

Student Teaching Strategies

For Mentor Teachers



CALIFORNIA STATE UNIVERSITY
FULLERTON

Strategies Based on Co-Teaching

Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the physical space, planning, organization, delivery, student assessment and reflection on the process.

Both teachers are actively involved and engaged in all aspects of instruction

Co-Teaching Strategies

- ✓ One Teach, One Observe
- ✓ One Teach, One Assist
- ✓ Supplemental Teaching
- ✓ Alternative (Differentiated) Teaching
- ✓ Station Teaching
- ✓ Parallel Teaching
- ✓ Team Teaching

Structures for Working Together in the Same Classroom

- One teacher can lead, one can support by focusing on individual or groups of students
 - One Teach/One Observe
 - One Teach/One Assist
 - Alternative (Differentiated) Teaching
 - Supplemental Teaching
- Both teachers can lead separate lessons, reducing the teacher/student ratio
 - Parallel teaching
 - Station teaching
- Both teachers can teach the whole group
 - Team teaching

One Teach-One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

The key to this strategy is to focus the observation on specific behaviors.
Have a predetermined purpose!

Collecting Observational Data*

- Highly focused (NOT just "Take notes")
- Record evidence—not opinion or evaluations
- Record different kinds of information
 - Scripts
 - Paraphrases
 - Numeric data
 - Statements of observed environment

*Student teacher can observe Mentor teacher or Mentor teacher can observe the student teacher using these techniques.

Kinds of Observational Data

- Specific teacher behaviors (e.g., how often interacting on girls? boys? Front row? Back row?)
- Specific student behaviors (e.g., on task behavior)
- Teacher questions (e.g., number and types)
- Teacher movement (e.g., where standing, who interacting with, interact with children with poor behavior equal with appropriate behavior?)
- Teacher wait time (e.g., after asking a question, after student attempts to answer before moving to another student?)

One Teach-One Assist

One teacher has primary responsibility for teaching while the other teacher circulates the room to:

- Provide unobtrusive one-to-one assistance
- Clarify for individuals or small groups
 - Facilitate materials, transitions
 - Monitor & supports behavior
 - Correct work, catch errors

The assisting teacher is still teaching!

Supplemental

One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

Alternative Teaching

One teacher works with a small group needing re-teaching while the other teacher provides enrichment or alternative activities for the rest of the class.

This can be used for pre-teaching, enrichment and/or assessment.

Station Teaching

Teachers divide content & students. Each then teaches the content to one group & subsequently repeats the instruction for the other group.

Sometimes there is another "station" for independent work or computer work.

Parallel Teaching

Both teachers teach the same information, but they divide the class and teach simultaneously.

Team Teaching

Both teachers are delivering the same instruction together at the same time.

- One models while the other speaks
- One demonstrates while the other explains
 - They role play
- They take turns delivering instruction

Co-Planning

- Communication skills
 - Scaffold from “I know” to “We know” to “You know”
- Time for co-planning
- Roles and style of co-teaching
- Flexibility and sharing styles of class management
- The “clock”
- Physical space

For Additional resources and
information go to

http://ed.fullerton.edu/EDEL/MentorTeacher_resources.html