EDUC 400
STUDENT TEACHING
ELEMENTARY TEACHER EDUCATION PROGRAM
ETE MANUAL

Spring 2018

Table of Contents

Section A

ORIENTATION and SYLLABUS

University of Delaware Conceptual Framework for Professional Education Programs

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. The candidates in our programs will implement best practices and recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts. Candidates will embody three qualities as they move on their trajectory to become professionals: knowledge and skills, leadership and commitment to equity. The framework describes these qualities and is available online at:

http://www.dcte.udel.edu/wp-content/uploads/2012/01/Conceptual-Framework-2012.pdf.

To these ends, candidates in University of Delaware professional education programs will:
- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills
Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and in-service teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

<u>Leadership</u>
Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

<u>Commitment to Equity</u>
Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

<u>Outcomes</u>
The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

1. a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
2. a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
   - human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
   - the content knowledge and pedagogical content knowledge that promotes students' knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
   - appropriate and effective use of technologies; and
   - the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

<u>References</u>

Beyer, L. E., Feinberg, W., Pagano, J., & Whitson, J. A. (1989). *Preparing teachers as professionals: The role of educational studies and other liberal disciplines*. (Chapters 3 & 4) New York: Teachers College Press.

Cochran-Smith, M. & Lytle, S. (2009). *Inquiry as stance: Practitioner research in the next generation.* NY: Teachers College Press.

Darling-Hammond, L. & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers know and should be able to do.* San Francisco, CA: Jossey-Bass.

National Association for the Education of Young Children. (NAEYC) (2005). *NAEYC Code of Ethical Conduct*. Washington, DC: NAEYC

Project Zero, Cambridgeport Children's Center, Cambridgeport School, Ezra H. Baker School, & John Simpkins School. (2003). *Making teaching visible: Documenting individual and group learning as professional development*. Cambridge, MA: Project Zero.

Usdan, M., McCloud, B., & Podmostko, M. (2001, April). *Leadership for student learning: redefining the teacher as leader*. Retrieved April 27, 2002 from http://www.iel.org/programs/21st/reports/teachlearn.pdf.

EDUC 400
STUDENT TEACHING

COURSE DESCRIPTION
Welcome to the student teaching semester! In this, your student teaching semester, you now have the opportunity to apply, adapt, and revisit all that you have learned about teaching and learning as you serve the children, adolescents, and adults within the school and community settings in which you are placed.

COURSE GOALS
1. Self-reflection, which will enable you to critique your performance and to make and support judgments and instructional decisions with evidence about the learning of individuals or groups of students.

2. Deeper insight into the nature of the learning process and greater knowledge of human development.

3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work for common purposes.

4. Realization of the importance of your own personal and professional goals.

5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and revision of approaches

6. Knowledge of the resources and materials available to the classroom teacher and the ability to adapt and/or incorporate available resources and materials into the instructional program.

7. Increased skill in performing routine administrative duties including the maintenance and submission of required records and reports.

REQUIRED RESOURCE
University of Delaware ETE Student Teaching Manual. The manual includes course requirements, various forms, evaluation information, detailed information about lesson planning, and more.

FORMAT OF THE COURSE
Over the course of your student teaching placement(s), you will engage in a variety of activities and experiences designed to enable you to apply, adapt, revise, and revisit all you have learned to date about teaching and learning. Specifically, you will engage in coteaching experiences designed to acquaint you with students, with classroom management techniques and with instructional methods, strategies, and materials. You will plan and implement daily lesson plans and develop and implement larger projects. You will be evaluated using criteria that reflect the course objectives, and you will receive feedback, suggestions, and guidance from your field instructor and your clinical educator. Finally, you will engage in thoughtful analysis and continual revision of your approaches to teaching and learning.

COURSE REQUIREMENTS

1. <u>Teacher Candidate notebook</u>
You will maintain a notebook that contains a variety of information that encompasses your assignments and experiences in student teaching. Specifically, your notebook will include placement, student and classroom information, lesson plans, record keeping, written observations/evaluations from your clinical educator and your field instructor.

2. <u>Weekly schedule</u>
The weekly schedule, which is submitted to the field instructor, provides a scope and sequence your instructional responsibilities for the coming week.

3. <u>Letter of introduction – sent to families</u>
This letter will enable you to begin to establish partnerships with the families of your students.

4. <u>Detailed plans for each lesson (cotaught or independently taught)</u>
You must adhere to the required components outlined in the ETE student teaching lesson template found in this manual. However, if your methods instructor asks you to use a course-specific lesson plan template for a course assignment, please use your method instructor's template for that specific assignment. All other plans should follow the templates in this manual.

- Teacher candidates completing **middle school placements** will use the full format lesson plan template for weeks 1-8. With clinical educator **and** field instructor approval, teacher candidates may use the modified format for weeks 9-12.
- Teacher candidates completing **elementary, special education and English as a Second Language** placements will use the full format lesson plan template for weeks 1-7. With clinical educator **and** field instructor approval, teacher candidates may use the modified format for weeks 8-12.

5. <u>Attend Professional Meetings</u>
Attendance at field instructor conferences/meetings, PLC meetings, grade level/team meetings, school faculty meetings and district in-service functions is required (when course schedule permits). The professional meetings expose you to a wide range of information that requires your thoughtful and critical consideration and follow-up in the classroom. For example, experimenting with new ideas and revising or adapting instructional practices so as to best meet the needs of your students.

6. <u>Teaching</u>
You will complete 12 weeks of teaching in which you are actively engaged with students. Thorough, careful, long-range planning best facilitates this important experience.

7. <u>Reflective Practice</u>
Teacher candidates will participate reflective writing and discussions.
Specific guidelines for the form of reflection will be provided by individual field instructors.

8. <u>edTPA (Elementary Placement)</u>
All teacher candidates are required to complete the Elementary edTPA **during their elementary student teaching placement.** This is the only edTPA that you must complete. Posting your edTPA on Task Stream is required to pass your elementary student teaching placement. **Although your submission can be in rough draft form and it does not have to be Pearson ready, it must be quality work with all tasks complete; each prompt must be addressed, and all supporting documents must be uploaded including video and pupil work samples.** Failure to post your completed edTPA will result in a failing grade in student teaching. edTPA must be posted on TaskStream by May 18th at11:59 pm. Teacher candidates will need to submit their edTPA to Pearson and receive a passing score to receive institutional recommendation for certification. The UD certification officer will provide details about Pearson submission windows and deadlines.

Teacher candidates may wish to complete an edTPA in a middle school content area, English as a Second Language or special education due to requirements in states they are seeking certification. Candidates may complete these projects independently during student teaching, but rather than using TaskStream for submission, they will submit directly to Pearson. Technical support for this process can be garnered by contacting the certification officer but you will not post on TaskStream. Teacher candidates are not required to complete an edTPA in their non-elementary second certification area.

9. Special Education Projects (Special Education Placement)
Teacher candidates completing their special education placement will complete three projects to enhance their professional development as a special education educator.
- Progress Monitoring Project
- Accommodation Project
- IEP Project

GRADING
In order to pass EDUC 400, you must:
1. Pass the Capstone Student Teaching Evaluation. **Unsatisfactory** performance on the final evaluation is:
    - If a score of 2 is assigned to more than half of the indicators within one scoring cluster (including dispositions), the student will not pass the placement.
    - A score of 1 for any indicator (including dispositions)

2. If you are completing your elementary placement you must post your completed edTPA to TaskStream by the assigned due date (Please see Course Requirements above).

The field instructor will determine if you have passed the course.

Incomplete Grades
If teacher candidates are not going to complete course requirements by the deadlines established for the semester, contact with the field instructor must be made prior to the deadline. Teacher candidates must present a valid excuse for not meeting deadlines for the field instructor to consider. Extensions will not automatically be granted. Teacher candidates may be called to a disposition meeting for not meeting deadlines for student teaching requirements.

GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

I. **AT THE CLINICAL SITE**

   A. Report to your school/center on the day(s) scheduled. Be prompt and arrive early enough to **begin** work on time. Fulfill the commitment made to the class/group/pupil.
   B. **Notify your Field Instructor and your Clinical Educator** before the beginning of the school day if you are going to be late or absent. An absence or lateness should occur <u>only</u> in cases of illness or an emergency. Studying for an exam is not considered as an illness or emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence. Please see the section IV for details about the attendance policy.
   C. Friends and family should not accompany you to the clinical site.
   D. Learn and carry out the school/center policies and procedures that have been established for pupils.
   E. Abide by the regulations and rules established for school/center personnel.
   F. Hold all information in confidence concerning pupils or others as directed.
   G. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.
   H. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).
   I. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your Clinical Educator.
   J. Keep your field instructor informed of progress made and problems encountered.
   K. Personal cell phone use is never appropriate in the classroom.

II. **JUDICIAL AND LEGAL IMPLICATIONS**

   A. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your Field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at http://www.udel.edu/stuhb/deanstu/POLICY_II.html.

   B. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

   A person seeking employment with a public school in Delaware may be disqualified from employment for any of the following reasons:

   1) Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;
   2) Conviction of any felony in this state or any other jurisdiction in the last five years; or
   3) Conviction of any crime against a child in this State or in any other jurisdiction.

   C. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean.

III.   <u>GROUND FOR DISMISSAL FROM STUDENT TEACHING</u>

Conduct

   A. Candidates in a teacher education program are expected to conduct themselves in a professional manner at all times. Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. If a candidate engages in any of the following acts, it may result in dismissal from student teaching:

      1. Candidates may not date pupils, parents of pupils enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your field instructor or the Associate Director of Clinical Studies.

      2. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.

      3. Candidates may not drink, smoke, be under the influence or be in the possession of alcoholic beverages or illegal drugs on school property, nor with or in the presence of any school pupil(s).

      4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school-sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).

      5. Candidates may not take pupils off school property unless accompanied by the Clinical Educator or another full-time employee assigned by the principal.

      6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.

      7. Candidates must not exhibit any behaviors that interfere with the school's learning environment.

   B. If at any time your conduct causes the Clinical Educator, school/district administrator, or the Field Instructor to determine that your presence in the classroom has become detrimental to the well-being, safety, and/or educational program of the pupils in the class, you will be removed from your school and your placement could be terminated by the University.

   C. As a result of any serious violation of the student code of conduct and/or the professional dispositions policy, you could be removed from your school and your placement could be terminated by the University.

