These are exciting times to be a part of preparing the next generation of teachers!

The University of Delaware has adopted coteaching as the primary approach to student teaching in the Early Childhood Education (ECE) and the Elementary Teacher Education (ETE) programs. Coteaching in student teaching involves two adults with different expertise actively collaborating from the first day of student teaching to meet the needs of the learners in the classroom. We are looking to collaborate with districts, schools and cooperating teachers who are especially interested in working with us to mentor the next generation of educators.

Be a Part of the UD Coteaching Team!
UD faculty and others worldwide have researched and piloted coteaching for over a decade. Based on this rich body of research, we know that coteaching during student teaching benefits the children, the teachers in the classrooms and the future educators.

Benefits include:
- Collaborative intentional planning and assessment for student achievement
- Enhanced ability to reach Component 5 (DPAS II) and maintain district or school wide expectations
- Participation with both coteachers side by side during the placement
- ‘In the moment’ reflective practice, creating classroom-embedded professional development
- Reduced teacher/child ratio, providing more differentiated, individualized instruction
- Continual focus on student learning, enhancing skills for students
- Teachers who experience coteaching during student teaching stay in the teaching profession longer

Contact us if you are interested in becoming a member of our UD Coteaching team. Check out the Website below for more information on coteaching in Student Teaching.

Responsibilities of Cooperating Coteachers
Cooperating coteachers will receive a stipend of $150 for hosting a preservice coteacher in his/her classroom. Cooperating coteachers:
- Attend one four hour workshop prior to the start of the placement
- Plan and reflect daily with the preservice coteacher
- Meet with a University Supervisor/Field Instructor and the preservice coteacher to discuss progress
- Submit a written evaluation of the preservice coteacher
- Complete program evaluation surveys

Qualifications of UD Preservice Coteachers
We ensure that the preservice teachers who will be joining your classroom:
- Are committed, knowledgeable, and eager to learn from you and share new ideas
- Arrive with content knowledge and early field experiences that prepare them for this coteaching experience
- Are ready to share responsibility for educating the children in your classroom

http://www.ocs.udel.edu/coteaching-research/
Characteristics of Cooperating Coteachers

The Cooperating Coteacher demonstrates the following teaching practices:

- Uses observations and data to intentionally adapt practices to meet the diverse needs of his/her students
- Uses instructional practices related to the State Standards, Common Core Standards, and best practices
- Possesses strong classroom management skills
- Exhibits a deep understanding of the content being taught
- Displays empathy and understanding of the cultural differences of students in his/her classroom
- Maintains a central focus on student learning

The Cooperating Coteacher demonstrates the following professional attributes:

- Has had experience mentoring or coaching other adults
- Continues to seek professional development opportunities
- Demonstrates follow-through with paperwork
- Demonstrates effective communication skills
- Collaborates with peers in school community
- Is an inquisitive teacher who has demonstrated interest in thinking about practice and expanding his/her work; a life-long learner

Base Line Requirements

- Holds certification in the content area as related to the certification sought by the teaching candidate
- Holds certification in appropriate developmental level of the children as related to the certification sought by the teaching candidate
- Holds a bachelor's degree in content area
- Has taught for three years
- Does not have a previous personal relationship with the pre-service coteacher (i.e., neighbor, was a student, etc.)

Consideration:

- Experience in age/grade level (early childhood/elementary) or subject (secondary) for a year

The Cooperating Coteacher builds a relationship with the Preservice Coteacher demonstrating:

- An enthusiasm for mentoring the next generation of teachers
- Openness to new ideas, and multiple perspectives, especially with research-based practices advocated at the U of D
- Respect to student teachers and the knowledge they share
- Willingness to share the classroom, stepping in and out of lead instructional roles
- Excitement and a positive attitude about the teaching profession
- Reflection and thoughtfulness about teaching and a willingness and ability to articulate her/his thinking to others
- Willingness to dedicate the time to co-plan and de-brief after lessons