Co-Teaching as Best Practice in Student Teaching

Northwest Educator

- Exhibit content knowledge
-Increase pedagogical knowledge
-Use assessment to improve learning outcomes
-Demonstrate professional behaviors
-Enhance learning through effective use of technology
-Cultivate dispositions
-Embrace diversity

St. Cloud State University - College of Education
Funded by a TQE Partnership Grant from the U.S. Department of Education
Table Building

• Things you have in common

• 3 most unique things you have in common
Co-Teaching

is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the planning, organization, delivery and assessment of instruction as well as the physical space.

Both teachers are actively involved and engaged in all aspects of instruction.
Why Co-Teach?

✓ Reduce student/teacher ratio
✓ Diversity and size of today’s classrooms
✓ Enhance classroom management
Why Co-Teach?

✓ Greater student participation and engagement
✓ Increase instructional options for all students
✓ Enhanced collaboration skills
How is co-teaching the same?

• One teacher candidate per classroom
• Teacher candidate spends their total time in classroom
• Evaluation forms/student observations
• Both creating lesson plans
• Expectations for state requirements
How is co-teaching different?

• Support and training for teacher candidates, cooperating teachers, and university mentors
• Structure
• Co-planning
• Permission for cooperating teacher to stay
• Enhanced collaboration and communication
• Focus on differentiation
• Increased opportunities for teacher candidate to bring ideas
Gradual Release of Responsibility in Co-Teaching

Level of Teacher Support

Level of Teacher Candidate Control

High Support

Low Support

Moderate Control

Low Control

Little/No Support

High Control

Little/No Control
Co-Teaching Findings
Type of Classroom
Reading Proficiency

MCA Reading Proficiency
2004-2005

- Co-Teaching Candidate (N=318): 82.1%
- One Teacher (N=934): 75.7%
- Non Co-Teaching Candidate (N=101): 65.3%

MCA Reading Proficiency
2005-2006

- Co-Teaching Candidate (N=484): 78.7%
- One Teacher (N=1597): 73.5%
- Non Co-Teaching Candidate (N=101): 65.0%

χ² (2 df, N=1353) = 12.79, \( p = .002 \)

χ² (2 df, N=2241) = 12.54, \( p = .002 \)

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Type of Classroom Math Proficiency

**MCA Math Proficiency 2004-2005**

<table>
<thead>
<tr>
<th>Type of Teacher</th>
<th>N</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teaching Candidate (N=317)</td>
<td>82.3</td>
<td></td>
</tr>
<tr>
<td>One Teacher (N=927)</td>
<td>75.8</td>
<td></td>
</tr>
<tr>
<td>Non Co-Teaching Candidate (N=105)</td>
<td>70.5</td>
<td></td>
</tr>
</tbody>
</table>

**MCA Math Proficiency 2005-2006**

<table>
<thead>
<tr>
<th>Type of Teacher</th>
<th>N</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teaching Candidate (N=524)</td>
<td>68.9</td>
<td></td>
</tr>
<tr>
<td>One Teacher (N=1660)</td>
<td>64.7</td>
<td></td>
</tr>
<tr>
<td>Non Co-Teaching Candidate (N=171)</td>
<td>57.9</td>
<td></td>
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</tbody>
</table>

χ² (2 df, N=1349) = 8.31, p = .016

χ² (2 df, N=2355) = 7.35, p = .025

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Cumulative Data

Reading Proficiency

- Minnesota Comprehensive Assessment
- Compares Co-Taught and Not Co-Taught student teaching settings

<table>
<thead>
<tr>
<th></th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Non Co-Teaching Candidate</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (4 Year Cumulative)</td>
<td>78.8%</td>
<td>67.2%</td>
<td>64.0%</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>N=1461</td>
<td>N=6403</td>
<td>N=572</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch Eligible</td>
<td>65.0%</td>
<td>53.1%</td>
<td>49.5%</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>N=477</td>
<td>N=2684</td>
<td>N=222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Eligible</td>
<td>74.4%</td>
<td>52.9%</td>
<td>46.4%</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>N=433</td>
<td>N=1945</td>
<td>N=179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td>44.7%</td>
<td>30.7%</td>
<td>25.8%</td>
<td>.069</td>
</tr>
<tr>
<td>N=76</td>
<td>N=515</td>
<td>N=31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Cumulative Data

## Math Proficiency

- Minnesota Comprehensive Assessment
- Compares Co-Taught and Not Co-Taught student teaching settings