   D. You will be withdrawn from your student teaching placement if 1) the Clinical Educator decides that you cannot return to the classroom due to your behavior, 2) your performance on the summative evaluation is consistently unsatisfactory or 3) there is not satisfactory progress on assignments. **Unsatisfactory** performance on the summative evaluation includes:

      • If a score of 2 is assigned to more than half of the indicators within one scoring cluster, the candidate will not pass the placement.

      • A score of 1 for any indicator, the candidate will not pass the placement.

Please note that a single score of 2 or lower in the dispositions section of the summative evaluation may result in a disposition hearing (see the official professional dispositions policy on the OCS website at www.ocs.udel.edu).

Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action, and/or failure of student teaching.

APPEAL PROCESS

If a teacher candidate does not pass a student teaching placement, then he/she can request a new placement. If the program coordinator, field instructor and the Associate Director of Clinical Studies deny the student's request for another placement, then the teacher candidate can appeal the decision, in writing, to the University Council on Teacher Education (UCTE). The committee will review the appeal and approve or deny the request for a second and final placement.

I have read and am aware of the Guidelines for Professional Conduct During Clinical Experiences and Grounds for Dismissal from Student Teaching.

Candidate Signature: _____

Date: _____

ETE STUDENT TEACHING POLICIES

ATTENDANCE

In-service days and the day before or after holidays are scheduled teaching days. Teacher candidates are considered professional staff and are required to adhere to the district calendar and to the University of Delaware student teaching schedule. Clinical educators are aware of this policy, so teacher candidates are asked to refrain from putting clinical educators in an awkward position by asking them to deviate from this policy. Following the established policy will ensure fairness to everyone involved.

Teacher candidates are expected to attend all field days according to the calendar provided prior to the start of the semester and be in attendance following teacher hours in their school. Absences from the field will be considered excused according to University policy (http://academiccatalog.udel.edu/Pub_Search.aspx). Candidates with multiple unexcused absences may be called to a disposition meeting to discuss. All absences in **excess of two full or partial days** with the exception of religious holidays and UD's Project Search will need to be made up. Religious holidays listed on the University calendar and the University of Delaware's Project Search during Student Teaching II **do not** have to be made up. Make-up days cannot occur on Fridays if candidates have University classes on these days. All make-up days will be agreed upon by the clinical educator and field instructor. If you have extenuating circumstances in excess of two days you should schedule an appointment with Dr. Laurie Palmer, the ETE Program Coordinator (lpalmer@udel.edu) to discuss your situation.

Teacher candidates may have time in their course schedules to complete extra time in the field. The extra time in the field may not be exchanged for another field day or a shortened placement.

Student teaching allows teacher candidates to observe and experience all of the responsibilities of teaching and managing a classroom. This important learning allows the teacher candidates to have a full understanding of what it means to be a teacher and to be fully prepared for their own classroom. This can only be accomplished through consistent attendance in the classroom. Therefore, teacher candidates with absences in excess of five days (excused or unexcused) may need to repeat the placement. When a teacher candidate is absent from the field for a total of five days, a meeting will be called with the program coordinator to determine whether the candidate can remain in the placement or will need to repeat the placement. If it is determined that the candidate can continue in the placement, a plan will be created outlining what the candidate must do to continue in the field placement. If the teacher candidate misses more days, **the field placement will be terminated at the eighth absence and the candidate will be required to repeat the placement.**

SERVING AS A SUBSTITUTE DURING STUDENT TEACHING

A teacher candidate is in the process of gaining experience as a teacher under the supervision and guidance of a certified clinical educator and the university. The University Council on Teacher Education (UCTE) has established the following policy regarding teacher candidates as substitutes:

to which she/he has been assigned. In the case of all situations where teacher candidates are being used as substitutes, the district will assume liability.

LIABILITY AND HEALTH INSURANCE

Teachers and student teaching candidates have been held legally liable by the courts for the behavior of pupils under their direction. That is, if a pupil is injured because of the negligence of either a teacher or teacher candidate, that person can be legally responsible for the expenses involved. The University of Delaware carries comprehensive general liability insurance to protect itself and its trustees, employees, students, and volunteers from the consequences of negligence in the performance of official University duties. This policy provides coverage to students while completing their student teaching.

Teacher candidates are encouraged to be covered by a health insurance program in case of an injury suffered while completing a student teaching experience. University Health Services will provide medical care for all full-time student teaching candidates. If a candidate elects to seek medical attention outside of University Health Services, then his/her own health insurance plan or personal financial resources will be responsible for the cost of the care. The school district to which the student is assigned may or may not accept responsibility.

Additional Responsibilities

1. If you are absent, you will be required to make up the time in accordance with the student teaching Attendance Policy found in this manual. It is expected that all appointments will be made outside of school time.

2. Proofread all lesson plans prior to submission. Correct any spelling and/or sentence structure errors.

3. You must call your UD field instructor to inform her of schedule changes when they occur.

4. You are expected to be on time to school (check your school's hours). Attendance is mandatory. Professional behavior is expected at all times.

5. Be sensitive to paper shortages in your buildings. You may not copy UD course assignments at your school setting. You are responsible for finding other means of copying University of Delaware assignments. Suggestions: Morris Library, ERC, Staples

6. It is expected that teacher candidates **will first contact their field instructor** with any questions, problems or concerns related to student teaching requirements. If candidates still have concerns, they should contact Dr. Laurie Palmer, the ETE Program Coordinator (lpalmer@udel.edu).

Overview of Student Teaching Spring 2018

Detailed sequences for specific field placements can be found @
http://www.education.udel.edu/ete/student-teaching/student-teaching-manual/
See "Sequences"
*Special Education sequence varies slightly.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Grounding Week	Grounding Week	Coplan, coteach, coevaluate all classes*. Lead 1 class per day with CE support. *Class is defined as 45 - 60 minutes of instruction.	Coplan, coteach, coevaluate all classes. Lead 2 classes per day, 1 class with CE suppor.t	Coplan, coteach, coevaluate all classes. Lead 1 class per day with CE support **AND** Independently plan, teach, and evaluate 1 class per day.	Coplan, coteach, coevaluate all classes. Lead 2 classes per day with CE support **AND** Independently plan, teach, and evaluate 1-2 classes per day.

MID 3-WAY CONFERENCE
(teacher candidate, clinical educator, and field instructor meet to discuss progress)

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Coplan, coteach, coevaluate all classes. Lead 1 class per day with CE support. **AND** Independently teach for 2 days. **AND** Independently plan, teach, and evaluate 2-3 classes per day (for **other** 2 days).	Coplan, coteach, coevaluate all classes. Lead 1 class per day with CE support. **AND** Independently teach for 2 days. **AND** Independently plan, teach, and evaluate 3-4 classes per day (for **other** 2 days).	**Independent Teaching Week Option A** *If this week is not selected as independent teaching week, follow schedule for week 8.*	**Independent Teaching Week Option B** *If this week is not selected as independent teaching week, follow schedule for week 8.*	Coplan, coteach, coevaluate all classes. Lead 1-2 classes per day with CE support. AND Independently plan, teach, and evaluate 1 class per day.	Coplan, coteach, coevaluate all classes. Lead 1 class per day with CE support.

FINAL 3-WAY CONFERENCE
(teacher candidate, clinical educator, and field instructor meet to discuss progress)

SECTION B
TEACHER CANDIDATE NOTEBOOK

TEACHER CANDIDATE NOTEBOOK

You will use dividers to create sections in your notebook. Additional directions are included on Canvas in the EDUC 400 Orientation Module.

Notebook Outline
Before Week 1 Divider
- Orientation and Syllabus – print Section A of ETE Manual
- Coteaching Guide – print Section C of ETE Manual

Week 1 (Divider 1)
- Friday Forecast (weekly newsletter from field instructor)
- Field Placement Sequence
  (access online @ http://www.education.udel.edu/ete/student-teaching/student-teaching-manual/)
- Master Class Schedule (request a copy from your clinical educator)

Print the following forms from ETE Manual Section B for Week 1 of your notebook
- Preparing for Coteaching
- Class Demographics Form
- Student Information Chart
- School Staff Information
- Checklist for Coteacher
- Dismissal Procedures
- Lesson Planning Forms (full and modified version)
- Student Release Forms for Photographs and Videos
  (access @ http://www.ocs.udel.edu/student-teaching/forms/)
- Teacher Candidate Release Form
  (access @ http://www.ocs.udel.edu/student-teaching/forms/)

Week 2 – Week 12 (Divider 2 – Divider 12)
- Friday Forecast
- Lesson Plans

Week 6 also include:
- Capstone Clinical Mid-Way Conference Form for assigned field placement (select and print from Evaluation Forms: http://www.education.udel.edu/ete/student-teaching/student-teaching-manual/)

Week 12 also include:
- Capstone Clinical Evaluation Form for assigned field placement (select and print from Evaluation Forms: http://www.education.udel.edu/ete/student-teaching/student-teaching-manual/)

Divider 13
- Bi-Weekly Conference Record Sheet (select and print from Evaluation Forms: http://www.education.udel.edu/ete/student-teaching/student-teaching-manual/)
- Clinical Educator and Field Instructor's written observations/evaluations
- Record Keeping- provide evidence of ongoing documentation of student progress in all content areas.

Preparing for Coteaching

Week(s) before Field experience begins – The Clinical Educator and Teacher Candidate begin to prepare for the coteaching experience.

Clinical Educator	Teacher Candidate
• Expect a contact email or phone call from the Teacher Candidate. They will ask to arrange a time to meet with you and ask questions. • The Teacher Candidate will be curious about previously learned content and expected content to be taught during their Field experience. If you can, please provide information that can help them prepare for the content. • Prepare a professional workspace for the Teacher Candidate. • Provide copies of school policy and curriculum guides. • As you plan for Week 1, think of ways to incorporate the Teacher Candidate into the lessons either by assisting or small roles (read aloud, morning work, etc.) Please refrain from solo management roles in the initial week. The Teacher Candidate needs time to build rapport with the students. • Prior to the Teacher Candidate's first day, provide an overview of the first week's lessons for the Teacher Candidate. • You may remember your very own "student teaching experience" in which you sat for a few days or the first week and observed…<u>coteaching is completely different</u>. Be sure to have your Teacher Candidate actively engaged from the very first day. Clarify roles with the Teacher Candidate and tasks during the initial days of school. • Review your behavioral and academic expectations.	• Contact your Clinical Educator to introduce yourself. Arrange a time to meet with the Clinical Educator to discuss important information and to meet the children. • Email copy of your Teacher Candidate Bio to your Clinical Educator. • Review the district website and school website to learn more about the setting in which you will be teaching. • Review the Common Core Standards for your assigned grade level. • Examine the content to be taught during your Field experience. • Prepare your teaching notebook. • Prepare letter of Introduction. • Ask your Clinical Educator to clarify your roles for the first week. Prepare materials for roles. • The first days of school are active and you are now an important part of this classroom. Be prepared to be an active teacher in the classroom on your first day! • Ask your Clinical Educator if it is appropriate for you to prepare a "Getting to Know You" activity.

