HOPE COLLEGE MENTORING HANDBOOK

Hope COLLEGE

Education Department

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Launch into Teaching, Michigan State University

Hope College Education Department

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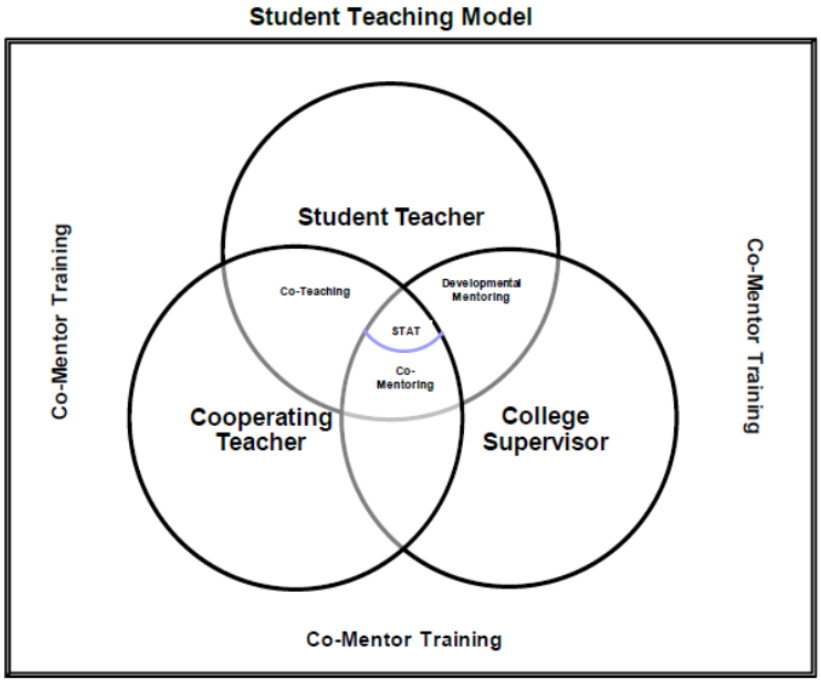
Background Information

The information in this section explains the elements of our student teaching model.

HOPE COLLEGE MENTORING MODEL



THE STUDENT TEACHING TEAM

Becoming an effective teacher is a developmental process. The student teacher needs numerous classroom experiences, along with time to practice and reflect. Any developmental experience, though, requires the luxury of time and does not occur in a vacuum. The student teaching experience, more than any other placement, requires the concerted efforts of a team of professionals. Without a doubt, the time spent on campus with exceptional, caring, and competent professors sets the stage for a successful student teaching experience. While the professors and staff remain a critical source of support, it is the student teaching team, consisting of the cooperating teacher, the college supervisor, *and* the student teacher, that comes together *during* the student teaching placement to provide the day-to-day guidance and feedback necessary for the student teacher's progress, growth and achievements. Each team member has unique responsibilities and functions throughout the student teaching experience. They work closely together to help the student teacher move through the placement successfully and develop into an effective teacher.

Team Member #1: The Cooperating Teacher

Hope College takes great care in selecting its cooperating teachers and works closely with each school district in the selection process. In order to provide effective and suitable supervision, the cooperating teacher must have a minimum of three years of successful teaching experience. In addition, s/he must be identified and endorsed by the building administrator or appropriate district personnel as an individual with a record of excellence in teaching as well as the skills and dispositions needed to provide a strong mentoring experience. Criteria are provided to the building administrator during the placement process.

The cooperating teacher's main task is to guide the student teacher's experience. This includes helping the student teacher to understand the multiple and varied roles and responsibilities of the classroom teacher. This requires strong, mentoring skills along with the ability to develop a high degree of trust and communication with the student teacher. In addition to modeling excellent preparation and teaching, the cooperating teacher must also provide "transparency" to the planning process and give consistent, specific feedback to the student teacher throughout the experience. The goal is to provide a safe, caring setting where the student teacher learns from an excellent model and continually seeks to reflect on and improve his/her practice. (Additional information on the role of the cooperating teacher can be found in the companion manual, the *Student Teaching Handbook.)*

Team Member #2: The College Supervisor

Because of the critical role of the college supervisor, the selection process is also rigorous and defined. Each college supervisor must have at least five years of successful teaching experience and hold a master's degree or higher in an education-related field. Additionally, s/he must have successfully hosted at least one student teacher during his/her tenure in the K-12 school setting. The prospective college supervisor must likewise possess the personal and professional skills and dispositions necessary to provide effective mentoring and supervision during the student teaching experience.

