

**Suggested Timeline for Systematic Release of Responsibility
During Student Teaching
Co-Teaching Timeline 16-18 week placement**

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning Week 1-3	MT takes the lead. MT leads instruction, planning and reflection. <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used
Early to Middle of Weeks 4-6	MT 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. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT prompts TC role	TC begins taking the lead regularly: leading in one area of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle Weeks 7-9	MT 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. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT prompts TC role	TC takes the lead regularly: leading in two or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle to End of Weeks 10-17	MT 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 <i>Supportive:</i> MT in lead and support roles <i>Parallel:</i> MT plans for some groups <i>Complementary:</i> MT leads, complements <i>Team:</i> MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> MT and TC jointly instruct
End Week 18	MT Takes the lead in instruction a, planning, and reflection <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads	Releases back lead in planning, instruction, and reflection TC to visit other classrooms <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed

Suggested Timeline for Systematic Release of Responsibility
8 week placement Student Teaching (EXED)
Co-Teaching Timeline

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning Week 1-2	MT takes the lead. MT leads instruction, planning and reflection. <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads <i>Team:</i> likely not yet used	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used
Early to Middle of Weeks 3-4	MT 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. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT 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. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle to End of Weeks 5-7	MT 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 <i>Supportive:</i> MT in lead and support roles <i>Parallel:</i> MT plans for some groups <i>Complementary:</i> MT leads, complements <i>Team:</i> MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> MT and TC jointly instruct
END Week 8	MT Takes the lead in instruction a, planning, and reflection Supportive: MT in lead role Parallel: MT plans for all groups Complementary: MT leads	Releases back lead in planning, instruction, and reflection TC to visit other classrooms Supportive: TC in support role Parallel: TC teaches MT plans Complementary: TC complements, as directed
Supportive Co-teaching - where the one member of the team takes the lead role and the other member rotates among students to provide support		Complementary Co-teaching - where a member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (e.g., models note taking on a transparency, paraphrases the other co-teacher's statements)
Parallel Co-teaching - where support personnel and the classroom teacher instruct different heterogeneous groups of students		Team Teaching - where the members of the team co-teach along side one another and share responsibility for planning, teaching, and assessing the progress of all students in the class

Suggested Timeline for Systematic Release of Responsibility
10 week placement Student Teaching (ELED)
Co-Teaching Timeline

Timeline	Mentor Teacher (MT) Actions	Teacher Candidate (TC) Actions
Beginning Week 1-2	MT takes the lead. MT leads instruction, planning and reflection. <i>Supportive:</i> MT in lead role <i>Parallel:</i> MT plans for all groups <i>Complementary:</i> MT leads <i>Team:</i> likely not yet used	TC follows the lead of MT. TC actively participates in all instruction, planning and reflection. <i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches MT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used
Early to Middle of Weeks 3-4	MT 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. <i>Supportive:</i> MT leads and supports <i>Parallel:</i> MT plans for most groups <i>Complementary:</i> MT usually leads <i>Team:</i> MT 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. <i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from MT
Middle to End of Weeks 5-9	MT 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 <i>Supportive:</i> MT in lead and support roles <i>Parallel:</i> MT plans for some groups <i>Complementary:</i> MT leads, complements <i>Team:</i> MT and TC jointly instruct	TC and MT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> MT and TC jointly instruct
END Week 10	MT Takes the lead in instruction a, planning, and reflection Supportive: MT in lead role Parallel: MT plans for all groups Complementary: MT leads	Releases back lead in planning, instruction, and reflection TC to visit other classrooms Supportive: TC in support role Parallel: TC teaches MT plans Complementary: TC complements, as directed
Supportive Co-teaching - where the one member of the team takes the lead role and the other member rotates among students to provide support		Complementary Co-teaching - where a member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (e.g., models note taking on a transparency, paraphrases the other co-teacher's statements)
Parallel Co-teaching - where support personnel and the classroom teacher instruct different heterogeneous groups of students		Team Teaching - where the members of the team co-teach along side one another and share responsibility for planning, teaching, and assessing the progress of all students in the class