CLASS DEMOGRAPHICS

Please complete the following information about the class/classes where you are placed.

Total number of classes:

Total number of students in the following categories (all classes combined):

Number of students: Students with active IEP/504s:

Male students: ELL students:

Female students:

Students who qualify for free/reduced lunch:

Total number of students in each category:

American Indian/Alaskan Aleut: Asian (including students from India):

Black/African American: Hispanic:

Native Hawaiian/Pacific Islanders: Multi-Racial:

White/Caucasian: Other:

Check type of placement:

_____ resource room/learning support   _____ TAM (Team Approach to Mastery)

_____ self-contained   _____ SAM (Single Approach to Mastery)

_____ inclusion   _____ intensive learning center/special school

_____ departmentalized   _____ semi-departmentalized

_____ other_____

Identify the number of students in each appropriate category (Identify the primary disability area as per the IEP/504):

_____ Deaf and Blindness   # _____ Developmental Delay

_____ Learning Disability   # _____ Hearing Impairment including Deafness

_____ Physical Impairment   # _____ Severe Intellectual Disability

_____ Emotional Disturbance   # _____ Traumatic Brain Injury

_____ Speech and/or Language Impairment # _____ Moderate Intellectual Disability

_____ Visual Impairment including Blindness # _____ Mild Intellectual Disability

_____ Multiple Disabilities   # _____ Intellectual Disability

___ADHD-Attention Deficit/ Hyperactivity Disorder/ADD-Attention Deficit Disorder

_____ Autism   # _____ Other

Student Information Chart

Complete the chart below to summarize the required and necessary accommodations or modifications for any students **that will affect your instruction**. Consult with your clinical educator and other specialists to complete the chart in addition to your own observations. The first row has been completed in *italics* as an example.

Special Categories Other categories could include: Behavior, skill level, language proficiencies, physical limitations	Student(s)	Accommodations and/or Pertinent IEP Objectives
Example: *Learning Disability*	*Example:* *JB, CG, AF*	*Example:* *Close monitoring, follow up, and Resource Room*

SCHOOL STAFF INFORMATION

To function successfully in a school, you need to know the school staff and their responsibilities.

Principal:

Assistant Principal(s):

Secretary:

Other Office Personnel and their positions:

Custodians:

Procedures for reaching custodial staff:

Nurse:

Procedures for sending students to nurse:

Lunchroom Manager:

Procedures for students in the cafeteria:

DISMISSAL PROCEDURES*

BUS RIDERS:

_____

_____

_____

WALKERS:

_____

_____

_____

PARENT PICK-UPS:

_____

_____

_____

* Dismissal must be a shared responsibility with your clinical educator.

CHECKLIST FOR TEACHER CANDIDATES AND CLINICAL EDUCATORS

This checklist is to be reviewed during the first week of the field experience.

SAFETY CHECKLIST

_____ Lockdown procedures

_____ Fire and civil defense drills

_____ Tornado and severe weather emergencies

_____ Abuse reporting

_____ Bodily fluids, reporting accidents, first aid service, health services

_____ Playground safety

_____ Releasing students to authorized persons

_____ Collecting money

OTHER

_____ Review of district and building handbooks for students and teachers

_____ Procedures for snow days/late openings/early dismissal

_____ Attendance procedures (teacher and pupil)

_____ Reporting pupil/teacher absences

_____ Use of duplicating equipment: requisition of supplies and equipment

_____ Lunchroom regulations

_____ Teachers' meetings (Teacher Candidate's role in them)

_____ Parent-teacher meetings

_____ Home visitations, pupil gifts

_____ Reports to parents

_____ Media center policies

_____ Procedures for dealing with students' Illnesses

_____ Testing Programs

University of Delaware Lesson Plan
(Full Format)

Complete each part of the lesson plan. Delete italicized directions after completing each section.

Subject(s):			Date & Time:	
Grade:			**Group Size:**	
Coplanned		yes no	Independently planned	yes no

Common Core Learning Standard(s) Addressed:
In this section, list the standard or standards that are being addressed. Include both the number and the description of the standard? Have you identified integration of multiple content standards?

Learning Goal(s)/Lesson Objective(s):
What will students know and be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/objectives observable and measurable?

Lesson Assessment and Criteria:
In this section, describe the assessment procedures that will be used to reflect learning of the objective. Describe how you will use the assessment and assessment data to determine whether or not students have met the objective (e.g., mastery criteria). Under assessments, list formative/summative assessment approaches, tools, and/or strategies.

Assessments: 1. 2. 3.	**Full Understanding** 1. 2. 3.	**Partial Understanding** 1. 2. 3.	**Limited Understanding** 1. 2. 3.

Relevance (Connecting to students' lives and prior academic learning):
Describe the relevance for the instruction provided in this lesson or progression of lessons, including (a) why the outcomes are essential for future learning and (b) how the learning tasks are appropriate according to personal/cultural/community assets of your students.

Rationale (Justification):
What evidence-based practice did you research, learn about in a UD course or a professional development, or find in a curriculum guide that drove your thinking as you planned some aspect of this lesson? Focus on one aspect and cite the specific source. Describe the research evidence that supports your instruction.

Collaboration:
In this section, describe any collaboration with other professionals. If you are co-teaching, identify the co-teaching model that will be used. Within the instructional sequence of the lesson plan, you should specify the role of each person within the lesson. Describe the role and responsibilities of the paraprofessional(s) in the classroom.

Instructional Procedures:
What learning experiences will students engage in? How will you use these learning experiences and/or their student products as formative assessment opportunities?

Lesson Introduction & Activating Strategies:
Introduction/Activating/Launch Strategies *may* include:
- Capture students' interest/hook
- Review prior knowledge
- Tell students what it is they are expected to know or be able to do ("Today we will…")
- Introduce the lesson
- Communicate the purpose of the lesson
- Create an inquiry-based setting
  ***** *Homework checks, attendance and other housekeeping duties do not constitute an opening.*

	Teaching Strategies:
	Teaching Approaches may include**:**
	- Presenting content, skills, and strategies - Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s) - Model the skill or strategy - Think aloud - Check for understanding - Guided practice - Independent practice - Collaborative practice with peers - Engage students in question and answer - Provide opportunities for exploration - Provide opportunities for discussion - Include critical questions that you might ask
	Lesson Closing/Summarizing Strategies:
	Summarizing Strategies (Closure) may include**:**
	- Engage students in summarizing main points or big ideas of lesson. - Revisit objective/essential question.
	Resources/Materials:
	Include a list of all materials you (and the students) will need for the lesson. Provide a citation in APA format for any materials that you did not develop by yourself.

Access for All Learners:
In this section, describe how you will ensure that all students have access to and are able to engage appropriately in this lesson.

Differentiation of Objectives, Content, Process, or Product	*How are you selecting supports that are tied to the learning objectives and address similar group of students' needs and specific individuals' needs? Regardless of IEP/504 plans, enrichment, etc.* *Process: How will my instructional delivery, materials, or students' engagement in instructional activities differ?* *Product: Which options or types of assessments might you consider for various learners to demonstrate their understanding of the objectives? (Fast Finisher Work?)*
Instructional and Material Adaptations	*In this section, list instructional and adaptations that will be made for individual students.*
Notes:	

University of Delaware Lesson Plan

(Modified Format)

Complete each part of the lesson plan. Delete italicized directions after completing each section.

Subject(s):		Date & Time:	
Grade:		**Group Size:**	
Coplanned	yes no	Independently planned	yes no

Common Core Learning Standard(s) Addressed:
In this section, list the standard or standards that are being addressed. Include both the number and the description of the standard? Have you identified integration of multiple content standards?

Learning Goal(s)/Lesson Objective(s):
What will students know and be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings? Are your targets/objectives observable and measurable?

Lesson Assessment and Criteria:
In this section, describe the assessment procedures that will be used to reflect learning of the objective. Describe how you will use the assessment and assessment data to determine whether or not students have met the objective (e.g., mastery criteria). Under assessments, list formative/summative assessment approaches, tools, and/or strategies.

Assessments: 1. 2. 3.	**Full Understanding** 1. 2. 3.	**Partial Understanding** 1. 2. 3.	**Limited Understanding** 1. 2. 3.

Instructional Procedures:
What learning experiences will students engage in? How will you use these learning experiences and/or their student products as formative assessment opportunities?

Lesson Introduction & Activating Strategies:
Introduction/Activating/Launch Strategies *may* include:
- Capture students' interest/hook
- Review prior knowledge
- Tell students what it is they are expected to know or be able to do ("Today we will…")
- Introduce the lesson
- Communicate the purpose of the lesson
- Create an inquiry-based setting
  * Homework checks, attendance and other housekeeping duties do not constitute an opening.

Teaching Strategies:
Teaching Approaches may include:
- Presenting content, skills, and strategies
- Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s)
- Model the skill or strategy
- Think aloud
- Check for understanding
- Guided practice
- Independent practice
- Collaborative practice with peers
- Engage students in question and answer
- Provide opportunities for exploration
- Provide opportunities for discussion
- Include critical questions that you might ask

	Lesson Closing/Summarizing Strategies:
	Summarizing Strategies (Closure) may include**:**
	• Engage students in summarizing main points or big ideas of lesson.
	• Revisit objective/essential question.

Access for All Learners:	
In this section, describe how you will ensure that all students have access to and are able to engage appropriately in this lesson.	
Differentiation of Objectives, Content, Process, or Product	*How are you selecting supports that are tied to the learning objectives and address similar group of students' needs and specific individuals' needs? Regardless of IEP/504 plans, enrichment, etc.* . ***Process:*** *How will my instructional delivery, materials, or students' engagement in instructional activities differ?* ***Product:*** *Which options or types of assessments might you consider for various learners to demonstrate their understanding of the objectives? (Fast Finisher Work?)*
Instructional and Material Adaptations	*In this section, list instructional and adaptations that will be made for individual students.*
Notes:	

Section C

Coteaching Resource Guide

Dare to be first.

UNIVERSITY OF DELAWARE.