<table>
<thead>
<tr>
<th>MCA Math Proficiency</th>
<th>Co-Taught</th>
<th>One Licensed Teacher</th>
<th>Non Co-Teaching Candidate</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL (4 Year Cumulative)</strong></td>
<td>72.9%</td>
<td>63.7%</td>
<td>63.0%</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>N=1519</td>
<td>N=6467</td>
<td>N=597</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free/Reduced Lunch Eligible</td>
<td>54.2%</td>
<td>47.3%</td>
<td>45.7%</td>
<td>.032</td>
</tr>
<tr>
<td>N=513</td>
<td>N=2778</td>
<td>N=232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Eligible</td>
<td>72.0%</td>
<td>54.7%</td>
<td>48.9%</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>N=472</td>
<td>N=1906</td>
<td>N=180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td>30.5%</td>
<td>28.8%</td>
<td>26.8%</td>
<td>.656</td>
</tr>
<tr>
<td>N=118</td>
<td>N=671</td>
<td>N=41</td>
<td></td>
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Benefits to Cooperating Teachers

End of Experience Survey
(N=279)

Cooperating Teachers indicate that Co-Teaching led to:

- Ability to reach more students, particularly those with high needs (93.5%)
- Better relationship with their teacher candidate (91%)
- Experienced professional growth (89.2%)
- Enhanced energy for teaching (87.8%)
- Hosting a candidate without giving up my classroom (87.1%)
- Teacher candidate had a better experience than they would have through with a traditional model (81.7%)

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Benefits to Cooperating Teachers

Focus Groups
(N=92)

Additional benefits of Co-Teaching:
- Ability to do projects more successfully
- Class time is more productive
- Modeling and participating in teamwork
- Candidates become competent more quickly
Sharing Responsibilities

Cooperating Teacher

Planning

Teaching

Teacher Candidate

Assessment
Sharing Planning

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources
Sharing Instruction

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson
Sharing Assessment

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades
The Student Teaching Triad

Teacher
Candidate

Cooperating
Teacher

University
Supervisor

Communication

What role does each person play?
So . . .

What does this look like?
The Teacher Candidate

• Contribute ideas form the very beginning of the experience
  • Come ready to learn; be enthusiastic and show initiative
  • Ask questions and discuss professional issues
  • Share ideas and work cooperatively; be flexible
• Engage with students assisting with their learning from the very first day
  • Help with all classroom responsibilities...record keeping, grading, etc.
  • Know your content and be a continuous learner
• Demonstrate competencies as a teacher
  • Plan engaging, standards based lessons
  • Know and implement co-teaching strategies
  • Accept feedback and put suggestions for improvement into practice
  • Be reflective about your practice
• Have opportunities to teach alone
  • Demonstrate respectful behaviors
  • Be patient with yourself and your cooperating teacher
• Be proactive in initiating communication with your triad members
• Be a sponge; learn all you can from everyone in the building
The Cooperating Teacher

• Help the teacher candidate feel comfortable and welcome
  • Review school policies and procedures
  • Encourage teacher candidate to get involved in school activities
  • Share materials and ideas

• Assist the candidate in developing standards based lessons
  • Observe and provide constructive feedback
  • Know and implement the co-teaching strategies
  • Mentor and guide the teacher candidate

• Model effective teaching strategies and professional behavior
  • Be flexible; allow the teacher candidate to try new ideas
  • Communicate expectations
  • Be understanding and patient
  • Maintain consistency and accountability
The University Supervisor

• Provide a systematic and consistent presence
  • Provide program information to the cooperating teacher and teacher candidate
  • Observe and provide feedback on a regular basis

• Act as a confidant for both the cooperating teacher and teacher candidate
  • Be an advocate for the teacher candidate
  • Help the team build good communication and facilitate positive interactions

• Set clear expectations; be honest about a student's performance
• Handle the difficult situations that might come up
• Schedule three-way conferences at the beginning and end of the experience
• Be knowledgeable in and supportive of the use of co-teaching strategies

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Building Administrator

• Be enthusiastic and show support
• Allow time for planning and collaboration
• Ask questions and discuss professional issues
• Advocate and explain co-teaching to your staff and parents
• Support your co-teaching teams, because sometimes change is hard
• Be that empathetic listener
**Co-teaching Team Expectations**

- One hour of dedicated planning per week
- Implementation of co-teaching strategies
- Weekly reflective journaling

- Complete End-of-Experience Survey
- Complete all Northwest Missouri State student teaching requirements
Co-Teaching Strategies/Approaches

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative (Differentiated) Teaching
- Team Teaching
One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.
One Teach, One Assist

One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.
Station Teaching

The co-teaching pair divide 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.
Parallel Teaching

In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.
Supplemental Teaching

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 extended or remediated.
Alternative or Differentiated Teaching

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.
Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. 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 available to assist students and answer questions.
Co-Teaching is not simply dividing the tasks and responsibilities between two people.

Co-Teaching is an attitude
an attitude of sharing the classroom and students

Co-Teachers must always be thinking

We're Both Teaching!
Questions?

What do you think is the biggest hurdle to implementing co-teaching in your school?