The college supervisor serves as a link in this triad relationship, providing not only a liaison between the College and the school setting, but also between the cooperating teacher and the student teacher. The college supervisor initially establishes relationships with both the cooperating teacher and the student teacher and then moves into a role that provides feedback and support for both individuals. This occurs through regular and systematic observations of the student teacher, followed by conferencing with both the teacher and the student teacher. The college supervisor is responsible for providing positive feedback while also processing concerns and suggestions with the student teacher. He/she may find it necessary to mediate conversations and negotiate challenging situations. In the end, it is the college supervisor who provides guidance in the final evaluation process and assumes responsibility for assigning the grade for the student teaching experience. (Additional information on the role of the college supervisor can be found in the companion manual, the *Student Teaching Handbook.)*

Team Member #3: The Student Teacher

The student teacher completes the team. During the course of the semester, the student teacher will at times assume full responsibility for the class, including planning, organizing, preparing, teaching and assessing for student learning. He/she will work closely with the cooperating teacher in order to provide consistent and successful learning experiences for the students in his/her classroom. A positive attitude, a willingness to learn, a genuine interest in teaching, respectful relationships with the cooperating teacher(s) and college supervisor, along with a desire for excellence and professional growth, provide the basis for a successful student teaching experience. (Additional information on the role of the student teacher can be found in the companion manual, the *Student Teaching Handbook.)*

A NEW WAY OF WORKING TOGETHER

The traditional approach to guiding the student teacher has placed both cooperating teachers and college supervisors primarily in the role of guides and experts, where they "front loaded" the student teaching experience with significant support that introduced the student teacher to the profession. This included providing practical information about the school and classroom setting, sharing practical solutions, ideas and copies of teaching materials, and generally advising the student teacher on all matters.

In contrast, Hope College's new mentoring model is based on John Dewey's notions of educative experiences, in which describes that some experiences produce more growth than others. These ideas were applied to mentoring by Sharon Feiman-Nemser. In Educative Mentoring, both cooperating teachers and college supervisors approach the student teaching experience as a collaborative partner who has knowledge and makes his/her thinking about teaching "come alive" for the student teacher. In this role, mentors invest time and energy into creating learning experiences for student teachers, which build upon one another and promote growth and development as emerging teachers.
This type of mentoring and learning are foundational to each aspect of the model, which are described below:

Developmental Mentoring
Educative mentoring moves beyond traditional ways of approaching the student teaching experience. ***The main purpose is certainly to assist the student teacher to learn to teach in the most effective manner.*** However, the role of the mentor requires shift as they are required to consciously "think and act like teacher educators (i.e. planning for mentoring sessions, using a variety of practices and stances to meet the needs of learners, assessing beginning teacher learning)" (Feiman-Nemser, S. (2001) ***throughout*** the student teaching experience. In the same way that seasoned teachers "think aloud" in order to help students understand new learning, the mentors make his or her thinking about planning, teaching and assessing student learning explicit for the student teacher. The type of mentoring that we are promoting assumes that each student teacher comes to us with different strengths and needs. Mentors use Hope's Student Teaching Assessment Tool (also known as STAT) to identify these and then nominate targeted growth areas in which they can support the student teacher. Throughout the experience, all three participants utilize a working version of STAT to track progress and growth.

Co-Mentoring
In this new co-mentoring model, cooperating teachers and college supervisors work together to support the student teacher, by talking regularly, focusing on common goals, developmentally tracking growth and development (using STAT), co-analyzing data, and meeting regularly with the student teacher to discuss progress and support efforts. Twice a semester, the teacher, college supervisor and student teacher meet to discuss progress and set goals. The two mentors then coordinate efforts by focusing on a growth area and scaffolding the student teacher's development. By working together, the two are better able to foster the growth of the student teacher. They do this by discussing ways to create learning opportunities for the student teacher that will provide opportunities for him/her to talk and reflect about their teaching, inquire together about effective teaching and learn from the mentors as they make explicit their thinking. In this way, the student teacher will experience a richer placement that is filled with explicit teaching, learning and evaluation. An added benefit to co-mentoring is that many mentors report that, as a result of this work, they develop their own teaching practice and gain satisfaction in this metacognitive approach.

