Sample Timeline for Partner Teachers
Based on a 16 week Student Teaching Placement

The timeline below is a guide that teaching pairs should adapt as needed, while keeping the emphasis on student learning and the co-teaching process.

Week of January 22nd
Partner teachers should be reintroduced to the class and play an active role throughout the day. Begin co-planning, with the host teacher taking the lead-role in planning all lessons, while modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Host teachers are modeling what will be expected of the partner teacher beginning in February. Partner teachers share ideas as they feel comfortable. When planning for the first week, you might focus on mainly utilizing One Teach; One Assist and One Teach; One Observe, allowing the partner teacher time to integrate fully into the classroom. Partner teachers will journal about their observations during One Teach; One Observe structures and share reflections, observations, and questions during plan times. Observations should include the following, and host teachers and partner teachers can add others as well:
- Small group reading lesson
- Teacher processing with a student
- Anecdotal notes on a struggling student during a given period of the day
- Anecdotal notes of student understanding during a lesson

Week of January 28th
Continue co-planning, with the host teacher taking the lead-role in planning most lessons, while modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Partner teachers play a more active role in the planning process, sharing ideas and adding their thoughts about instructional decisions. Co-teaching structures are integrated into daily plans with purpose, with a specific role for each teacher to play.

Week of February 4th
Continue co-planning, gradually handing over the lead planning role to the partner teacher. When the partner teacher takes the lead in planning, written plans should be provided to help guide the planning process and allow the partner teacher experience in planning all components of the lesson. When co-planning, the “lead” teacher should continue modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Partner teachers take the lead role in planning or freely contribute their own ideas into the planning process. Co-teaching structures are integrated into daily plans with purpose, with a specific role for each teacher to play. When a structure calls for a lead teaching role, this role may be played by the host teacher or partner teacher as appropriate.
Week of February 11th
Continue co-planning, with the partner teacher taking the lead planning role in most lessons. When the partner teacher takes the lead in planning, written plans should be provided to help guide the planning process and allow the partner teacher experience in planning all components of the lesson. When co-planning, the “lead” teacher should continue modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Co-teaching structures are integrated into daily plans with purpose, with a specific role for each teacher to play. When a structure calls for a lead teaching role, this role should be given to the partner teacher. Solo time integrated on occasion for short periods of time.

Week of February 18th
Partner teachers take the lead-role in planning all lessons for the week, sharing written plans with the host teacher. Host teachers provide input and feedback for the week’s lessons. Co-teaching structures early in the week should mainly include One Teach, One Observe and One Teach, One Assist, with the partner teacher taking the lead. Solo time integrated on occasion for short periods of time on Monday and Tuesday, and increasing on Wednesday. Thursday and Friday will be solo teaching time for the partner teacher. During solo time, partners will be responsible for planning, teaching, and assessing student progress. Professional development opportunities will be offered to host teachers.

Weeks of February 25th, March 4th and March 11th
Continue co-planning, with each teacher sharing equally in the planning and teaching role. When co-planning, the “lead” teacher should continue modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Co-teaching structures resume and are integrated into daily plans with purpose, with a specific role for each teacher to play.

Week of March 18th
Partner teachers take the lead-role in planning all lessons for the week, sharing written plans with the host teacher. Host teachers provide input and feedback for the week’s lessons. Co-teaching structures early in the week should mainly include One Teach, One Observe and One Teach, One Assist, with the partner teacher taking the lead. Solo time integrated on occasion for short periods of time on Monday and Tuesday. Wednesday through Friday will be solo teaching time for the partner teacher. During solo time, partners will be responsible for planning, teaching, and assessing student progress. Professional development opportunities will be offered to host teachers.
Week of March 25<sup>th</sup>
Spring Break

Week of April 1<sup>st</sup>
Continue co-planning, with the partner teacher taking the lead planning role in most lessons. When the partner teacher takes the lead in planning, written plans should be provided to help guide the planning process and allow the partner teacher experience in planning all components of the lesson. When co-planning, the “lead” teacher should continue modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Co-teaching structures are integrated into daily plans with purpose, with a specific role for each teacher to play. When a structure calls for a lead teaching role, this role should be given to the partner teacher. Solo time integrated on occasion for short periods of time.

Weeks of April 8<sup>th</sup> through April 22<sup>nd</sup>
Continue co-planning, with each teacher sharing equally in the planning and teaching role. When co-planning, the “lead” teacher should continue modeling a “think aloud” when making instructional decisions regarding objectives, teaching strategies, co-teaching structures, management, etc. Co-teaching structures resume and are integrated into daily plans with purpose, with a specific role for each teacher to play. Solo time integrated on occasion for short periods of time. A co-teaching structure resumes for the majority of the day. Special Note: Host teacher will plan and facilitate all MAP testing. Solo time will be minimal during this window for grades administering the MAP test. Partner teachers in ALL grade levels may be utilized to support the MAP testing process.

Weeks of April 29<sup>th</sup> and May 6<sup>th</sup>
Continue co-planning, gradually handing over the lead planning role back to the host teacher. Co-teaching structures are integrated into daily plans with purpose, with a specific role for each teacher to play. When a structure calls for a lead teaching role, this role may be played by the host teacher or partner teacher as appropriate. Take time to reflect and celebrate as the partner teacher’s last day approaches on May 10<sup>th</sup>.