The University of Delaware Coteaching Resource Guide

SECOND EDITION

Coteachers collectively share the responsibilities of the classroom, placing a central emphasis on student learning. Coteaching provides opportunities for coteachers to work side-by-side while reflecting on their shared teaching practice. As coteachers collaborate they form a professional partnership. Coteaching supports the learning of all of the participants: classroom students, clinical educators, and teacher candidates.

The University of Delaware Coteaching Resource Guide was written by
Jennifer Gallo-Fox, Susan Gleason, Stephanie Kotch-Jester, and Jessica Peace as a part of
the University of Delaware Coteaching Workgroup.

Table of Contents

What is Coteaching?

Coteaching is a highly successful method of teacher preparation that enables teachers to think and teach together while having a having a shared focus on student learning. In this approach two or more adults work closely to deliver high quality instruction to the students. Together the coteachers to share responsibilities for planning and teaching.

Coteaching is a way to increase opportunities for student learning and for coteacher professional growth. When coteaching, pre-service and in-service teachers learn through their on-going conversations about their shared teaching practices.

Essential to coteaching is the sharing of all aspects of the classroom space, and working together as mutual partners. In the classroom, this means having a shared sense of respect, responsibility, practice, planning and reflecting together on copractice.

The 4 Co's are the essential elements of coteaching:

- Coresponsibility
- Corespect
- Coplanning
- Cogenerative dialogues
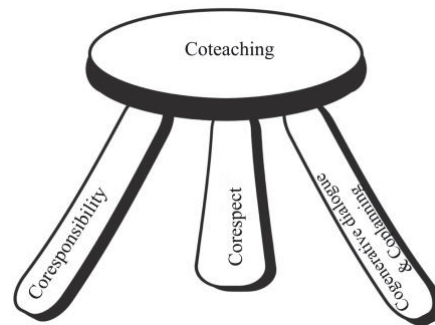
Scantlebury, Gallo-Fox, Wassell, 2008

Research has shown significant gains in student learning in cotaught classrooms when compared to student learning in traditional student teaching classrooms and experienced single teacher classrooms (Murphy & Beggs, 2006; St. Cloud University, 2010). One coteaching team in a Delaware school observed this increase in skills. ECE Clinical Educator Daphne Kosinski said, "I hosted a teacher candidate in the fall (2014). Our test scores went up more than the other classes in our team. I think that the coteaching, with two of us in the room helped improve skills" (Kindergarten). An Elementary teacher education clinical educator said, "Two perspectives are sometimes more helpful, especially for Middle school math. Students might relate more to one than the other, and it helps to have two different ways to teach the information."

Why coteach?
"Coteaching explicitly brings two or more teachers together to improve what they can offer to the children they teach, while providing opportunities to learn more about their own teaching."

Why does coteaching work?
"Coteaching works because everyone focuses on the learning of the children."
"Student and classroom teachers learn from each other (as well as University tutors), often without even realizing that this is happening."

(Source: Coteaching – Investigative Primary Science with Student Teachers
http://www.pstt.org.uk/ext/cpd/coteaching/1.html)

Potential Benefits for Coteaching Participants

Potential benefits for classroom students
- Another teacher in the room to monitor, assist and reach more students
- Coteachers can differentiate instruction to meet student learning needs
- Site-based clinical educators remain actively engaged to maintain stability and awareness of student academic and emotional needs
- More student small group time
- More individualized and specialized attention
- Transition of teacher candidate is smoother for the students, as there is visible support from the clinical educator

Potential benefits for teacher candidates
- Active role expectation – active engagement at all times
- Increased agency – greater sense of commitment to school, classroom and students
- Increased sense of confidence from working alongside an experienced teacher
- Increased ability to make decisions and coteachers gain experience engaging in shared decision-making processes
- More teaching time and engagement with students

Potential benefits for site-based clinical educator
- Opportunity to continue to instruct students and address learning needs
- Site-based clinical educator feels that they are no longer a spectator in their own classroom
- Professional development opportunity – the teacher candidate brings new perspective, fresh ideas, renewed enthusiasm and energy to the classroom
- Gain of a teaching partner to talk through ideas, try new instructional strategies, monitor students and collaborate on new lessons

Research based long-term coteaching benefits
- Six months after experiencing cotaught science, elementary students reported significantly more positive attitudes toward learning science than students who had not been cotaught science
- Site-based clinical educators utilize professional learning from coteaching experiences even after the teacher candidates leave their classroom.
- Fosters collaborative and networking practices
- Supports a culture of communication and collaboration within coteaching schools
- Coteaching graduates actively seek out teacher networks and use collaborative practices to support their teaching at their new schools

Essential Coteaching Elements: The 4 Co's Defined

I. Coresponsibility
Coresponsibility/Collective Responsibility/Shared Responsibility
In a coteaching classroom all coteachers need to assume shared responsibility for all aspects of classroom life. This means that responsibility for classroom instruction, students, prepping and planning, management, and assesement is collective. If a coteacher sees that something needs to be addressed in the classroom, they should work to address these needs.

> ***Research Says...*** "Coteachers who see that something in the situation that could or should be improved immediately go about making the required changes. Rather than sitting back and after the lesson talking about it or, worse, blaming the other for making mistakes, coteachers who enact their part of the collective responsibility [co-responsibility] do what can be done to improve the situation then and there" (Roth & Tobin. 2005, p. 19).
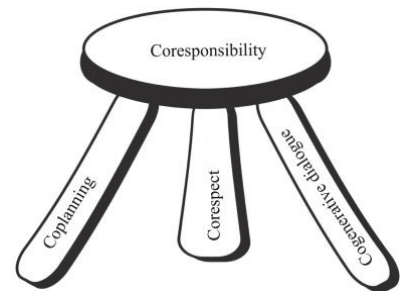
Scantlebury, Gallo-Fox, Wassell, 2008)

UD site-based clinical educator thoughts *on Coresponsibility*
"We both have different roles based on the lesson, so you're responsible for your role and I'm responsible for my role. We're both responsible for the learning of the students in the classroom. It's like a team in a way." (Grade 4 Clinical Educator)

"It's not 'figure it out'... it is a joint effort to execute lessons the best way you know how and to reach all the kids." (Grade 3 Clinical Educator)

*"These are **our** children. **WE** are responsbile for all planning, teaching, learning and assessing."* (Grade 3 Cooperating Coteacher)

UD teacher candidates' thoughts on Coresponsibility
"Coteaching was such a great experience for me as a student teacher. I immediately felt part of the classroom/grade level "team" and like what I had to say was important. Sometimes it didn't even feel like I was a student teacher because I was given so much responsibility!" (Early Childhood Teacher candidate)

Coresponsiblity means, "Taking ownership of everything even if you are in the supporting role. Making sure that you are both on the same page, making sure you are working together, making sure that you are both working together and planning together." (Grade 3 Teacher candidate)

"This means that the responsibility to perform a task is shared between two or more people. It means that people share accountability, and thus everyone should be actively engaged in the task..." Coresponsibility defines my student teaching experience. My clinical educator and I were

coresponsible for planning, implementing, and reflecting on instruction." (Grade 1 Teacher candidate*)*

II. Corespect

All coteachers bring different strengths and important knowledge to classroom practice and can work to enhance student learning in the classroom. Research has found that through the process of teaching alongside one another and through shared conversation about practice all coteachers can gain new insights into practice, develop new ideas for instruction, and reflect on their work with students. It takes time to learn about one another's strengths and the value that each person brings to the classroom this is why it is critical that coteachers work together to establish corespect during the early days and throughout the field experience.
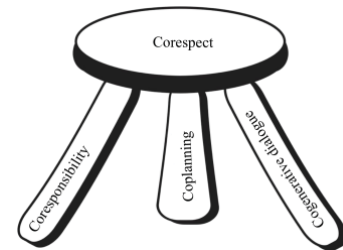
It is important from the first day that teacher candidates contribute to classroom instruction and interact with students. Traditional student teaching models are often hierarchical with site-based clinical educator being viewed as experts, and teacher candidates viewed as novices. In coteaching both teachers are seen as important contributors to the teaching process and are viewed by students equally in their teaching roles. Power differentials can make it difficult for classroom students to understand that they can, and should address their questions and concerns toward both teachers.

> ***Research Says…*** "Corespect occurred when teachers viewed each other as peers and had the expectation that each person provided valuable insight and knowledge that improved her/his teaching. For successful coteaching, all teachers, regardless of experience or expertise, had to respect each other's talents and value the contributions that each individual could make to the classroom. Mutual co-respect provided room to maneuvre within coteaching, and share voices, ideas and control" (Scantlebury, Gallo-Fox, & Wassell, 2007, p. 975).

Site-based clinical educator' Thoughts *on Corespect*
"We were in it together and I think…we were both treated as individuals. We worked together but we respected each other, so they blended." (Grade 4 Clinical educator)

Teacher candidates *"bring a lot of new things to the classroom, not just their energy but their ideas, technology…it helps me to become a better teacher."* (Grade 2 Clinical Educator)

Teacher candidates' Thoughts on Corespect
"We need to work well together, even if we don't have the same ideas about something. We need to work on that before we go teach, because we can't have conflicting ideas. We are both equals in the classroom. I know what really helped was that I was introduced as the other teacher in the class. I was never the "student teacher"…right off the bat, it was we are both teachers." (Grade 3 teacher candidate)

"This means two or more people respect each other. Respect is not a one-way street and just like coresponsibility, corespect is another word that defined my teaching placement. My coteachers and I all respected each other, we listened to each other's ideas, and we all worked with each other to provide quality instruction to these students." (Grade 1 Teacher candidate)

III. Coplanning

When coplanning, coteachers work together in pairs or teams to reflect on the current status of the class and collaboratively plan instruction. While working together coteachers plan for instruction and assessment, and gain opportunities to think together about how to best meet student needs in the classroom. It is important that the teacher candidate is contributing member of the planning community.

During coteaching experiences the teacher candidate should participate in the existing planning process at the school. For example, if clinical educators plan with colleagues the teacher candidate should participate in this process as fully as possible; coteachers may find that in such situations additional coplanning conversations based specifically on classroom student needs will be necessary to clarify and plan for specific classroom implementation. Scantlebury, Gallo-Fox, Wassell, 2008)
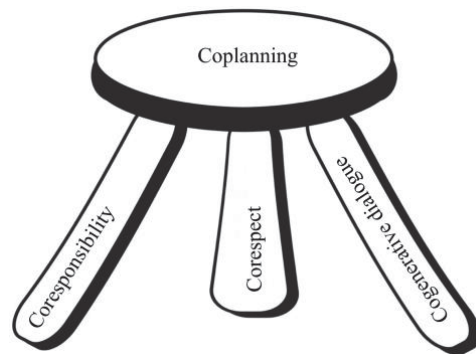
In order for coteaching to be successful coteachers structure a weekly time for big picture planning, reflection and goal setting. They then confer daily to adjust the implementation of the plan according to student needs.