Student Teaching Assessment Tool

At the heart of the model is a tool - once called an evaluation form and now used as an assessment tool. Student Teaching Assessment Tool (STAT) emerged as the result of a collective effort in which our faculty, P-12 partners and even students had input into its creation. We believe that this tool reflects and supports our new vision of student teaching in the following ways:

- The language is developmental
- "Meets Expectations" is the standard
- "Exceeds Expectations" is blank so that users can indicate how the student went above and beyond
- The tool is utilized by all three members of the triad, including the ST to track growth
- The tool guides three-way developmental conversations throughout student teaching
- The tool focuses the mentoring and helps them identify targets to work on collaboratively

Mentors are encouraged to use a "working version" of STAT to track and promote growth of their student teachers in the following ways:

- Early in the semester, have all three participants (student teacher, cooperating teacher and college supervisor) individually mark and date a copy of STAT and use this to identify a baseline of where the student teacher is for each of the items
    - Write/type evidence or examples in the appropriate box to support your rating
    - Celebrate the student teacher's strengths and identify any growth areas that s/he wishes to refine
- Choose a few focal growth areas to work on (these may change throughout the semester as the student teacher progresses)
- Talk about concrete ways that you will support the student teacher as s/he works to grow in this area
    - Record and date these in the boxes at the end of each ability
- If the student teacher moves from one proficiency level to another (whether up or down), please date and indicate your reasoning
- Take notes throughout the semester on the student teacher's progress and growth

Co-Teaching

Hope's new student teaching model is different than the traditional release model (where the student teacher gradually takes over the classroom and is then responsible for all of the planning and teaching for an extended amount of time). Instead, the cooperating teacher and student teacher share in the planning, organization, delivery and assessment of instruction. Throughout the semester as they co-plan, co-teach and co-assess student learning, they authentically talk about teaching. For example, rather than merely handing the student teacher completed lesson plans, they look at the standards together and plan lessons for the particular students in their classroom. Throughout the process, the cooperating teacher shares his/her thought-process and provides the rationale behind decisions. An important benefit of co-teaching is that the P-12 students in benefit from a teamed approach and will profit from careful co-planning, co-teaching and co-assessing with both mentors. The adage of "two heads are better than one" aptly sums up the benefits for all involved in a co-mentoring relationship during the student teaching experience.

Mentoring Practices

Co-mentoring requires the mentor teacher to use a variety of knowledge, practices and skills to help the developing teacher learn to teach. These practices include: observation/debrief, co-planning, analysis of student work, co-teaching, and mentoring on the move. The key to each of these practices is the *type and content* of conversations that both precede and follow the activity.

After watching a lesson the mentor and student teacher should talk about that one particular lesson and explore it from a range of angles.

- What went well?
- What was challenging?
- Were there any surprises?
- Did students reach the intended outcomes?
- Did students learn the intended content?
- What evidence is there to support student learning?
- What was the reasoning behind decisions?
- What would the student teacher do differently next time? The same?

Observation Debrief

Mentor Practice	Traditional Mentoring	Educative Mentoring
Observation Debriefing	The mentor does most of the talking. The mentor tells the teacher what was wrong and how to fix it. The mentor makes suggestions and gives advice related only to the immediate lesson. She does not explain why or when she would choose one option over another. The conversation wanders and ends with no concrete decisions or next steps.	The mentor guides the teacher through a reflection of the lesson, getting the teacher to talk about both instruction and student learning. The mentor asks probing questions, encouraging the teacher to explain his reasoning. The mentor looks for opportunities to push the teacher's thinking. Mentors find openings or teachable moments to connect the immediate with larger ideas. Mentors find moments in the conversation, that serve as "jumping-off places" to help the teacher learn something about teaching (beliefs, visions, and educational reforms, etc.). Conversations about the teacher's lesson move from a practical level -- specific to that lesson -- to a pedagogical level where the teacher can apply more generally his thinking about teaching and learning. Mentors "unpack their thinking" and explain the thought-process behind their decisions. The conversation has a focus. Often the conversation seems to evolve unconsciously, yet the mentor still has an intentional, purposeful end in view of helping the teacher learn to teach.

