental or  Differentiated Teaching  Parallel Teaching based  upon co-planned lesson | **5D+ Domain: Curriculum and Pedagogy**  CP1- Alignment of instructional materials and tasks  CP2- Teacher knowledge of content  CP3- Discipline specific teaching approaches  CP4- Differentiated instruction for students  CP5- Use of scaffolds | **(1 hour weekly)**  **Four Content Areas**  Co-plan U.A. lesson/  Must Do May Do  Determine co-taught  lessons  Discuss feedback and  Instructional improvements  Discuss interventions  and alternative assignments  Discuss 5D+ Framework Guiding Questions for **Curriculum and Pedagogy** | Schedule Formal Observation #5. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Curriculum and Pedagogy. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours. |
| **Weeks**  **13-14**  Formal Obs.#6  \*\* Additional formal observations may be scheduled as needed. | **Continue co-planning time each week. Focus on 5D+ Assessment**  Release U.A./ Small group instruction  Actively observe and provide feedback during whole group instruction,  CT may act as a support during the ST lead teaching experiences. (ex. One Teach/One Assist, the CT will act as the assist, or During supplemental teaching, the CT may take the small group)  Provide daily feedback on ST’s instruction. | Lead teacher for all (100%)  content areas.  **Lead the co-planning for these content areas**, by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested.  Seek feedback and support  on instructional practices.  ***You will need to take more time to plan and prepare lessons.*** Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.  Assume full day teaching. | ST is lead instructor,  classroom manager, and is in charge of all planning.  One Teach/One Assist  (ST is lead), One  Teach/One Observe  (ST is lead),  Supplemental or  Differentiated, Parallel  Teaching, Team Teaching, Station Teaching | **5D+ Domain: Assessment for Student Learning**  A1- Student self-assessment  A2- Student use of formative assessments over time  A3- Quality of formative assessment methods  A4- Teacher use of formative assessments  A5- Collection systems for formative assessment data | **(1 hour weekly)**  **All Content Areas**  Co-plan U.A. lesson/  Must Do May Do  Determine co-taught  lessons  Discuss feedback and  Instructional improvements  Discuss 5D+ Framework Guiding Questions for **Assessment for Student Learning.** | Schedule Formal Observation #6. Conduct preconference by reviewing ST’s emailed lesson plan 48hrs in advance. Provide *specific feedback* within 24 hrs. Observe full lesson. Have post-observation conference with ST immediately afterwards. (20 min.) Provide evidence-based feedback. Discuss 5D+ Framework Guiding Questions for Assessment for Student Learning. Write 1-2 specific next steps on the Obs. Form. Email ST and CT the Obs. Form within 24 hours.  \*\*Discuss the need for more observations to target necessary skills. |
| **Weeks**  **15-16**  SUMMATIVE EVALUATION  Week 16- Check-out Meeting (Triad) | **Continue co-planning time each week. Focus on 5D+ area that is most needed.**  CT takes on more of the “support” role in co-teaching experiences.  Provide daily feedback on ST’s instruction.  CT may leave the classroom for selected periods throughout the day to give ST a “solo” experience. But this is optional.  CT drafts SUMMATIVE EVALUATION before the Checkout meeting.  CT marks current progress of ST along the trajectory of each subdomain on the 5D+ rubric. Give the ST a copy of the marked 5D+ Rubric.  (This will help the ST write the Growth Plan for Induction.) | Lead teacher for all (100%)  content areas.  **Lead the co-planning for these content areas,** by sharing your rationale with CT and preparing the materials. Lesson outlines may be provided to the CT as requested.  ***You will need to take more time to plan and prepare lessons.*** Do this planning throughout the week so you can get feedback from your CT, and not at the last minute/all over the weekend.  Seek feedback and support  on instructional practices.  Assume full day teaching.  Write your Growth Plan for Induction in preparation for the check-out meeting. Refer to the marked copy of the 5D+ Rubric completed by your CT. | ST is lead instructor,  classroom manager, and is in charge of all planning.  (ST is lead), One  Teach/One Observe  (ST is lead),  Supplemental or  Differentiated, Parallel  Teaching, Team Teaching, Station Teaching | **5D+ Domain:**  (ST selects domain to focus, based on self-reflection and feedback from US; CT.) | **(1 hour weekly)**  **All Content Areas**  Co-plan U.A. lesson/  Must Do May Do  Determine co-taught  lessons  Discuss feedback and  Instructional improvements  Discuss 5D+ Framework Guiding Questions for selected domain. | Schedule the Check-out Triad meeting with ST and CT.  Make sure that your copies of all the observations and summative evaluation are signed.  Collect the ST’s MSCP observation hours.  Review the 5D+ Summative Evaluation form and ST Growth Plan for Induction.  Collect:   * Observation forms * Summative evaluation * Marked copy of 5D+ Rubric   Submit all the forms to Field Services. Post grade for ST (credit/no credit) |