

Progression of Student Teaching Responsibilities (2 Placements)

This SHSU Single Semester Clinical Teaching (SSCT) program has adopted a co-teaching model for field experiences. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom as is possible from the very beginning. Teacher Candidates should assume greater responsibilities throughout their student teaching.

At the beginning of the school year, University Supervisors will meet with Cooperating Teachers to review the expectations for the Cooperating Teachers, procedures for contacting the University Supervisor, role of the supervisor, and expectations for Teacher Candidates regarding assignments and co-teaching. Progressions may vary by content and grade level.

| Weeks | Suggested Co-Teaching Strategies | Minimum Teacher Candidate (TC) Responsibilities | Minimum Cooperating Teacher (CT) Responsibilities |
|--------------|--|---|---|
| Week 1 | <ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching | <ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan and lead small group activities | <ul style="list-style-type: none"> Include TC in team planning Establish planning responsibilities with the TC Provide small group lesson materials and provide access to curriculum Review TC small group lesson plan in advance Modeling and co-teaching |
| Week 2 | <ul style="list-style-type: none"> Above as well as Station teaching Parallel teaching Team teaching | <ul style="list-style-type: none"> Co-plan and lead in one subject area or class Co-plan and lead small group activities | <ul style="list-style-type: none"> Provide lesson materials in advance and review TC planned lessons support/scaffold TC in their understanding of the content/subject area, with team when possible Modeling and co-teaching |
| Weeks 3-4 | <ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting | <ul style="list-style-type: none"> Assume partial and occasional full responsibility of the classroom Co-plan and lead in two subject areas or class periods Co-plan and lead small group activities | <ul style="list-style-type: none"> Monitor and support co-planning and independent planning responsibilities of the TC Support/scaffold TC in their understanding of the content/subject area, with team when possible Modeling and co-teaching |
| Weeks 5-7 | <ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting | <ul style="list-style-type: none"> Co-plan and lead subject areas or class periods | <ul style="list-style-type: none"> Continue monitoring co-planning and independent planning responsibilities of the TC support/scaffold TC in their understanding of the content/subject area, with team when possible Modeling and co-teaching |

| Weeks | Suggested Co-Teaching Strategies | Minimum Teacher Candidate (TC) Responsibilities | Minimum Cooperating Teacher (CT) Responsibilities |
|--------------|---|--|--|
| Week 8 | <ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting | <ul style="list-style-type: none"> Gradually return teaching lead to cooperating teacher Visit other classrooms for additional experience Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation | <ul style="list-style-type: none"> Gradually retake lead role in classroom instruction Continue planning with TC Facilitate TC campus visits with other classrooms who may provide additional experience in classroom management, grouping structures, etc. Facilitate TC campus visit with campus administration |
| Week 9 | <ul style="list-style-type: none"> One teach one observe One teach one assist Alternative teaching | <ul style="list-style-type: none"> TC moves to Second Placement classroom Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) Co-plan and lead small group activities | <ul style="list-style-type: none"> Include TC in team planning Establish planning responsibilities with the TC Provide small group lesson materials and provide access to curriculum Review TC small group lesson plan in advance Modeling and co-teaching |
| Weeks 10-15 | <ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting | <ul style="list-style-type: none"> Co-plan and lead subject areas or class periods (this may be appropriately increased for dual placement teacher candidates in their second placement) | <ul style="list-style-type: none"> Continue monitoring co-planning and independent planning responsibilities of the TC support/scaffold TC in their understanding of the content/subject area, with team when possible Modeling and co-teaching |
| Week 16 | <ul style="list-style-type: none"> Any co-teaching strategy appropriate for the subject area or classroom setting | <ul style="list-style-type: none"> Gradually return teaching lead to cooperating teacher Visit other classrooms for additional experience Meet with campus principal or assistant principal to discuss placement and TC plans for post-graduation | <ul style="list-style-type: none"> Gradually retake lead role in classroom instruction Continue planning with TC Facilitate TC targeted visits/observations of other teachers who may provide additional experience in classroom management, grouping structures, etc. Facilitate TC campus visit with campus administration Facilitate a joint meeting with the teacher candidate and university supervisor to discuss the overall experience. Share copies of innovative materials to use upon graduation. |

CO-TEACHING STRATEGIES

| Type of Co-Teaching | Application |
|--|---|
| <u>One Teach - One Observe</u> | Teachers decide in advance what types of specific observation information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. |
| <u>One Teach - One Assist</u> | One teacher keeps primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. |
| <u>Parallel Teaching</u> | Teachers are both teaching the same information but they divide the class and do so simultaneously. |
| <u>Station Teaching</u> | Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could require students work independently. |
| <u>Alternative Teaching</u> | One teacher takes responsibility for the large group while the other teacher works with a smaller group. |
| <u>Team Teaching</u> | Both teachers deliver the same instruction at the same time. One may model while the other person speaks. One may demonstrate while the other explains. The teachers may role play or they may take turns delivering instruction. |