Strong coplanning sessions incorporate the following elements:
- Shared common purpose for coplanning meeting
    - (e.g. instructional planning for a lesson, week, or unit)
- Focus on student learning goals
    - What do we want our students to learn?
        - Standards/ Curricular goals
    - How will we know if our goals have been achieved?
- Planning with a focus on student needs
- Develop activities or practices to support successful learning
    - How can we work together to best support our students?
    - What type of coteaching approaches will best support our students' learning?
- Cohesive coteacher relationship: Sense of safety and trust between coteaching partners (corespect & coresponsibility)

During the coplanning session it is important to communicate all expectations for the week in terms of roles and responsibilities. Plans are made to utilize both coteachers' strengths to best meet the students' needs. After the coplanning sessions, the coteachers then accept the responsibility of preparing for their roles and responsibilities.

Experienced teachers automatically consider many factors when planning that a teacher candidate needs to learn when developing appropriate plans for instruction. During early coplanning sessions coteachers often talk about aspects of planning that experienced teachers think about implicitly. Much of the experienced teacher's tacit knowledge needs to be made explicit. Some topics addressed in early coplanning meetings include:

- *How will we arrange the classroom for the lesson? How/why will we group and situate children in the room in certain ways? How do we prepare the students to work together, or use the materials for in our lesson?*
- *What materials do we need to prepare or differentiate for the lesson? When do we set up for the lesson?*
- *How will we pace the lesson?*
- *How is the content aligned with Common Core Standards and/or State Standards?*
- *How will student assessment data, prior knowledge and experiences inform current and future instruction?*
- *Will accommodations or modifications need to be considered for special needs students? (For example: ELL, 504 Accommodations, and IEPs)*
- *What differentiated strategies need to occur to meet the varied tiered learners?*
- *How can the "power of two coteachers" or "power of three coteachers" be used to best meet students' needs?*
- *What instructional approaches can be used to best meet the learning needs of classroom students?*
- *How will formative and summative assessment(s) measure each student's progress towards the lesson's essential question/objective(s)/standards?*

Thoughts about coplanning:

An elementary clinical educator, Richele Pryor, remarked that, "*Coteaching was less scary (for the teacher candidate) because she could look at me for help. It gave her more confidence.*" (March 2015)

IV. Cogenerative Dialogues: Shared mutual reflection on practice **(Communication)**

A natural process in our development as professionals is reflection upon instruction. The coteaching model provides opportunities for the clinical educator and teacher candidate to reflect together to discuss lesson strengths, weaknesses, and strategies for future improvement. Your coplanning sessions are a form of cogenerative dialogue! Throughout the day, discuss these issues. Thinking aloud improves the education for all learners!
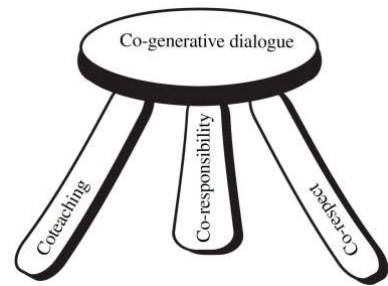
Scantlebury, Gallo-Fox, Wassell, 2008)

Research Says…
Cogenerative dialogues occur when coteachers discuss the issues that impact teaching and learning, and collectively generate solutions to any problems. Cogenerative dialogues are open discussions in which all participants' opinions and voices have equal value."
(Scantlebury, Gallo-Fox, & Wassell, 2008, pp. 971-972).

Example in Action: Did you know that cogenerative dialogues might occur during a lesson? Research in coteaching calls this a "huddle."   Here is an example: *Ms. P. (CE) is teaching a math lesson to her second graders. The students are exploring two-digit addition. Ms. S (TC) is supporting instruction by monitoring the students and attending to individual needs. Both Ms. S. and Ms. P. realize that several students are really struggling with the new concept. As the students continue to discuss strategies in their small groups, Ms. S. and Ms. P. meet in the corner of the room to discuss their observations of student progress/learning. After a few minutes, they decide to make a lesson adjustment. Ms. P. decides to take a small group of students to the back table while Ms. S. continues the lesson with the remaining second graders.* (Grade 2 Classroom, Fall 2011)

Research Says…
"The chief goal of a huddle is to quickly reach agreement on what is to be done, the roles of the participants, and shared responsibilities for enacting agreed to roles successfully. During huddles the coteachers participate in *ad hoc* cogenerative dialogues and it is important for each to listen to others and ensure that all points of view are presented, heard, and taken into account in reaching a final agreed-to course of action" (Tobin, 2006, p 139).

UD site-based clinical educator' thoughts *on Cogenerative Dialogues*

*"I think it's probably the most valuable part…especially because I was involved… If I were the teacher that was sitting back while they were teaching, I probably would have been grading or something, but because I was involved in the lessons, I knew everything that was happening. So it's easy to reflect when you're both involved." (*Grade 4 Clinical Educator)

"We are always talking about what's going on, what's working what's not working, what we need to change. We definitely tried to look at all of the assessments together. We would always talk about where do we need to improve, where are we noticing the trends and what needs to be done again. If we were in agreement with what those things were, it was clear to see what needed to be taught again, then figure out how to work it back in." (Grade 4 Clinical Educator)

UD Teacher candidates' Thoughts on Cogenerative Dialogues
"I think we reflected together equally. She would ask me 'What do you think?' She would say, as a pre-service teacher with all these fresh ideas from Delaware… 'What do you think I could have done?' " (Grade 3 Teacher candidate)

"It was like mutual reflection…we could bounce ideas off of each other." (Grade 3 Teacher candidate)

"We would discuss how we thought the lesson went. We would talk about things that went well and things that could be improved upon. We would also reflect on the lesson in terms of future instruction- we would decide how to guide instrcution in the future based on how the lesson went and based on which students met the lesson's objectives and which did not. When reflecting it was more of a conversation with my coteacher than a one-sided discussion; as with planning, my thoughts were fully valued and I did not feel hesitant or nervous to share my opinions." (Grade 1 & 2 Teacher candidate).

University based clinical educator thoughts on cogenerative dialogue

Ann Jornlin said, "With coteaching, reflection is occurring in the moment as opposed to after the lesson." (March 17, 2015)

Another University based clinical educator, Dede Lilly said, "As a part of this program as an undergrad and now as a supervisor, I feel like this is a key part that was missing. Coteaching really helps teachers support each other." (March 17, 2015)

Supporting Student Learning through Coteaching

Pedagogical Approaches for Enhancing Instruction

Coteaching is the shared responsibility of classroom practice with a joint focus on student learning. With multiple teachers in the classroom there are many ways to work together to support student learning. Coteachers should consider pedagogical approaches that will help them fully utilize the human resources in the classroom in order to meet their instructional goals. Successful coteachers plan with student needs in mind. They develop their instructional plans in ways that best enable them to meet the goals and needs of the children in the classroom. While planning is necessary for effective instruction, many teachers find that they need to adapt their teaching in the midst of instruction in order to better support student learning.

It is valuable for teacher candidates to use a variety of coteaching approaches, as each provides different opportunities for learning and thinking about student learning. Some approaches provide opportunities for both coteachers to truly merge their practice by coteaching the exact same lesson together and reflecting on their shared practice. Other coteaching approaches provide greater opportunity for teacher candidates to assume lead instructional roles in the classroom, while still having the proximity of the clinical educator for support and reflection.

Coteaching can take many forms. Some approaches for coteaching are listed on the following pages:

Key:
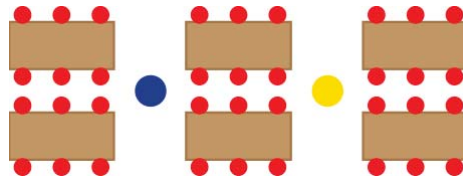**D** = A coteaching approach that strongly supports differentiated instruction for students.
I = A coteaching approach that provides independent teaching opportunities for the teacher candidate.
TC = Teacher candidate
CE= Site-based Clinical educator
SE = Special educator

Unified Coteaching

A goal of coteaching is for both teachers to truly share classroom and instructional responsibilities. When unified coteaching is fully attained, teacher practice is mutual and coteachers are able to anticipate each other's moves. In unified coteaching both coteachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned.   While coteachers continually work together to share and discuss practice throughout their time in the classroom; strongly synchronized coteaching as described here takes time to develop.

Example in Action 1: *Ms. N. (TC) is coteaching with Ms. E. (CE) and Ms. G. (SE) in a first-grade inclusion classroom. They have coplanned a science lesson on the types of clouds. As the lesson progresses, Ms. N. is introducing the lesson, Ms. E. shares a connection to a recent reading story, Ms. G. signals that she also has a connection to a movie she recently saw on T.V. The lesson progresses with all three coteachers having equal roles in the lesson and seamlessly stepping into the lead role and fading back out as another coteacher steps forward. An observer would think that this partnership has been teaching for years together.* (Grade 1 classroom, Fall 2011)

Example in Action 2: *Ms. C. (TC) and Ms. J. (CE) are introducing the visiting class pet to the children. Both teachers shared information about the hermit crabs with the children. Ms. J. shared about personal experiences with the hermit crabs, as they are her daughter's pets at home. Ms. C. shared information that she learned through reading about hermit crabs online. Students listened to each example and asked questions of their own.* (Preschool classroom, Spring 2014)

Teach and Actively Observe Students [I]
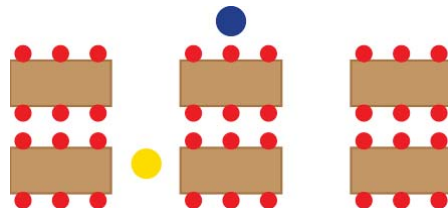

In this coteaching approach one teacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The coteacher observing is engaged in the classroom activity and ready to support instruction as needed. This approach can be for both parties of the coteaching team from time to time.

