

Mentor & Intern Co-teaching Tools

Salisbury University



Self- Assessment: “Are We Really Co-teachers?”

Directions: Check “Yes” or “No” for each of the following statements to determine your co-teaching score.

Yes	No	In our co-teaching partnership...
		1. we decide which co-teaching model we are going to use in a lesson based on the benefits to the students and the intern/co-teachers.
		2. we share ideas, information, and materials.
		3. we identify the resources and talents of the intern/co-teachers.
		4. we teach different groups of students at the same time.
		5. we are aware of what our partner is doing even when we are not directly in one another’s presence.
		6. we share responsibility for deciding what to teach.
		7. we agree on the curriculum standards that will be addressed in a lesson.
		8. we share responsibility for deciding how to teach.
		9. we share responsibility for deciding who teaches which part of a lesson.
		10. we are flexible and make changes as needed during a lesson.
		11. we identify student strengths and needs.
		12. we share responsibility for differentiating instruction.
		13. we include other people when their expertise or experience is needed.
		14. we share responsibility for how student learning is assessed.
		15. we can show that students are learning when we co-teach.
		16. we agree on discipline procedures and carry them out jointly.
		17. we give feedback to one another on what goes on in the classroom (gym).
		18. we make improvements in our lessons based on what happens in the classroom (gym).
		19. we communicate freely our concerns.
		20. we have a process for resolving our disagreements and use it when faced with problems and conflicts.
		21. we celebrate the process of co-teaching and the outcomes and successes.
		22. we have fun with the students and with each other when we co-teach.
		23. we have regularly scheduled times to meet and discuss our work.
		24. we use our meeting time productively.
		25. we can effectively co-teach even when we do not have time to plan.
		26. we explain the benefits of co-teaching to the students and their families.
		27. we model collaboration and teamwork for our students.
		28. we are both viewed by our students as their teacher.
		29. we include students in the collaboration/co-teaching role.
		30. we depend on one another to follow through on tasks and responsibilities.
		31. we seek & enjoy additional training to make our co-teaching better.
		32. we are mentors to others who want to co-teach.
		33. we can use a variety of co-teaching approaches (i.e. supportive, alternate, parallel, team).
		34. we communicate our need for logistical support & resources to our administrators.
		Total

Adapted & modified from *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, by Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin. Thousand Oaks, CA: Corwin Press, 2004

Salisbury University ~ Co-Teaching Issues for Discussion & Planning

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who plans what content?
- How will we share teaching responsibility?
- Who adapts the curriculum & instructional and assessment procedures for select students?
- What are our strengths in the area of instruction & assessment?
- How will the content of the lesson be presented – will one person teach and the other arrange & facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? How can we arrange to observe one another & practice peer coaching?
- Do we rotate responsibilities?
- How will we assess the effectiveness of our instruction?
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Student Behavior

- What are our class guidelines and rules?
- Who determines the disciplinary procedures?
- Who carries out the disciplinary procedures & delivers the consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address behavior?

Communication

- What types & frequency of communication do we like to have with parents?
- How will we explain this co-teaching arrangement to parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students who have identified special education or other specialized needs, or will particular members of the co-teaching team have this responsibility?
- Which types of communication do we each like to have with students? With what frequency do we like to communicate with students?
- Who will communicate with students?
- How will we ensure regular communication with each other?
- Who communicates with administrators?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students – do co-teachers collaborate in evaluating all students' performance, or is each co-teacher primarily responsible for evaluating a subset of students?

Logistics

- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- How is paper work completed for students identified as eligible for special education?
- How will a balance of decision-making power be maintained among co-teachers?

Salisbury University ~ Collaborative/Co-Teaching Daily Lesson Plan

Date: _____

Co-Teachers: _____

Content Area(s): _____

▪ Lesson Objectives:

▪ Content Standards Addressed:

▪ Circle the Collaborative/Co-teaching Model(s) Used:

Supportive Teaching

Alternate Teaching

Parallel Teaching

Team Teaching

▪ What is the **room arrangement**? Will other spaces outside of the classroom (gym) be used? (Draw a picture of the room arrangement.)

▪ What **materials** do the co-teachers need?

▪ How is student **learning assessed** by co-teachers?

▪ What specific supports, aids, or services do **select students** need?

▪ What does each co-teacher do before, during, and after the lesson?

<p>What are the specific tasks that I do before the lesson?</p>		
<p>What are the specific tasks that I do during the lesson?</p>		
<p>What are the specific tasks that I do after the lesson?</p>		

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Salisbury University Mentor/Intern Lesson/Daily Reflection

Mentor: _____

Intern: _____

Date: _____

Mentor	Lesson/Day Positive Feedback:
Mentor	Things to Consider Constructive Feedback:
Mentor & Intern	What can we do together to meet our students' needs tomorrow? (Based on Feedback)
Mentor & Intern	What did I learn today?

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