During co-planning sessions, the mentor uses the opportunity to "think aloud" about the planning and decision-making processes that result in effective and engaging lesson plans. It is most helpful if:

- plans are created from scratch so that the student teacher both sees and understands all the nuances of the lesson planning process. Simply providing premade plans will deprive the student teacher of this critical learning.
- conversations include talk about the diverse needs of students, the content to be learned, standards/objectives to be met and how to connect all of these elements.
- both the cooperating teacher and student teacher have a chance to share and incorporate their own ideas.
- a variety of ways to gather evidence of student learning is included in each lesson. This can be everything from formal quizzes or tests to informal, formative assessments, such as "a ticket out the door," whiteboard responses, or a class game.
- the cooperating teacher takes notes on the meeting and shares these afterwards with the student teacher.
- both teachers review and reflect on these notes.
- the meeting ends by making a plan for the next conversation.

Sharing of Roles

(What does it look like)

Planning – Recommendations:

- Both sit down together – 30 minutes a day – have an arranged time - conversational
- Planbook.edu (electronic format) Google - Screen Share/Skype
- Have a common template
- Have standards/curriculum and materials on hand
- Be an active listener – respective of others ideas
- Divide planning tasks/responsibilities that need to be done prior to lesson
- Plan for transition
- Have available common resources
- Discuss styles and methods – role you'll play, rhythm, ebb/flow of lesson
- Be flexible
- Use co-teaching layout (planning sheet)
- Prepare materials together
- Be reflective
- If grouping determine how – which strategy
- Understand that after planning there is a shared responsibility for the lesson
- Strategize
- Plan individually (think through ideas first) – then come together
- Map out units/time – move from CT lead to ST lead
- Each person providing input
- Discuss and write together goals for lesson
- Discuss What – How – Parts
- Discuss option and student needs
- Divide, research and come back to determine lesson
- Choose and plan for co-teaching approaches

Planning Tips

Before your planning session:

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

During co-planning (remember this time is to plan for co-teaching):

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

After co-planning:

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

Important points to Remember

- ✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- ✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- ✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.
- ✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
- ✓ **Encourage an attitude that we're both TEACHING!**

During the lesson planning process, a portion of the discussion should center on which model or models of co-teaching will best fit with the design of the lesson and specific needs of the students. The mentor and student teacher should decide:

- Which co-teaching model or models to use in the lesson
- Which teacher will "take the lead" if necessary
- How behavior management techniques will be implemented
- How student learning will be assessed and collected

Sharing of Roles

(What does it look like)

Teaching – Recommendations:

- Begin with team approach
- Both actively engaged according to plan
- Include each other in ALL activities
- Organized/Formatted
- Respect and treat as equal partners
- Work with all students
- Discuss - interjecting vs. interruption – (don't steal the thunder - demonstrate respectful interjection)
- Provide a variety of approaches
- Exchange lead and assist
- Switch roles – supplemental (not always remedial or extended)
- Discuss nonverbal cues
- Look and be organized
- Capitalize strengths/skillset/experience
- Discuss pacing- work together
- Discuss and implement best practices
- Both teachers are prepared with materials; are flexible and aware of timing
- Co-teach from the beginning of experience
- Work as a metronome (back and forth)
- Be fluid
- Work on connections/lead-ins between teachers
- Establish signals and communication strategies "are we ready to move on? "Anything you want to add to that?"
- Make effort to have lesson seamless/effortless
- Demonstrate two professionals sharing their love of the topic to educate students
- Show two professionals collaborating
- Equal fact time and authority
- Monitor and adjust as needed (discuss in planning)
- Plan for, discuss, and incorporate ongoing assessment strategies – check for understanding

Co-Teaching Strategies & Examples

When planning for class instruction, the cooperating teacher and student teacher should consider how and when co-teaching might be inserted effectively into the lesson and/or unit plans. There are several co-teaching models that can serve to enhance student learning and provide for increased student contact.

Strategy	Definition/Example
One Teach, One Observe	***One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.*** **Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions. **Tip:** When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.
One Teach, One Assist	***An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.*** **Examples**: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc. **Tip:** This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.
Station Teaching	***The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*** **Examples*:*** If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. **Tips:** Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.
Parallel Teaching	***Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*** **Examples**: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.

Supplemental Teaching	***This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*** **Examples:** Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems. **Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.
Alternative or Differentiated	***Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.*** ***Examples***: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.). **Tips:** A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.
Team Teaching	***Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.*** ***Examples:*** Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event. **Tips:** Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.
Adapted from the work of Lynne Cook and Marilyn Friend ***(1995)***	

- ***The co-teaching strategies are not hierarchical.***
- ***They can be used in any order and/or combined to best meet the needs of the students in the classroom.***
- ***They should be used as often as possible, but do not need to be used in every lesson.***

Teacher Actions During Co-Teaching

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

Co-Teaching is an Attitude… an attitude of sharing the classroom and students
Co-Teachers must always be thinking – We're Both Teaching!

