Co-Teaching Supervisor Support Form

This form is intended to guide you in your supervision of co-teaching. It does not take the place of the formal observation forms.

When meeting after a lesson, most of the talking should be done by the teacher candidate.

### General things to ask and/or look for:

<table>
<thead>
<tr>
<th>Question</th>
<th>Expected Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the Teacher Candidate’s name (photo, if appropriate) on the door of the room?</td>
<td>Does the TC have his/her own space in the room (desk, etc.)?</td>
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<tr>
<td>Has the TC been introduced to other team members in the school community?</td>
<td>Has the TC been introduced as a teacher candidate or co-teacher?</td>
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### 3-Way Conferences

- Share overall expectations
- Distribute handbooks and observation forms
- Explain observation forms; share number of observations expected
- Provide contact information - e-mail and phone numbers
- Co-Teaching Conversation:
  - Did you attend the Pairs Workshop?
  - Do you have your planning time arranged?
  - Encourage the pair to get started with co-teaching and then try all the strategies.
  - Plan to observe a co-taught lesson. Supervisor will be observing the teacher candidate for leadership, communication, and collaboration skills.
  - Introduce or remind pair of the Stages of Concerns.

### Final 3-Way Conferences

- Have a three-way discussion on progress and identify any future goals for the TC.
- Discuss the co-teaching strategies the pair used - and their success.
- What are your future co-teaching goals?
- How did the co-planning and co-teaching go this semester? What went well? What did you struggle with? Were you able to schedule planning sessions each week?
- What did you accomplish in those sessions?
- Give teacher candidate mid-term or summative assessment and collect self-evaluations and cooperating teacher observations.
- Thank cooperating teacher with a card (certificate, university gift, etc.)

### Co-Teaching is an Attitude!

- “It is literally true that you can succeed best and quickest by helping others to succeed.” Napoleon Hill

### Has the Co-Teaching Pair discussed:

- voice levels
- space distractions
- planning time
- pace
- feedback preferences

### Things to look for when observing a co-taught lesson:

- Can you identify the strategy?
- Do both co-teachers know the lesson plan?
- During the lesson, do the co-teachers have a strategy or signal that enables them to check in or discuss situations that arise?
- Do the co-teachers have the attitude: "We're Both Teaching?"
- How do the co-teachers show respect for each other?
- How and why have the co-teachers decided to divide and/or group students the way they did?
- Do the co-teachers make decisions together as things come up?
- Do co-teachers play equal parts in the lesson?
- How have the co-teachers decided to transition?
- Do the co-teachers finish at the same time? If not, how is this handled?

### Specifics for observing teacher candidates:

- If TC is observing/assisting, find out what specific things they are observing/assisting with and observe the same thing. Check in with TC afterwards to compare notes.
- With stations, does the TC's teaching improve with each new station?
- In parallel or station, if TC finishes first how is this handled?
- When teaming, is the TC prepared for his/her part? (content knowledge, management, etc.)
- If TC is differentiating instruction, find out why these students were grouped this way and how s/he is differentiating their instruction.
- If TC is observing/assisting, is s/he taking notes or collecting data? What type?

### Following the observations:

- Do the co-teachers reflect together on the co-taught lesson?
- Ask if the co-teachers have been co-planning each week.
  - Who is leading the sessions?
  - Are you taking a few moments to address communication concerns?
  - Discuss which co-teaching strategies the co-teachers have used.
  - Ask if the co-teachers have any questions about the strategies.

- As the supervisor, begin by taking time to build on your own relationship with the candidate.
  - Provide evidence from observation - allow candidate time to review it.
  - Pay close attention to body language and other non-verbal signals.
  - Ask questions that are open-ended and require reflection.
  - Be sure to pause, allowing both of you time to think.
  - Summarize the candidate’s responses.
  - Gently ask questions assisting the candidate in clarifying his/her thoughts.

### Co-Teaching Strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
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<tr>
<td>One Teach, One Observe</td>
<td>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 - where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td>
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<tr>
<td>One Teach, One Assist</td>
<td>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</td>
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<tr>
<td>Station Teaching</td>
<td>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.</td>
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<tr>
<td>Parallel Teaching</td>
<td>Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.</td>
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<tr>
<td>Supplemental Teaching</td>
<td>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 re-taught, extended or remediated.</td>
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<tr>
<td>Alternative (Differentiated) Teaching</td>
<td>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.</td>
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<tr>
<td>Team Teaching</td>
<td>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 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 and answer questions.</td>
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