Example in Action 1: *During a Preschool group time, Mrs. D. (CE) is reading a book to the children. Ms. K. (TC) is sitting with the children, listening and taking notes about student responses to the questions and the text. This process continues over a week of daily read alouds, so that assessment can occur for many children. Ms. K. notes who has been called on to answer a question and each child's response. This information is used by both coteachers so that they can ensure all children have opportunities to respond to a reading during the week, and also as a way to document each child's response to oral reading comprehension questions. (Fall 2013)*

Example in Action 2*: In a second-grade classroom, Ms. P. (TC) is leading the math portion of the day. The children are using materials with a partner to solve word problems. While Ms. P is teaching the whole group, Ms. F. (CE) is observing and taking notes on student understanding. She will then use this data to form small groups for further understanding, or enrichment. (Spring 2014)*

Teach and Assist [I]
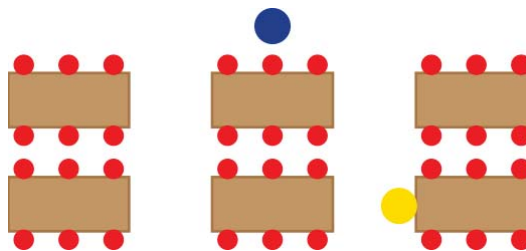
One coteacher takes a lead in providing instruction, while the other monitors the classroom for management and student understanding, and assists individual students. As one coteacher begins to take on lead roles, the other coteacher remains actively engaged in the lesson and provides ongoing support. Clinical educator and teacher candidates can fill both roles during a lesson or even trade mid-lesson. The assist role provides a great opportunity to coach the teacher candidate, model decision-making skills, or model instructional strategies. The assist role also provides coteachers with opportunities to work more closely with students, monitor progress, observe behaviors, and remain engaged in the classroom. Even with "Teach and Assist" the lessons need to be coplanned to identify clear roles and flow of the lesson.

Example in Action 1*: During week one of the teaching experience, Mr. K. (CT) is taking the lead role for Problem of the Day. Mr. K. is listening intently to students' strategies for solving the problem, he is unfamiliar with some connections to previous learning. From the coplanning session, Mr. K. knows that his clinical educator will be actively supporting instruction and may model connections. From the coplanning session, Ms. O. (CE) is prepared to help make connections to previous learning if a strategy is shared that was not discussed during the coplanning session. This coteaching strategy provides the students with appropriate instruction as Mr. K learns the curriculum and previously learned concepts.* (Grade 8 classroom, Spring 2012)

Example in Action 2: *During movement time, the teachers are focusing on gross motor development. Mrs. T (CE) is leading the activity; Ms. K. (TC) is assisting. Children are listening to the music to cue them to the next movement. Both coteachers are participating with the movements, modeling expected behaviors for the children. Mrs. T. is leading the activity and signaling to students to listen for the next section of movement, while Ms. K. gives smiles of encouragement and moves in to provide redirection and one-on-one modeling for specific children as needed. Both coteachers are in different location in the room to support all children, by proximity.* (Preschool classroom, Fall 2013)

Center/Station Teaching [ID]
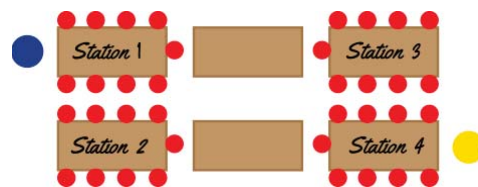
During instruction both coteachers may be working with different groups of students around different or similar goals. Coteachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Student groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the teacher candidate. This is an excellent approach for differentiating instruction.

Example in Action 1: *Ms. J. (CE) and Ms. B. (TC) have coplanned a reading unit. There are four student centers arranged in the classroom. Two of the centers provide students with independent tasks while Ms. J. and Ms. B. instruct the remaining two centers. The students transition to a new center every 20 minutes.   Ms. J. is working on student comprehension through leveled readers. Ms. B is working with students on the weekly skill of cause and effect.* (Grade 4 classroom, Spring 2011).

Example in Action 2: *In many Early Childhood Classrooms center time occurs each day. Often the room is set up with hands on learning stations that the children rotate through. One coteacher may be at a small group providing focused instruction and support, while another coteacher is monitoring classroom activity, and interacting with groups throughout the room.* (Common early childhood classroom practices)

Example in Action 3: *At the onset of a unit about the properties of waves coteachers developed a two-day mini-lab in which high school science students participate in a series of constructivist learning opportunities and explored concepts of wavelength, frequency, and amplitude. Each laboratory station was set up with different hands-on activities that students circulated to throughout the course of the two days. One coteacher led a pendulum activity at one station, the other coteachers facilitated learning at the other*

stations. The coteachers then used these constructivists learning opportunities as foundational experiences for their physical science study. (High school science classroom, Spring 2005)

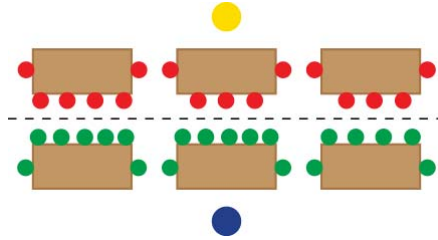## Split-class Instruction: Parallel Teaching[I]
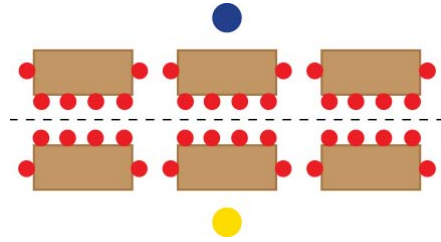
There are multiple reasons why coteachers might choose to split the class. During split-class instruction each coteacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease student to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals. Split-class instruction allows for independent teaching opportunities for the teacher candidate.

Example in Action 1*: Ms. G. (CE) and Ms. S. (CT) have coplanned a math lesson on adding fractions. To differentiate the instruction, Ms. S. is going to stay in the classroom and instruct 8 students who need time to explore the concept of adding fractions. Ms. G. is going to work in another area outside of the classroom with 15 students who already have an advanced understanding of adding fraction.* (Grade 5 classroom, Fall 2010)

Example in Action 2*: Ms. M. (CE) and Ms. T. (CT) have coplanned a writing lesson. They introduced the lesson in a short whole group meeting then split the class into two groups. Each group will write about their field trip experiences in their journals. The lower ratio will allow the coteachers to meet student's needs faster, with more appropriate, individualized support.* (Kindergarten, Fall 2012)

Approaches for Individualizing Instruction for Students
## Split-class Differentiation [ID]

This approach is similar to parallel/split class teaching as a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Example in Action 1: *Ms. J. (CE) and Ms. B. (TC) coplan to differentiate a math lesson on multiplying fractions. Based on pupil learning data and observations, Ms. J. instructs almost half of the pupils using fraction strips to reinforce the concept. Ms. B. takes the remaining pupils in the class – a little more than half, to instruct the same concept but focuses the lesson on understanding and applying the algorithm.* (Grade 4, Spring 2010)

Example in Action 2: *Ms. K. (TC) and Ms. T. (CE) and Ms. L. (Paraprofessional) will each teach a reading readiness lesson to their small groups. Ms. K.'s group is ready for blending sounds to make words. Ms. T.'s group is working on matching letters to their sounds by sorting different objects to their corresponding printed letter. Ms. L.'s group is playing a matching game by putting together magnetic letter pairs. Each group is working on skills appropriate to their needs as determined by prior assessment and observation.* (Preschool, Fall 2013)

Supplemental Teaching [ID]
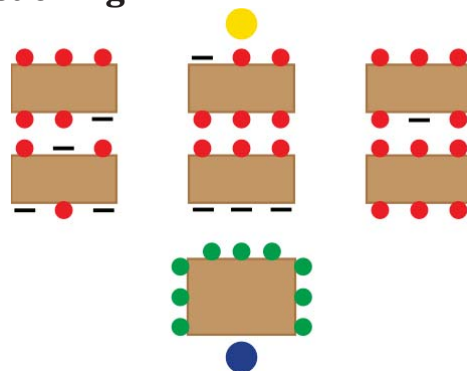
While one teacher is leading classroom instruction, the other coteacher works independently with one student or with a small group to help strengthen student learning. Some of types of

instruction accomplished while using this approach include: RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment. *This is a planned teaching experience*; coteachers coplan ahead of time to have one coteacher working with a small group during the whole group instruction.

Example in Action: *Mrs. B. (CE) and Mr. C. (TC) coplanned a lesson on word families. A majority of the children would be in a group with Mr. C. to learn about the newest word family," –up". They will explore ways to create new words by changing the initial sound. Mrs. B. will work with a small group of children to provide extra support practicing letter sounds in isolation then they will use these same sounds create new words. (Kindergarten, Spring 2013)*

Teach & Regroup [ID]
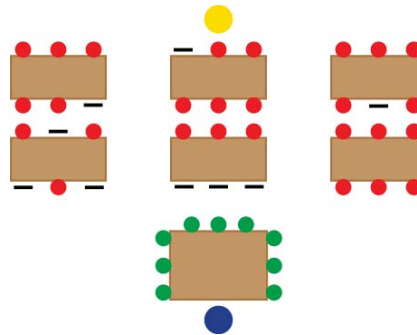
During instruction, coteachers identify students who may be struggling with the concept being taught. This is done during the lesson. Coteachers discuss the needs and decide on flexible groups that need additional support. The non-lead coteacher regroups a smaller group of students from the whole group to provide more individualized small group instruction.

Example in Action 1: *Ms. T. (TC) is teaching math to an inclusion group of fourth grade students. During the course of the math instruction the clinical educator and the special education (SE) coteacher are monitoring the students' understanding through observations as they walk through the classroom. Mrs. B. (TC) notices four students who are missing a key concept in adding fractions and are falling quickly behind the pace of the lesson. Mrs. B. pulls the four students to a small table at the side of the classroom to individualize their instruction. Ms. T. (TC) and Mrs. V. (SE) continue in their roles for the coplanned lesson.* (Grade 4 classroom, Fall 2012)

Example in Action 2: *In a Second Grade classroom, Mrs. W. (CE) leads the math lesson. The instruction for the concept is brief. Ms. J (TC) is monitoring the room and determining who needs additional support on this skill. Mrs. W. divides the room into three groups; she gets the independent group started on their work. Ms. J. works with a group that needs to work with manipulatives to support conceptual understanding. Mrs. W. works with a*

group of children that are above-grade level group to explore the concept in more detail.
(Grade 2 classroom, Spring 2013)

Becoming a Coteacher:
Tips for the Teacher Candidate

Teacher candidates are encouraged to take an active role in the classroom from the first day in the semester. One way to accomplish this is by not sitting down! Teacher candidates should be actively working to become a part of the classroom life even from the first day. We realize that it is not realistic to think that teachers new to a classroom can fully participate in all aspects of classroom practice on the first day—this happens over time. Below is a list of coteaching activities that are reasonable expectations during the initial weeks of coteaching to help the teacher candidate integrate fully into classroom life. This is a suggested progression of activities. Do what makes sense to you and your classroom; you do not need to do everything at once.

