

# Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

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## Mentor Teacher

During the residency year, residency candidates should be considered a co-teacher within the classroom and are encouraged to co-teach with their mentor teachers each time they are in the classroom. Co-teaching is defined as two teachers working together in a classroom with students; sharing the planning, organization, delivery, and assessment of instruction, as well as, the physical space. During the residency year, co-teaching provides benefits to not only mentor teachers and residency candidates, but also to the students in the classroom.

### **Planning**

While Planning, mentor teachers and residency candidates will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead various parts of the lesson
- How to assess student learning
- Materials and resources

### **Instruction**

While Co-Teaching, mentor teachers and residency candidates will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

### **Assessment**

- While Co-Assessing, mentor teachers and residency candidates will:
- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

The benefits of co-teaching for mentor teachers include a lower student-teacher ratio, successful project-based teaching, heightened productivity in the classroom, and improved morale. Moreover, this allows residency candidates to form strong partnerships with their mentor teachers, develop a deeper understanding of the curriculum through co-planning, increase their confidence and collaboration skills, improve classroom management, and provide more teaching time. The chart below provides co-teaching strategies and examples that can be used throughout the residency year.

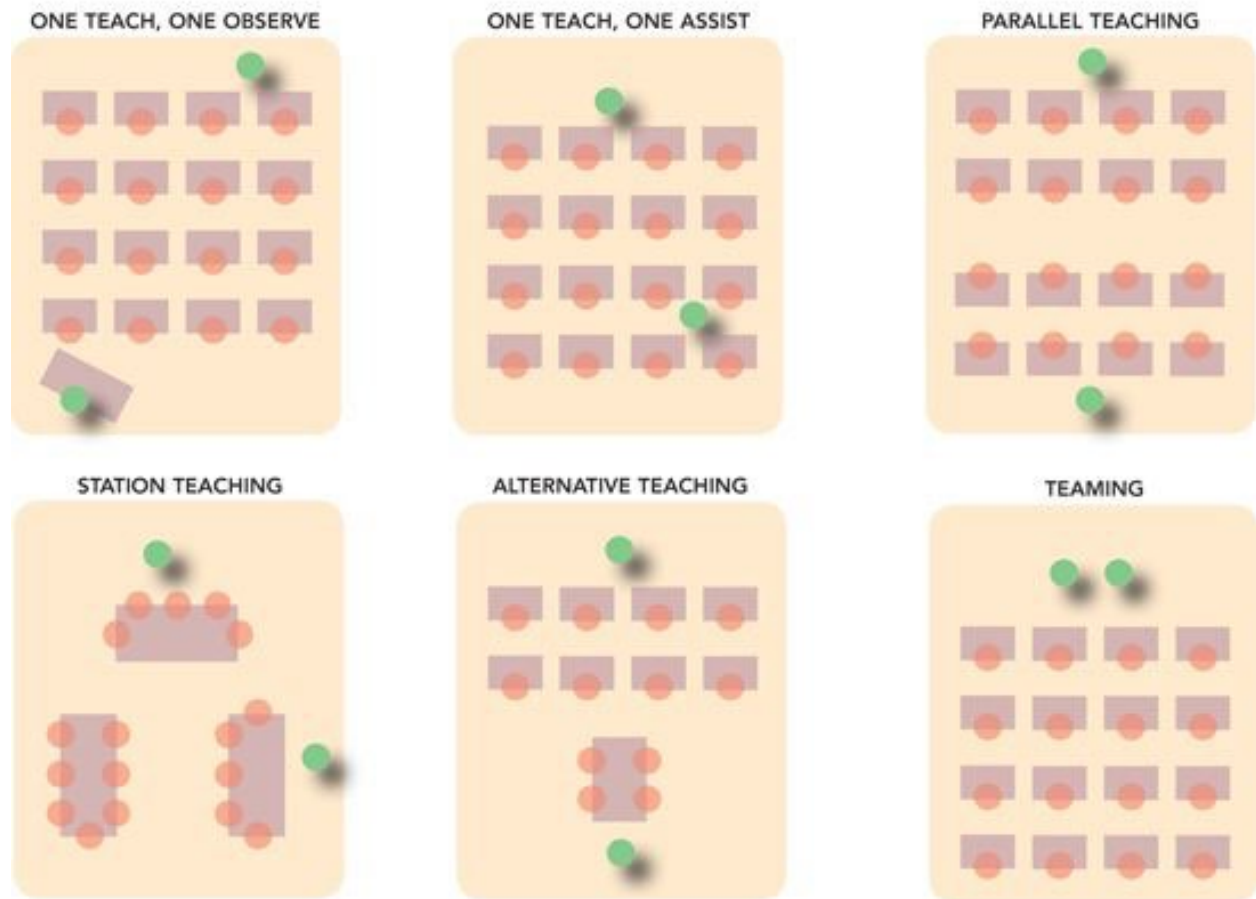
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Co-Teaching is an Attitude... an attitude of sharing the classroom and students.  
Co-Teachers must always be thinking-We are BOTH teaching!

Co-Teaching Strategies & Examples	
Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	This is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they do not understand or are having difficulties.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <b>Example:</b> Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on our economy.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <b>Example:</b> One teacher might lead a station where the students play a money math game, and the other teacher could have a mock store where the students purchase items and make change.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated. <b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative Teaching (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different. <b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
**The strategies are not hierarchical-they can be used in any order and/or combined to best meet the needs of the students in the classroom	

## CO-TEACHING APPROACHES

● Teacher    ■ Desk/Table    ● Student



SOURCE: *Co-teaching: Concepts, Practices, and Logistics*, Marilyn Friend, Ph.D., August, 2006

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TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

If one teacher is leading instruction...	The other can be doing this...
	<p><b>Observing:</b>            Student understanding and/or questions (through body language, facial expressions, etc.);            Specific types of questions asked by instructing teacher; Specific student interactions and behaviors;            Teacher movement;            Specific teacher behaviors.            Specific student or group behaviors;</p>
	<p><b>Charting:</b>            Where questions are directed within the classroom;            Gender of responders;            On-task/off-task behavior;            Teacher wait time;            Specific teacher behaviors or movements;            Specific student or group behaviors</p>
	<p><b>Circulating:</b>            Checking for comprehension;            Using proximity control for behavior management;            Providing one-on-one support as needed;            Collecting and reviewing last night's homework;            Introducing a social or study skill;            Taking roll;            Reviewing directions;            Modeling first problem on the assignment;            Writing down instructions on board;            Repeating or clarifying any difficult concepts;            Passing out papers/materials;            Giving instructions orally;            Facilitating a silent activity;            Introducing a new concept to whole group; or            Asking clarifying questions.</p>

<b>If one teacher is...</b>	<b>The other can be doing this...</b>
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who did not understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using visuals	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead/smartboard
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

*The focus of Co-Teaching is to enable **both** teachers to actively engage with students and their learning.*