



Gradual Induction with Co-Teaching

WHAT IS GRADUAL INDUCTION?

Gradual Induction is the process of shifting roles of instructional leadership and classroom management from the Mentor Teacher to the Teacher Candidate over the student teaching experience. Within the 36-weeks of fieldwork, this process is divided into four phases to help guide and clarify responsibilities.

Shifting Teacher Roles

- The Mentor Teacher shifts from primary instructional leader and co-teacher (during Phase 1); to secondary instructional leader, co-teacher, and support provider (during Phases 2, 3 and 4).
- The Teacher Candidate shifts from observer and assistant (Phase 1), to co- instructional leader and co-teacher (Phases 2) to primary instructional leader and independent/co-teacher (Phase 3 and 4).

Four Phases of Gradual Induction

Four phases are based on a full 36-week fieldwork experience. For advanced classes (i.e., honors or AP), Phases 1-3 phases may be lengthened.

Phase	Mentor Teacher (MT) Responsibilities	Teacher Candidate (TC) Responsibilities
Phase 1 First Semester	<ul style="list-style-type: none"> • Completes MT Verification form using Online Evaluation System • Provides instructional leadership and classroom management. • Co-plans lessons, including accommodations, with TC. • Identifies standards and curriculum to be taught. • Initiates co-planning/co-teaching activities with TC input. • Shares instructional and assessment materials with TC. • Recommends observation focus and assist activities for TC. • Communicates with students and school personnel to welcome the TC as co-teacher. • Attends MT Orientation workshop. • Completes candidate disposition evaluation 	<ul style="list-style-type: none"> • Evolves from observer to more active role in assigned classes. • Learns students' names, identities, and learning needs. • Reviews instructional and assessment materials. • Co-plans lessons and accommodations with MT. • Develops awareness of classroom management processes. • Observes daily; begins to deliver instructional and assessment assistance as co-planned. • Toward the end of Phase 1, delivers co-planned lessons • Plans and teaches to video for CalTPA Cycle 1 (dependent on submission date) • Builds relationships within school community. • Communicates progress and concerns to MT and EDSC 440F Instructor. • Balances coursework with fieldwork requirements and school expectations.
Phase 2 : First 6 Weeks of Second Semester	<ul style="list-style-type: none"> • Gradually shares responsibility of instructional leadership and classroom management with TC. • Co-plans lessons with TC. • Co-teaches with TC using Phase 1 strategies plus suggested strategies: Mirror Teaching, Alternative Teaching, and 50/50 Teaching. • Facilitates TC role in assessing student learning. • Provides feedback to TC. 	<ul style="list-style-type: none"> • Continues and expands in instructional leadership as guided by MT and lesson needs. • Increases responsibility in assessing student learning; develops, administers, and assesses assignments using scoring guides and rubrics. • Gradually shares responsibility of co-instructional leadership and classroom management such as roll taking and distribution/collection of materials. • Continues to develop relationships within the school community. Attends meetings and events as appropriate. • Communicates progress and concerns to MT and EDSC 440F Instructor. • Balances coursework with fieldwork requirements and school expectations.
Phase 3 : Second 6 Weeks of Second Semester	<ul style="list-style-type: none"> • Supports TC in assuming responsibilities as primary instructional leader and classroom manager. • Co-plans/co-teaches lessons using Phase 1 & 2 strategies plus suggested strategies: Station, Parallel, and Team Teaching. • Continues to provide guidance in standards and curriculum. • Assists in creation of plans for each class preparation, location of instructional resources, and opportunities for co-teaching. • Encourages TC participation in school activities. • Meets with and provides feedback to TC and university • Completes midterm TPE Evaluation. 	<ul style="list-style-type: none"> • Begins to assume role as primary instructional leader and classroom manager to the extent appropriate. • Begins to assume the lead in co-planning lessons and lesson series with MT. • Teaches lessons and lesson series independently in each course assignment (biweekly/weekly), as well as co-teaching. • Begins to assume the lead in handling student discipline and other classroom management issues. • Prepares for second semester; creates 18-week schedule for each class preparation; identifies needed instructional resources and opportunities for co-teaching. • Participates in daily activities of schools; attends teacher meetings as appropriate. • Communicates progress and concerns to MT and University Supervisor. • Balances coursework with fieldwork requirements and school expectations. • Plans and teaches to video for -CALTPA--Cycle-2-
Phase 4 : Last 6 Weeks of Second Semester	<ul style="list-style-type: none"> • Supports TC as instructional leader and classroom manager through regular co-planning. • Continues to co-plan and co-teach. • Continues to provide guidance regarding standards and curriculum. • Encourages TC participation in school activities. • Provides feedback to TC, University Supervisor and SAC. • Completes final TPE evaluation. 	<ul style="list-style-type: none"> • Provides instructional leadership and classroom management to the extent possible. • Assumes the lead in co-planning weekly lessons with MT. • Co-Plans and co-teaches lessons, lesson series, and units. Weekly plans are shared with Mentor Teacher by Sunday night at the latest. Lessons and supporting materials are compiled in a Lesson Plan Notebook. • Assumes lead responsibility for classroom management. • Participates in daily activities of schools; attends teacher meetings as appropriate. • Communicates progress and concerns to MT, University Supervisor, and SAC. • Balances coursework with fieldwork requirements and school expectations.

