

Welcoming Your Teacher Candidate

- Arrange to meet with your teacher candidate before the official start of the experience.
- Introduce the teacher candidate to other faculty members, support personnel and administrators.
- Tour the school...staff work areas, the lounge, adult restrooms,
- Post the teacher candidate's name on the classroom door.
- Send a note to families to let them know you will have a teacher candidate co-teaching with you
- Provide a desk (*preferably not a student-size desk*) or designate a work area for the teacher candidate with supplies and copies of necessary manuals, textbooks, etc.
- Provide a picture of the class or individual students to help the teacher candidate learn names more quickly.
- Review the faculty handbook with the teacher candidate:
- Share those "bits of information" that matter... never park -
- Explain staff activities and/or special events
- Discuss classroom rules and expectations
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- On a desk-top calendar or planner, mark important dates for faculty meetings, assemblies, PT conferences, etc.
- Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
- Leave an inspirational quote or article on the candidate's desk
- Gestures of kindness, no matter how small, have a positive impact.

Creating a Positive Collaborative Teaching Environment

- ✓ Move from...
 - Isolated teachers and students to integrated teachers and students
 - Doing it alone, to let's do this together
 - "Yours" or "mine," to "our" students
- ✓ Share ownership for planning, teaching and assessing
- ✓ Recognize and appreciate the expertise each one brings to the partnership
- ✓ Show mutual respect
- ✓ Set high expectations for students, self and team
- ✓ Reflect - individually and as a team
- ✓ Share expectations for student behavior
- ✓ Share vision/goal for student achievement
- ✓ Commit to planning time and "the team"
- ✓ Maintain your sense of humor
- ✓ Demonstrate positive communication skills

Planning Tips

Before your planning session:

- ✓ Decide what lesson(s) you will use your hour of planning time for.
- ✓ Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- ✓ Decide the materials that you will need and don't take on too much.
- ✓ Bring ideas for modifications and accommodations.
- ✓ Bring ideas for enrichment activities.
- ✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During planning (remember this time is to plan for collaboration):

- ✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
- ✓ Share what will be collaboratively taught and ideas from curriculum.
- ✓ When will you teach together? When will each of you teach solo?
- ✓ What strategies will best meet the needs of the students?
- ✓ Eventually, try to incorporate all of the strategies.
- ✓ Outline questions to be used for parallel, station, etc.
- ✓ Discuss a variety of assessment strategies.
- ✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- ✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After planning:

- Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember

- ✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be collaboratively taught. Prioritize the time and don't allow outside distractions to take over.
- ✓ The goal is to have the mentor teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- ✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the mentor teacher and other adults will be involved.
- ✓ Encourage an attitude that we're both **TEACHING!**

Teacher Actions During Collaborative Teaching

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

Collaborative Teaching is an Attitude... an attitude of sharing the classroom and students
Mentor Teachers and Teacher Candidates must always be thinking - We're Both Teaching!

If one teacher is leading instruction...	The other can be doing this...
	Observing for: 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;
	Charting: 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
	Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; 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
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

If one teacher is...	The other can be doing this...
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 didn't 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 the overhead	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
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 main focus of collaborative teaching is to find ways to keep both teachers actively engaged with students and their learning.

Research shows that planning time is critical to the success of collaborative teaching.

Collaboration is inclusive of the planning, organization, delivery and assessment of instruction, as well as the physical space.

Collaborative Teaching Models	Monday	Tuesday	Wednesday	Thursday	Friday	materials/setup responsibility/limitations
<p>One Teach, One Observe - one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</p> <p>One Teach, One Assist - 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. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</p> <p>Station Teaching - The co-teaching pair divide the instructional content into parts - Each teacher instructs one of the groups, 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.</p> <p>Parallel Teaching - each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Supplemental - 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 extended or remediated.</p> <p>Alternative (Differentiated) - 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.</p> <p>Team Teaching - 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 student's perspective, there is no clearly defined leader - as both teachers share the instruction, one free to interact information, and available to assist students and answer questions.</p>						

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Mentor teachers and teacher candidates must always be thinking...We're Both Teaching!**

Support for Building a Relationship Between Mentor Teacher and Teacher Candidate

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Questions and Discussion

As a Collaborator:

Are We Collaborators?

4 Major Questions

1. To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?
2. To what extent am I willing to let my collaborator carry out teaching tasks at which I am particularly competent?
3. How willing am I to allow my collaborator to see aspects of my teaching in which I am not particularly comfortable?
4. How willing am I to tell my collaborator when I disagree about an issue or have a concern?

I freely share ideas, information, and resources.
I can be relied on to participate, even when a project moves away from my own immediate interests.
My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
I use time well to ensure things are done on time.
I represent the team and the work of fellow group members in a positive manner in other settings.
I bring needed materials and come ready to work.
I actively look for solutions to problems and/or refine the solutions suggested by others.
I know how to gauge my own impact on the group and am routinely aware of team dynamics.
I listen to, respect, acknowledge, and support the efforts of others.
I can easily move between leader and follower, assuming either role as needed to accomplish the task.
I use self-reflection after collaborative activities.

Communication

It is important to know yourself - so you can share with and know your teaching partner

To Begin determine:

- What types and frequency of communication would we like to have with each other?
How will we ensure regular communication with each other?
What is the best way to give each other feedback?

Discuss with your mentor/candidate your response to each of the following statements:

Personal

- I find it helpful to bounce ideas off other people
- I am comfortable being told by others what they need from me
- I am able to speak openly about my feelings
- I express my opinions, even if others disagree with me
- I feel comfortable saying "no" to people
- I can detect the mood of others by look at them as we converse
- I become defensive when I am being criticized
- I am able to resolve problems without losing control of my emotions

Collaboration

- I am comfortable giving my co-teacher feedback because it is a natural part of team work
- I am comfortable telling my co-teacher what I need from them
- I feel free to politely voice my disagreement with my mentor/candidate
- I find it difficult to express my opinion when my co-teacher doesn't share them
- I find it easy to see things from my mentor's/candidate's point of view
- I tend to postpone discussing touchy topics with my mentor/candidate
- When collaborating, I find it important for tasks to be clearly defined and distributed

Collaboration is an attitude...

An attitude of sharing the classroom and students

Collaborators must always be thinking...

We're Both Teaching!