> **Research Says…** "The coteaching model offers interns a method for explicitly drawing on opportunities to learn a practice by doing it collectively with others and cogenerative dialogues provide interns a means to reflect on this process with others in an effort to improve teaching and learning and also, to learn about teaching." (Martin, 2008)

	Possible coteaching activities and practices
Prior to the placement	• Contact your site-based clinical educator to introduce yourself • Try to visit the school or classroom to meet the students • Look up and read the clinical educator's website and the school's website • Determine at least two routes to school • Exchange contact information • Ask about your new schedule
Week 1: *Becoming part of the life of the classroom*	• Interact with all the children in your classroom. Get to know them as individuals and learners • Get to know your clinical educator; begin to develop a working relationship • Get to know all of your students; learn everyone's names • Actively work to insert yourself into the activity of the classroom (sit down less than your clinical educator); provide instructional support and assistance • Read a story with a child, or a small group of children • Check for student understanding (listen in to student comments during instruction, answer questions as appropriate and work to support student learning, ask for clarity and help to bring questions to the floor) • Answer student questions • Work one-on-one with a child or in small groups • Try *Center/ Station* or different coteaching approach*

	• Tutor a child, provide extra support as needed • Begin to learn and support classroom management • See where there are needs and step in to support learning • Actively observe students -- document learning, record anecdotal notes • Attend staff and faculty meetings • Coplan with your clinical educator (and team) • Read curriculum and instructional materials; gain an overview of instructional goals for the semester • Learn and follow school policies and procedures for teachers • Set professional goals for week 2 • Begin *Coteaching Conversations***
Week 2: ***Assuming a greater share of classroom responsibility***	• Continue the coteaching practices from last week and add to them • Continue to coplan with your clinical educator (and team) • Run a center or small group activity • Try *Split-Instruction* or *Supplemental* coteaching approaches** • Set professional goals for the week • By the end of week 2 you should be coteaching throughout the day • Complete *Coteaching Conversations* by end of week 2
Week 3 through last week of placement: ***Mutually shared practice***	• Continue the coteaching practices from previous weeks and add to them • Continue to keep student learning needs as a central focus of your work • Continue to move toward equal partnership in the classroom • Continue to set professional goals each week • Continue to reflect together about student progress and the types of assessment you might use to help guide your planning and lessons. • Remember, coplanning should be a mutual experience. Continue to actively engage all coteachers in planning of all aspects of classroom practice. • Learn more about the school/center and the roles within the building. • Spend some time talking with support personnel to learn more about how to better support the students

---

* See *Supporting Student Learning through Coteaching* (pp. 12-18) or *The Coteaching Strategies Quick Guide* (p. 31) for descriptions of the coteaching approaches.
** See *Coteaching Conversations* (pp. 22-23).

Becoming a Coteacher: Tips for the site-based clinical educator[1]

Prior to the placement

➢ Talk with your teacher candidate — spend time sharing about yourselves. If possible, invite your teacher candidate to visit before the official start of the experience.

➢ Share excitement with students and families about the start of the placement. Welcome the teacher candidate in a newsletter or email.

➢ Include the teacher candidate's name next to yours outside the door, or on a family bulletin board.

➢ Provide a work area for the teacher candidate. Designate a shared area with standards, curriculum manuals, textbooks, the current read-aloud book, etc.

➢ Share a picture of the class and/or individual students to help the teacher candidate 'know' them even before the placement. Have the class write a welcome letter to the teacher candidate.

➢ Create a folder with useful information including class lists, daily schedules, allergies, classroom rules, discipline referral forms, etc.

➢ If applicable, make arrangements for student teacher's login and access to e-School, or electronic attendance & grade book.

➢ Make arrangements for parking.

Day 1

➢ Introduce the teacher candidate to other staff, including the administrative staff and custodians.

➢ Tour the school. Be sure to share staff work areas, resource room, the cafeteria, the lounge, adult restrooms, etc.

➢ Share with the teacher candidate school policies for teachers: the work day hours, log in and call out procedures, school security and drills, how and when to contact nurse, parking, parent volunteers, etc.

During the first week

➢ Share information about how and when you work/communicate with other staff.

➢ Share how you assess student progress, and the system you use, if applicable.

➢ Share information about students' medical, behavioral and emotional needs. Invite the teacher candidate to look at IEP and 504 goals, and share how the goals are addresses and assessed.

➢ Review the calendar and discuss any details about professional days, staff or student events. Discuss routines in your workday such as recess, lunch duty, faculty meetings, team planning, bus duty, etc.

➢ Discuss any behavior management system in place, expectations for behavior and classroom routines. Discuss the school wide behavior plan.

➢ Look for ways to be kind, positive and supportive of the teacher candidate and the contributions they are making to the classroom environment

---

[1] Handout adapted from St. Cloud to reflect UD coteaching philosophy

Getting Started: Coteaching Conversations

Coteaching requires collaboration and time to get to know each other on a professional level. During the first two weeks of the field experience it is important to have professional and collaborative conversations around important coteaching topics.

Please arrange time to review and discuss the following ideas and questions.

Possible Corespect Discussion Questions

1. How do we each define professional respect for each other?
2. How will we respect each other's:
    a. work space
    b. materials
    c. ideas
    d. teaching style
    e. feedback
    f. experience
3. How will we ensure regular communication with each other?
4. Additional ideas dicussed about corespect
5. Questions we still have about corespect.

Possible Coresponsibility Discussion Questions

1. How will we define our roles for each lesson?
2. How will we determine each coteachers' individual responsibilities for lessons and ongoing student learning?
3. How will we demonstrate equal responsibility for classroom responsibilities?
4. Focusing on the domains of teaching, share with each other the knowledge and strengths that you each bring to the following classroom practices:
    a. planning instruction
    b. assessment
    c. management
    d. reflection
5. How will we explain our coteaching arrangement to the students and convey that we are equals in the classroom?
6. How will we be consistent in dealing with student behaviors?
7. How will we assess the effectiveness of our instruction?
8. Additional ideas discussed about coresponsibility
9. Questions we still have about coresponbility

Establishing Shared Goals for Student Learning

As part of the formation of your coteaching partnership, you need to develop a shared sense of focus on student learning. As a collaborative team, you need mutual goals for student learning and instruction. Take time to discuss student learning needs and curricular goals for the upcoming placement. While many of these goals are set at the state and district level, a common vision and sense of purpose will help you to coplan and coteach. Here is a list of points to discuss together:

1. What are the curricular/instructional goals for the placement weeks?
2. Which standards will need to be addressed? How have you worked with standards in the past?
3. Which curricular resources and teacher guides are typically used in this classroom? (The teacher candidates should gain access to these materials and take time to familiarize themselves with these materials.)
4. Which students have an IEP or 504, and what are their goals? How are these goals addressed in the classroom? How is this data tracked?
5. How is student learning document in your classroom? Where and how is this data recorded and reported?

Communicating/Reflecting Together (Cogenerative Dialogues)

Coteachers reflect on their practice throughout the day. They discuss their teaching and student progress in huddles, coplanning sessions, and when they debrief a lesson. Reflection occurs right after the lesson, in a brief conversation and/or in formally scheduled debriefing sessions.

Possible Cogenerative Dialogue Discussion Questions

1. **Huddles:** What signal might we use to get each others' attention during a coteaching lesson to indicate that we need to huddle up to quickly touch base about instruction?
2. **Coplanning**: Successful coplanning is a type of cogenerative dialogue. Together coteachers reflect on previous instruction, and plan to move student learning forward. This is a mutual process where all coteachers share the responsibility for developing instruction.
Discuss how everyone can be equal contributors in a coplanning session.
Discuss how you might pre-plan and prepare for coplanning sessions so that your coplanning time can be used most efficiently. Discuss potential resources that you might draw on prior to coplanning that can inform your thinking during coplanning meetings.
3. **Cogenerative dialogues about practice:** If classroom practice is not going in a way that I agree with, what is the best way to bring this issue up?
4. **Cogenerative dialogues about practice:** Reflect on the the things that you are already doing well as a team, and set goals for your shared practice for the upcoming week.
5. **Debriefing Instruction:** Reflect on one lesson from the day and discuss the impact on student learning. What did students learn during the lesson? What evidence do you have to support your points? How will you build on this instruction to further strengthen student understanding? How will you meet these goals as a coteaching team?
6. Is there anything else that our partnership needs to discuss or clarify?

*The conversations throughout this section are all forms of cogenerative dialoguing We encourage you to continue and revisit these conversations as you coplan for student learning and experience the day to day issues in the classroom! Communication is key to a successful coteaching experience!

References
The Coteaching Resource Guide is informed by the following publications

Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education, 32*(1), 3-14.

Carlise, K. (2010) Enactment of coteaching in primary schools: Moving towards a shared responsibility. In Murphy, C. & Scantlebury, K. (Eds.). *Coteaching in international contexts: research and practice, cultural studies in science education* (125-146). Springer Science +Business Media B.V.

Coteaching – Investigative Primary Science with Student Teachers
http://www.pstt.org.uk/ext/cpd/coteaching/1.html

Gallo-Fox, J. & Scantlebury, K. (2015). "It isn't necessarily sunshine and daisies every time:" Coplanning opportunities and challenges when student teaching". *Asia-Pacific Journal of Teacher Education*.

Martin, S. (2008). What is Necessary May not be Sufficient: An Analysis of Collaborative Models for Learning to Teach Science. In Roth, W.-M. & Tobin, K. (Eds.). *World of science education*: North America. Sense Publishers.

Murphy, C. (n.d.) Investigative primary science with student teachers. Retrieved from
http://www.azteachscience.co.uk/ext/cpd/coteaching/5_1.html

Murphy, C. & Scantlebury, K. (Editors). (2010). *Coteaching in international contexts: Research and practice.* London: Springer Publishing.

Murphy, C., Scantlebury, K., & Milne, C. (2015). Coteaching in science teacher professional development: A Vygotskian framework. *Asia-Pacific Journal of Teacher Education*.

Roth, W.M., (1998). Science teaching as knowledgeability: A case study of knowing and learning during coteaching. *Science Education,* 82, 357-377.