Co-Teaching Strategies

WHAT IS CO-PLANNING/CO-TEACHING?

In the CSUF Single Subject Credential Program, co-planning/co-teaching is defined as two teachers (Mentor Teacher and Teacher Candidate) who share instructional leadership, classroom management, and teaching roles.

Sharing Teacher Roles

- Co-Planning/Co-Teaching is a natural part of the Mentor Teacher/Teacher Candidate dynamic. The goal of student teaching is for the Teacher Candidate to experience all aspects of teaching and to become an effective classroom practitioner. With an attitude of sharing the classroom and students by encouraging co-planning/co-teaching during student teaching, both adults and students benefit.
- In co-planning/co-teaching activities, the Teacher Candidate develops skills in the classroom alongside a Mentor Teacher who remains actively engaged with the students during both semesters of student teaching.

CO-TEACHING STRATEGIES

There are many co-teaching strategies. Selection of an appropriate strategy depends upon the grade levels and skills of students, content to be taught, and pedagogical skills of the Mentor Teacher and Teacher Candidate. These strategies are *suggested* for use in specific phases

Use During Phase 1

- One Teach, One Observe - One co-teacher has primary instructional responsibility while the other co-teacher gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
 - EX: In Art, the Mentor Teacher may observe and monitor student understanding of directions, while the Teacher Candidate demonstrates how to create a mandala.
- One Teach, One Assist - In this extension of One Teach, One Observe, one co-teacher has primary instructional responsibility, while the other co-teacher assists students, monitors behaviors, or corrects assignments.
 - EX: In Mathematics, while the Teacher Candidate demonstrates how to solve quadratic equations, the Mentor Teacher is the “voice” for the students when they don’t understand or are having difficulties.
- Supplemental Teaching - One co-teacher works with students at the expected grade level, while the other co-teacher works with students who need the information and/or materials extended or remediated.
 - EX: In Physical Education, the Teacher Candidate monitors students engaged in a game of softball, while the Mentor Teacher works with a small group of students on batting skills. In Music, the Mentor Teacher leads the class in practicing for an upcoming performance, while the Teacher Candidate assists clarinet players in reviewing a difficult passage.

Use During Phase 2 continue the use of Phase 1 strategies plus:

- Mirror Teaching - In this special form of One Teach, One Observe, one teacher “mirrors” the other’s lesson.
 - EX: In English, the Mentor Teacher may guide first period in lesson on how to diagram sentences, while the Teacher Candidate observes. In second period, the Teacher Candidate “mirrors” the instructor while the Mentor Teacher observes.
- Alternative Teaching - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.
 - EX: In English, the Mentor Teacher may lead first period in predicting prior to reading by looking at the cover of the book and the illustrations. In second period, the Teacher Candidate accomplishes the same outcome but has students predict by watching a video clip of one of the main characters.
- 50/50 Teaching - In this simplified form of Team Teaching, two co-teachers split the class to provide instruction on two different topics. The following day (or within the same period for block scheduling), the teachers switch students and again provide instruction. This strategy is effective when there are not enough instructional materials for a full class, or when the computer lab/library cannot accommodate a full class.
 - EX: In Physics, the Mentor Teacher takes half the class to the football field to collect data with speed guns. The Teacher Candidate keeps the rest of the class in the classroom to watch a film. On the following day, the two teachers switch students.

Use During Phase 3 continue the use of Phase 1 and 2 strategies plus:

- Station Teaching - In this strategy, the co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station.
 - EX: In Biology, the Mentor Teacher invites small groups of students over to the Garden Station to measure their plants and record data.
- Parallel Teaching - In this strategy, each co-teacher instructs half of the students. The two co-teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduced student-to-teacher ratio.
 - EX: In Economics, the Mentor Teacher and Teacher Candidate each lead a half-class discussion on specific current events and the impact they have on our economy.
- Team Teaching - Team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and are available to assist students.
 - EX: In World Languages, both the Mentor Teacher and Teacher Candidate converse so that the students are hearing two voices. The two teachers ask questions of the class and respond to answers, thus creating a whole-class conversation in the target language.

Use During Phase 4 continue the use of Phase 1 through Phase 3 strategies