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

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

The main focus of *Co-Teaching* is to find ways to keep ***both* teachers actively engaged with students and their learning.**

Co-Teaching Myths/Realities

Myth #1 – Co-teaching means having two student teachers in a classroom.
REALITY: Only one student teacher is in a classroom. The co-teaching occurs between the cooperating teacher and the student teacher.

Myth #2 –Student teacher candidates must be left on their own to sink or swim.
REALITY: Student teachers in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the student teacher acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the student teacher must learn how to become a teacher on his or her own.

Myth #3 – Co-teaching inhibits a student teacher's ability to develop classroom management skills.
REALITY: Rather than having to manage a classroom all alone, a student teacher has the support necessary to implement effective classroom management strategies. As the skills are gained, the student teacher takes the lead to make sure he/she can manage the classroom without support.

Myth # 4 – Student teachers don't get enough solo teaching time with co-teaching.
REALITY: Student teachers must have opportunities to teach all alone. The amount of time a student teacher is left totally alone varies and is based on his/her skills in managing a classroom. It is important that the student teacher demonstrate that he/she can handle a classroom all alone.

Myth # 5 – It takes too much time to co-plan.
REALITY: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and student teacher must have shared planning time. However, the benefits of co-planning are huge. Student teachers get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

Myth#6– Student teachers will never have full responsibility of the classroom.
REALITY: For a period of time, each student teacher will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

Myth #7 – Co-teaching is not the "real world". When a student teacher becomes certified they will be alone in the classroom.
REALITY: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today's classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

Myth #8 - Co-Teaching doesn't work at the secondary level.
REALITY: Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.

Myth #9 – Student teachers don't have to write lesson plans for co-teaching because they co-plan.
REALITY: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a student teacher co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 - Co-teaching can only work if the student teacher and cooperating teacher have the same learning or teaching style.
REALITY: No two people have the same style because we are uniquely different. Student teachers entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, student teachers and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth # 11 - The college supervisor should only observe a student teacher when he/she is teaching solo.
REALITY: When a supervisor observes a student teacher co-teaching with a cooperating teacher, s/he focuses the observation on what the student teacher is doing. If the student teacher is leading a small group, it may be helpful to move closer to that group to observe him/her. If the student teacher is teaming with his/her cooperating teacher, focus the observation on the student teacher's teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.

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College Supervisor Strategies to Promote Co-Teaching

Goal: To be knowledgeable in and supportive of the use of co-teaching

- Engage in professional development to understand co-teaching
  - Benefits of co-teaching
  - Co-Teaching strategies
  - Roles of members of the triad
- Provide co-teaching information to administrators, cooperating teachers, teacher candidates
- Serve as liaison for co-teaching between university and school partners
- Foster
- Establish and build strong relationships with members of the triad
- Help cooperating teacher and teacher candidate to create a co-teaching environment
  - Both names on the door/syllabi/website
  - Equitable space for both teachers
  - Make sure teacher candidate has been introduced as a co-teacher or teacher candidate
  - Assure teacher candidate has been introduced to others in the building
- Initiate co-teaching conversations with cooperating teacher and teacher candidate
  - Do you have your co-planning time arranged?
  - Have you tried all of the co-teaching strategies?
  - What can I do to help you to implement the co-teaching strategies?
- Assess Cooperating Teacher and Teacher Candidate's progress in implementing co-teaching
- Participate in ongoing professional development surrounding co-teaching
- Publicly articulate their rationale and support for co-teaching
- Observe co-taught lessons
- Utilize assessments reflecting the role of co-teaching

In order to analyze student work, the student teacher must consider and incorporate a range of summative and formative assessment into his or her lesson plans. Once this data is in hand, it will be helpful for the team members to:

- Find a block of time to sit down and analyze student work samples.
- Record student data systematically for future reference.
- Talk about the lesson, including the teacher's expectations, what students learned and what still needs to be taught.

