

Co-Teaching in Student Teaching

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St. Cloud State University

Teacher Quality Enhancement Center
St. Cloud State University
College of Education

History of Co-Teaching

- Began with PL 94-142, now IDEA - SPED/Gen Ed needed to work together to provide the least restrictive environment for students
- Walsh & Snyder 1993 – Increased academic achievement in 9th grade co-taught classroom
- Cook & Friend, 1995 – Models of Co-Teaching

History of Student Teaching

- Hasn't changed much in 75 years!!
- Kansas State used co-teaching in their Professional Development Schools where teachers and parents did not want teacher candidates.
- Now parents and teachers request children to be placed in a classroom with a TEACHER CANDIDATE!

Why Co-Teach?

- ✓ Diversity and size of today's classrooms
- ✓ Reduce student to teacher ratio
- ✓ Increase instructional options for all students
- ✓ Enhance classroom management
- ✓ Greater student participation and engagement
- ✓ Enhance collaboration skills

Co-teaching
is defined as two
teachers working
together with groups
of students; sharing
the planning,
organization, delivery
and assessment of
instruction as well as
the physical space.

Co-teaching is an
attitude
An attitude of sharing
the classroom and
students.
Co-teachers must
always be thinking

**WE'RE BOTH
TEACHING!**

Co-Teaching Strategies

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 Drift – One teacher has primary instructional responsibility while the other teacher 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. The groups then rotate or spend a designated amount of time at each station. Often an independent station will be used.

Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio.

Supplemental Teaching – This strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated.

Alternative/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. 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 and are free to interject information and are available to assist students and answer questions.

Number of Co-Teaching Pairs in P-12 Classrooms:

Fall 2004: 61
 Spring 2005: 88
 Fall 2005: 100
 Spring 2006: 103
 Fall 2006: 121
 Spring 2007: 110
Impacting more than 18,000 P-12 Learners

Quotes:

“Our teacher candidates who co-plan and co-teach progress through the stages of a student teacher at a faster rate than those who don’t.” - University Supervisor

“The teacher candidate is far more invested in both planning and teaching right from the start using this model.” - Cooperating Teacher

“My cooperating teacher includes me in everything. She always finds a way to incorporate my name so the students know it is both of us. My name is on everything that goes home, and even on the door.” - Teacher Candidate

Benefits to Cooperating Teachers (N=279)

- ◆ Being able to reach high need students.....93.5%
- ◆ Better relationship with teacher candidate..... 91%
- ◆ Professional growth through co-planning89.2%
- ◆ Enhanced energy for teaching.....87.8%
- ◆ Host candidate without giving up classroom ...87.1%

IMPACT ON K-6 STUDENT ACHIEVEMENT

For the past three years, K-6 student achievement has been measured in Reading and Math using both the Minnesota Comprehensive Assessment and the Woodcock-Johnson III (Research Edition). Research has demonstrated a statistically significant gain for students in co-taught classrooms. In addition, research has demonstrated that students in a classroom with a co-teaching teacher candidate out-gain those students in classrooms with traditional teacher candidates. This has also reached the level of statistical significance.

Reading Gains (W Scores)	CoTaught (N=223, 225, 322)	Not CoTaught (N=99, 124, 172)	p
2004-2005	15.7	9.9	.002
2005-2006	24.4	18.7	.024
2006-2007	14.8	11.8	.010

Reading Proficiency (MCA)	CoTaught (N=318, 484, 398)	Not CoTaught (N=1035, 1597, 1937)	p
2004-2005	82.1%	74.7%	.002
2005-2006	78.7%	72.7%	.004
2006-2007	74.9%	64.1%	.001

Math Gains (W Scores)	CoTaught (N=221, 206, 313)	Not CoTaught (N=99, 143, 182)	p
2004-2005	17.2	13.9	.039
2005-2006	20.3	17.4	.075
2006-2007	14.3	12.1	.045

Math Proficiency (MCA)	CoTaught (N=317, 524, 364)	Not CoTaught (N=1032, 1831, 1984)	p
2004-2005	82.3%	75.3%	.009
2005-2006	68.9%	64.1%	.043
2006-2007	69.0%	61.5%	.007

IMPACT ON TEACHER CANDIDATES

The College of Education at St. Cloud State University has adopted a summative evaluation of student teaching that is based on the ten INTASC standards plus professional dispositions. Data collected from university supervisors from 2005-2007 demonstrates that candidates using co-teaching during their student teaching experience consistently scored higher on the evaluation than did candidates in a traditional placement. In five of the eleven assessment areas, this difference was statistically significant.

Standard	Co-Teaching Mean (N=284)	Not Co-Teaching Mean (N=361)	p
Student Learning	3.40	3.27	.01
Learning Environ.	3.37	3.25	.02
Prof. Develop.	3.50	3.35	.01
Partnerships	3.45	3.33	.02
Prof. Dispos.	3.61	3.49	.02

Benefits to Teacher Candidates (N=201)

More than eight in ten (81.7%) cooperating teachers (N=279) reported that they believed that their SCSU teacher candidate had a better clinical experience than [would have occurred] in a more traditional model



In an end of experience survey (N=201), teacher candidates agreed they had benefited from co-teaching in the following ways:

- ❖ Improved classroom management skills..... 93.5%
- ❖ Increased collaboration skills 92.5%
- ❖ Taught more..... 90.8%
- ❖ Deeper understanding of the curriculum 89.1%
- ❖ More opportunities for self reflection 88.6%