

Recommended Teacher Candidate Mentoring Model

Co-Planning - Co-Teaching - Co-Assessing

We recommend incorporating a co-teaching model for mentoring our teacher candidates. Co-teaching is defined as “two or more professionals engaged in joint delivery of instruction to a diverse group of students in a shared classroom space.” Research provides evidence that co-teaching can have a positive impact on student achievement. Additionally, co-teaching allows the mentor teacher to model the research-based instructional practices for the teacher candidate who can then practice these strategies with direct and active support. Perhaps most valuable is the potential for the mentor and teacher candidate to engage in ongoing collaboration throughout the experience regarding the most effective ways meet the needs of all students in the classroom.

Components of the Co-Teaching Relationship

- Teachers share responsibility for what happens in the classroom
- Decisions are made together
- Teachers share all roles
- Student needs determine classroom practice
- Both teachers facilitate learning and impart knowledge

Positive outcomes that may result from Co-Teaching

- Co-teaching allows two adults with different areas of expertise to work together in
- One classroom for the benefit of ALL children.
- Allows for a wider range of instructional techniques and strategies.
- Increases learning options for all students.
- Improves program intensity and continuity.
- Utilizes the unique perspectives of educators who share their strengths to create teaching approaches that could not occur if only one teacher were present

See the following link for a description of the Co-Teaching Models

[Models of Co-teaching](#)

Additional information on co-teaching can be found in the Resource section of the website.