



ASU College of Education

Suggested Teaching Schedule for Clinical Teaching

By the end of the first week of each experience, the cooperating teacher and the clinical teacher should develop a written calendar/ timeline for gradual assumption of teaching responsibilities by the clinical teacher. The calendar/ timeline should be flexible, and serve as a means of communication rather than a guarantee. Both the clinical teacher and the cooperating teacher must be comfortable with the outlined plan. Early planning is essential to allow for a maximum amount of full-time teaching for the clinical teacher. Below are suggestions to help in mapping out a calendar/ timeline.

	One 14-Week Assignment	Two 6/7-Week Assignments (SPED & Some All- Level Certifications)
Weeks 1-2	Should be a phase-in period. Clinical teacher should become familiar with the routines, meet other teachers and administrators, observe classes being taught by cooperating teacher, assist in daily teacher tasks, and review lesson plans developed by cooperating teacher.	Should be a phase-in period. Clinical teacher should become familiar with the routines, meet other teachers and administrators, observe classes being taught by cooperating teacher, and take responsibility of teaching a subject or leading an activity.
Weeks 2-3	Along with cooperating teacher, clinical teacher should develop and implement lesson plans in one class and assist in planning other classes, continue to participate in daily teacher tasks.	Working with cooperating teacher, clinical teacher should develop lesson plans and teach one-two subject areas/class periods, decide on a unit topic and begin planning, continue to participate in daily teacher tasks.
Weeks 3-4	Clinical teacher should completely take over one class period, independently planning and developing lessons and evaluations (plans to be approved by cooperating teacher), continue to cooperatively plan and co-teach at least one other class period.	Clinical teacher should independently develop lesson plans and evaluation (plans to be approved by cooperating teacher) and provide instruction for at least half of the day; continue to cooperatively plan and co-teach for the remainder of the day; begin implementing unit plan.
Weeks 4-5	Clinical teacher should independently plan and instruct in at least two class periods and begin developing plans for the remainder of the day.	(Week 4-6) Clinical teacher should independently plan for and teach all classes under the supervision of the cooperating teacher; clinical teacher should have full responsibility for the day, with cooperating teacher available if needed.
Weeks 5-6	Clinical teacher should independently plan and instruct in at least three class periods; clinical teacher should assume any duties of the cooperating teacher (i.e. hall duty, etc.)	(Week 6-7) Should be a phase-out period. Clinical teacher should gradually turn class back over to cooperating teacher; clinical teacher should submit all grades to cooperating teacher; time should be allotted for clinical teacher to observe in other classes/grade levels during this time.
Weeks 6-11	Clinical teacher should independently plan for and teach all classes under the supervision of the cooperating teacher; clinical teacher should have full responsibility for the day, with cooperating teacher available if needed.	
Weeks 12-14	Should be a phase-out period. Clinical teacher should gradually turn class back over to cooperating teacher; clinical teacher should submit all grades to cooperating teacher; time should be allotted for clinical teacher to observe in other classes/grade levels during this time.	

**The amount of time a clinical teacher spends observing and participating in the classroom before moving into actual teaching may vary according to each situation. The cooperating teacher and clinical teacher must mutually decide when the clinical teacher is ready to assume teaching responsibilities by review the clinical teacher's initiative, knowledge, ability, and overall readiness.

**The cooperating teacher must approve all lesson plans by the Thursday of the week prior to teaching. Planning should include student evaluation, supplemental activities, learning centers, bulletin boards, etc. where appropriate.