Roth, W.M., & Tobin, K. (2002). *At the elbow of another: Learning to teach by coteaching*, Vol. 204. New York, NY: Peter Lang.

Roth, W.M., & Tobin, K. (2005). Coteaching: from praxis to theory. *Teaching Together, Learning Together*. New York: Peter Lang.

Scantlebury, K., Gallo-Fox, J., & Wassell, B. A. (2008). Coteaching as a model for pre-service science teacher education. *Teaching and Teacher Education, 24*(4), 967-981.

Scantlebury, K., Gleason, S. Gallo-Fox, J. & Rulon, M. (2004). Tag team wrestling, or whose line is it anyway? Coteaching in a secondary science education program. Paper presented as part of interactive symposium, Learning to teach science using coteaching and cogenerative dialogues. Association for Educators of Teachers of Science, Nashville, TN.

St. Cloud University. Co-Teaching as Best Practice in Student Teaching. Mentoring Teacher Candidates Through Coteaching: A train the trainer workshop. University of Delaware, June 2013.

Tobin, K. (2006). Learning to teach through coteaching and cogenerative dialogue. *Teaching Education*, 17(2): 133-142.

Tobin, K. Scantlebury, K., Roth, M, Lavan, S-K, Martin, S. & Wassell, B. (2005). Learning to teach science using coteaching and cogenerative dialogues. AETS, Nashville, TN.

Wassell, B.A. (2005). Coteaching as a site for collaborative research. Roth, W.M., & Tobin, K. (Eds.). *Teaching Together, Learning Together* New York, NY: Peter Lang. pp. 121-139.

Coplanning Tips[2]

Coplanning is a type of cogenerative dialogue, and must occur weekly in order to support successful coteaching. This is a time to reflect on previous instruction and its impact on student learning and plan for continued instruction. Coplanning is a mutual process; you need to arrive at coplanning meetings prepared to contribute ideas and assume shared responsibility for the ongoing development of instruction.

Before coplanning:
- ✓ Determine when your planning time will be and keep it as consistent as possible; Set a time to plan each week and stick with it
- ✓ Decide what your focus will be during your planning time
- ✓ Discuss how everyone can be equal contributors in a planning session
- ✓ Arrive having read the curricular materials and textbooks
- ✓ Bring resources and materials to share during your planning session
- ✓ Be ready to think about and share ideas for modifications, accommodations, enrichment and differentiation for general plans

During coplanning:
- ✓ Reflect on previous instruction (cogenerative dialogue)
- ✓ Discuss your current goals for student learning (What do you expect that the students currently understand and are able to do, and what you want them to learn in the next week?)
- ✓ Take time to communicate about current instructional questions or issues
- ✓ Think about your students and determine what teaching and coteaching strategies would best meet their needs, including any inclusion practices
- ✓ Discuss a variety of assessment strategies—determine which data will be collected and which coteacher is responsible for this; Set a time to review and discuss this data in order to inform ongoing instruction
- ✓ Discuss the shared responsibilities for lesson preparation; who will gather materials, make copies, prepare the classroom for instruction, clean up, prepare parent newsletters, etc.?
- ✓ Decide the roles of each coteacher

After coplanning:
- ✓ Write the lesson plans, using the format designated by your school and/or program
- ✓ Complete the responsibilities discussed, gather materials and organize the room for implementation

Important points to Remember
- ✓ Planning is VERY important; Coplanning must happen at least once a week.
- ✓ The goal is to have both the clinical educator and teacher candidate actively engaged with students
- ✓ EVERY teacher candidate DOES need time to step forward and manage the classroom, through all the daily routines and lessons
- ✓ The 'lead' week provides the perfect opportunity for the teacher candidate to oversee all aspects of the classroom, including delegating of responsibilities of other adults
- ✓ Remember that you are both coteaching and **always focusing on student learning**

---

[2] Resource adapted from St. Cloud to reflect UD coteaching philosophy

Coteaching Triad Roles[3]

Role of the site-based clinical educator
- Be welcoming and inviting (see welcome tips for ideas)   - Encourage teacher candidate to get involved   - Share materials, curriculum, standards, resources, ideas   - Include the teacher candidate in team activities; planning, assessment meetings, school wide meetings   - Share planning grids or assessment data collection forms you use   - Be knowledgeable about the coteaching approaches and work to implement them   - Model effective teaching strategies and best practices   - Participate in all classroom instruction   - Be flexible; allow for new ideas and try new techniques   - Communicate through cogenerative discussion, informal reflection, and notes during observations
Role of the teacher candidate
- Come to the placement eager to learn and show initiative   - Be an active participant in all aspects of the day; help with routines, be ready to teach at a moment's notice   - Share ideas and work cooperatively   - Respect the work space of your colleagues   - Be knowledgeable about the coteaching approaches and work to implement them in ways that support student learning   - Prepare for coplanning meetings; arrive having read curriculum materials and with ideas for instruction   - Be proactive with communication   - Make adjustments, based on feedback, and seek constructive criticism   - Be patient with all parts of the team; forgive yourself when things don't go as planned—learn to reflect and adjust the plan
Role of the University based clinical educator
- Coordinate an initial, middle and final conference for the triad   - Be consistent with your visits and observe many different parts of the day   - Provide feedback for each visit and on emailed lesson plans   - Be available to listen and lend support to both coteachers.   - Help build good communication amongst the team   - Be knowledgeable about the coteaching approaches and make suggestions when appropriate   - Be knowledgeable about university guidelines, procedures, policies, and expectations   - Advocate for the teacher candidate   - Set clear expectations   - Participate in classroom instruction as much as appropriate

---

[3] Handout adapted from St. Cloud to reflect UD coteaching philosophy

Are We Coteachers?[4]

1. **Do we share responsibility for determining:**
   a.   what to teach?
   b.   what teaching strategy(s) to use?
   c.   how to assess student learning?

2. **In planning, do we:**
   a.   have regularly scheduled times to meet and discuss our work?
   b.   communicate our concerns freely?
   c.   each contribute to the planning process?

3. **While coteaching, do:**
   a.   both teachers work with all students?
   b.   we use a variety of coteaching roles?
   c.   students see both teachers as equal partners in the classroom?
   d.   we both participate in the assessment of the students?
   e.   we make changes as needed during a lesson (huddles)?
   f.   we actively reinforce classroom rules and manage the classroom together?
   g.   we demonstrate corespect?

4. **After the cotaught lesson, do we:**
   a.   provide feedback to one another on what goes on in the classroom?
   b.   make improvements in our lessons based on what happens in the classroom?

5. **Coteaching characteristics, qualities, and functions:**
   a.   depend on one another to follow through on tasks and responsibilities?
   b.   have both coteachers participate in parent/family communication?
   c.   model collaboration and teamwork for our students?
   d.   have a process for dealing with any disagreements we have?
   e.   provide mentoring to others who want to coteach?
   f.   communicate with our administrator about our needs as a coteaching pair?
   g.   reflect on pupil learning?
   h.   reflect on pupil products/student work?

Coteaching is and is not…

Comparing coteaching to other models of collaborative teaching or student teaching

Coteaching	Team Teaching or Special Education Inclusion (Coteaching)	Traditional Student Teaching
All teachers are equals who bring different expertise to the classroom	All teachers may be equal, but it may depend on content knowledge	Classroom observation followed by classroom take-over
Shared classroom responsibility	Often special education teacher focuses only on special education students	Trial by fire – is quickly in charge of all students with little or no support
Focus on student learning	Focus on student learning, may be upon very specific students	Should be focused on student learning, but may be distracted by focusing on own development as a teacher
An outside observer cannot tell who is the clinical educator	An outside observer may identify who works mainly with special education students	There is only one teacher in the room
Coplanning	Can coplan if teachers' individual schedules allow	Student teacher often plans independently

Coteaching is not…

- One-way communication, or lack of communication
- "The Boss" and "The Employee"
- "Take-turn" teaching
- "A break" for one of the coteachers
- "Copy time"
- "Behind the desk/computer" engagement
- A free ride for teacher candidate
- One coteacher always acting as the disciplinarian and the other as the instructor
- One coteacher always in the lead with the other always in an assistive role

Coteaching Approaches: Quick Guide

Cogenerative Dialogues (Communication – Collective Reflection on Practice): A natural process in our development as professionals is reflection upon instruction. The coteaching model provides opportunities for the cooperating coteacher and teacher candidate to reflect and discuss lesson strengths, weaknesses, and strategies for future improvement. Your coplanning sessions are a form of cogenerative dialogue! Throughout the day, discuss these issues. Thinking aloud improves the education for all learners!

Coplanning: Coplanning must occur weekly in order to support successful coteaching.

Unified Coteaching: Both coteachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned. A goal of coteaching is for both teachers to truly share classroom and instructional responsibilities. When coteaching is fully attained, teacher practice is mutual and coteachers are able to anticipate each other's moves.

Teach and Actively Observe Students[I]**:** In this coteaching approach one coteacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The coteacher observing is engaged in the classroom activity and ready to support instruction as needed.

Teach and Assist: One coteacher takes a lead in providing instruction, while the other monitors the classroom for management, understanding, and assists individual pupils. As the teacher candidate begins to take on lead roles, the experienced teacher remains actively engaged in the lesson as the assist role. The assist role provides a great opportunity to coach the teacher candidate, model decision-making skills, or model instructional strategies. The assist role also provides coteachers with opportunities to work more closely with pupils, monitor progress, observe behaviors, and remain engaged in the class.

Center/Station Teaching[I]**:** During small group instruction both coteachers may be working with different groups of students around different or similar goals. Coteachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Pupil groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the teacher candidate. This is an excellent strategy for differentiation of instruction!

Split-class instruction: (Parallel Teaching)[I]**:** There are multiple reasons why coteachers might choose to split the class. During split-class instruction each coteacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease pupil to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals.

Differentiated Instruction[ID]**:** Similar to parallel/split class teaching, a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Supplemental Teaching[ID]**:** While one coteacher is leading classroom instruction, the other coteacher can work independently or in small group to help strengthen student learning. This may occur one-on-one or in small groups, and could take many forms including RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment.

Teach & Regroup[DI]**:** During instruction, one coteacher has the lead role and the other coteacher identifies pupils who may be struggling with the concept. The non-lead coteacher regroups a smaller group of pupils from the whole group to provide more individualized small group instruction.

D = A teaching approach that strongly supports differentiated instruction for student.
I = A coteaching approach that provides independent teaching opportunities for the teacher candidate