



Salisbury University Mentor - Intern Strategies



1. Graze & Tag- The lead teacher role shifts between co-teachers during instruction. While one co-teacher leads instruction the other grazes, assisting students and maintaining order.
2. Think-alouds- Co-teachers contribute alternative solutions and approaches during instruction offering students different ways to solve problems by “thinking out loud.”
3. Demonstrative modeling – While one co-teacher provides instruction in the lead voice, the second co-teacher demonstrates skills and procedures for the benefit of learners.
4. Cognitive apprenticeship modeling - One co-teacher assumes the role of a student and models appropriate learner behavior: sitting among learners, demonstrating on-task attentiveness, asking questions, making suggestions, and simulating information acquisition while the “lead teacher” conducts the class.
5. Record & Edit- The lead teacher elicits responses from students during a brainstorming session while the co-teacher paraphrases and records responses on an overhead, a whiteboard, chalkboard, or poster – allowing the lead teacher to focus on the lesson’s instructional tempo and student engagement.
6. Cooperative Learning- During any cooperative learning activity, co-teachers are involved in the planning, preparation, and monitoring aspects increasing the effectiveness and manageability of the activity.
7. Conferencing – Co-teaching affords one co-teacher opportunities for small-group conferencing to support learners while the other co-teacher provides large-group instruction.
8. Strategic Pull Out - As the lead teacher provides instruction the co-teacher may use an adjacent room, lab, or media center for small group instruction or to remove one or more learners for individual attention or behavior correction.
9. One-on-One- While the lead teacher provides whole-group instruction, the co-teacher supports student learning through individually administered assessments, tutoring, book conferences, make-up work or enrichment.
10. Parallel Teaching- Co-teachers conduct similar lessons simultaneously with smaller groups. Sometimes instruction may take place in the same classroom; at other times, a nearby teaching space may be utilized to minimize distractions.
11. Literature Circles- Teachers assign roles to students in groups who then conduct book study discussions monitored by co-teachers.
12. Stations- Co-teachers assemble structure, monitor and assess student learning at multiple learning stations.
13. Learning Centers- Similar to stations but not requiring the rotation of all learners, centers are designed, equipped and monitored by co-teachers to facilitate individual and small group learning.
14. Staged Arguments- Student attention is never higher than when learners believe that co-teachers are embroiled in a verbal disagreement. Careful scripting of “arguments” can be an effective way of presenting the pros and cons of an issue.

15. Games/Simulations - Co-teachers organize, monitor and manage games and simulations, especially activities that might prove too complex or unwieldy for one teacher alone.

16. Tiered Instruction- Used in conjunction with other strategies, co-teachers can meet the needs of different levels of students by appropriately combining and redistributing classes.

17. Experiments – As with stations, centers, games and simulations, the active involvement of co-teachers facilitates the assembly, management, assessment and clean-up associated with lab and classroom experiments.

18. Role Play- Co-teachers prepare in advance to assume roles that will enrich instruction such as story-telling, historical characterizations, debates, and problem-solving scenarios. Alternatively, co-teachers may assign roles to learners for discussions, simulations or demonstrations that are managed more easily by co-teaching colleagues.

19. Open Door Policy- Internship mentors sometimes find themselves hosting an intern and a methods candidate simultaneously. The presence and active involvement of three collaborators improves the student-teacher ratio during instruction and serves to enhance the co-teaching skill set of the methods candidate.

20. Proximity/Grazing – The mere physical presence of a co-teacher near a learner often has a positive effect on engagement and compliance with behavior expectations. While one co-teacher is providing the lead voice in instruction, the other can “graze” the room to use proximity with potential management challenges and to offer quiet assistance and support as needed.

21. Eavesdropping - When co-teachers engage in "teacher talk" that learners are subtly permitted to overhear, this strategy can enhance student attention and motivation. Learners are all ears when they listen in on teachers' stage whispered conversations such as "Do you think we should put this on the test next week?"

22. Technology Assistance – When technology functions properly it can be an effective way to meet diverse learner needs. When it doesn't, having a co-teacher enables the lesson to continue while adjustments are made. Co-teachers are also able to set up and better utilize the available technology.

23. Fake-a-mistake - P-12 students love to catch their teachers making a mistake. If rehearsed and set up carefully, one co-teacher can submit a "flawed" piece of work for review by P-12 students, knowing that they will be able to pick out the errors. An essay that lacks text support or a math problem's solution that takes a wrong turn are common examples.

24. Mock Debates - When both co-teachers are available for instruction, they can take opposing sides of an issue and dramatize the pros and cons for P-12 students. The debate format can be used to deliver instruction directly or to serve as a model for P-12 student debating in subsequent lessons.

25. Planted Questions - Teachers often hope that students will ask questions in class in order to clarify or reinforce key points of a lesson. Too often, those questions don't emerge from students in the form or at the time most appropriate. In co-teaching, one teacher can be supplied in advance with key questions to ask at the optimal moment if students fail to do so.

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