Analysis of Student Work Protocol

Advance Preparation
Collect a set of already assessed student work for a performance-based assignment, e.g. written essay; lab report; problem-solving task; homework. Ideally, this assignment demonstrates the fullest range of performances possible. Be sure to have the assignment guidelines and scoring rubric for this assignment, and be prepared to talk about how this assignment addresses your instructional goals, including relevant standards.

Introduction
Dimensions of Learning Sheet

Review Student Work Assignment
Review the assignment.

- The teacher explains the assignment.
- Objectives – What did you want students to know and be able to do as a result of this assignment? What was the purpose?
- What were your expectations for the assignment? What were you looking for? What would it look like if done well?

Sort Work Samples
Together, sort the papers into three stacks: 1) papers that meet the expectations; 2) papers that do not meet the expectations; 3) papers that exceed the expectations. Write the students' names in the appropriate box in the chart below.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectation

Talk about Criteria
Once the papers are sorted, talk about the differences in the stacks.

- What does it mean to meet, exceed, or not meet the expectations for the assignment?
- Where is their work exemplary? Where are they struggling?
- When you look at the names of students in each of the categories above are there any surprises? If so, what is surprising?

Analyze Work Samples
Together, choose one paper from each stack to talk about more in-depth. Talk about what each paper reveals about what the student does and does not understand about the concepts being taught. (Provide evidence for each of these.)

- What does the student understand? What is this student trying to learn?
- What is this student struggling with?
- What hunches do you have about why the student is struggling or has done so well?
- Based on what you see, what does this student need to learn next? How will you plan accordingly to help this student progress?

Reflect on the Analysis Student Work
Talk about what you learned from looking closely at these student work samples.

- How will what you learned impact your planning and future instruction?
- What implications does it have for working with specific students?
- What implications does it have for assessing papers in the future?

The **Differentiating Instruction Protocol for Examining Student Work** was adapted from and is based on the *Analysis of Student Work Formative Assessment Task*, New Teacher Center at the University of California Santa Cruz and the *Tuning Protocol*, Coalition of Essential Schools.

The ongoing, close proximity of the student teacher and mentor naturally provides multiple opportunities for informal teaching and reflection. The mentor can take advantage of these occasions to reinforce ideas shared in previous conversations and expand on the finer points of planning, teaching and assessing.

- During informal conversations with the student teacher, the mentor should maintain the ongoing focus on teaching and student learning whenever possible.
- The student teacher should be encouraged to share observations and ask questions as they occur.
- The mentor can use these impromptu conversations to encourage ongoing and consistent, reflective practice.
- The key to these conversations is that they build on previous conversations related to the beginning teacher's goals.

Implementing Co-Mentoring

This section provides practical tools, examples and materials to effectively implement educative mentoring in the student teaching setting.

Welcoming Your Student Teacher

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

Creating a Positive Co-Teaching Environment

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

Getting Started

1. ***Establish and maintain a positive learning relationship***
    - Understand typical beginning teacher needs
    - Discuss expectations of the relationship
    - Maintain open and honest communication
    - Model empathy and responsiveness
    - Be flexible, dependable and responsible
    - Paraphrase, listening for understanding and without judgment
    - Maintain confidentiality

2. ***Provide support and challenge for growth and development***
    - Ground all mentoring in supporting a vision of effective teaching
    - Observe and debrief
    - Analyze student work together
    - Co-plan
    - Model teaching strategies with debrief and follow-up
    - Videotape and debrief
    - Mentor in the moment
    - Promote goal setting
    - Assist in identifying steps for growth
    - Encourage examination of beliefs and assumptions
    - Explore questions rather than providing answers when possible
    - Connect practice to effects on students

3. ***Find time to meet regularly each week***
    - Work one hour each week with each beginning teacher
    - Meet before, after school, during lunch or planning
    - Videotape classrooms
    - Document your interactions with conversation records to set goals and next steps
    - Focus on specific goals (not try to fix everything at once)
    - Vary the kinds of support (not just modeling)

4. ***Provide essential technical information for success***
    - Introduce to key people
    - Show and explain key material
    - Inform about important dates well in advance
    - Explain important procedures and policies
    - Share and help obtain resources

5. ***Provide emotional support***
    - Compliment and provide positive reinforcement
    - Provide a safe place for sharing highs and lows
    - Support in interactions with colleagues, parents, and administrators

6. ***Seek growth as a mentor in mentoring learning community***
    - Share data and issues in order to learn best ways to meet needs of teachers-confidentiality is key!
    - Commit time and effort to learning the practice of mentoring

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