Abstracts from the

National Conference on Co-Teaching

Minneapolis, Minnesota


Listed in order of presentation at the conference
Redefining Reflective Practice: Co-Teaching in Linguistically Diverse Elementary Classrooms

Research suggests an urgent need for teachers who can demonstrate both culturally responsive classroom practices and content area expertise needed to support academic language growth for all students regardless of ability or background (Darling-Hammond, 2012). Seeking an innovative response, teacher educators at the University of Connecticut partnered with a Title I elementary school to launch a small-scale research project to investigate how co-teaching practices could enhance engagement with mathematical discourse in four linguistically diverse classes. Each co-teaching team worked together in a classroom where Spanish was the home language of many students, and included one veteran teacher and one master’s intern who had completed student teaching the year before. Preliminary results suggest that the implementation of co-teaching strategies, accompanied by focused PD and co-planning opportunities, increased student-teacher interaction, instructional flexibility, and attention to individual needs—thereby increasing opportunities for meaningful mathematical discourse. And although the original focus of this project was on improved student outcomes, interviews suggest that the thoughtful implementation of co-teaching also supported a more positive work environment in which reflection and dialogue about student progress was enhanced. This reaffirms prior findings which suggest that collaboration afforded by co-teaching can serve as a source of peer support and professional growth for teachers working to meet diverse needs in challenging contexts (Dove & Honigsfeld, 2010).

Flesher, Westberg, Sandoval

Co-Teaching in Student Teaching - How do we do it?

Learn about the newly designed Teacher Preparation Program at Arizona State University. We have been ranked #1 in the nation for Innovate Universities! In this session, you will be able to hear what is happening in this new model of Student Teaching, we are calling the Senior Year Residency. You will be meeting an actual student teacher, from the iTeachAZ Student Teacher Preparation Program, an iTeachAZ Mentor Teacher, and an iTeachAZ Site Coordinator. You will be exposed to the overall picture - how it is planned out and how the participants are trained, all the way to a snapshot of daily life in a 3rd grade classroom. 

The iTeachAZ Site Coordinator has been at the college supervising student teachers since 2003, and has 5 years’ experience facilitating the iTeachAZ Student Teacher Preparation Program. She was at the ground level, helping the college transition from the one-semester student teaching experience, to the full one-year model. The iTeachAZ Mentor Teacher is an ASU alum, completing the single semester student teaching experience herself, and has 2 years experience as an iTeachAZ Mentor Teacher. The iTeachAZ Teacher Candidate has completed her Senior Year Residency of student teaching, graduated, and is now in her 1st year of teaching.
Benefits of a Co-Teaching Residency in Secondary Education (RiSE)

The Residency in Secondary Education (RiSE) program is an innovative 12-18 month graduate program combining a Master of Arts in Education and teaching credential in one of the following areas of mathematics, science, language arts, and special education. The RiSE program is part of a larger grant funded by a Teacher Quality Partnership grant, PRISMS. The PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science represents a major commitment by all partners in a comprehensive reform initiative aimed at significantly improving the preparation and retention of secondary STEM, English and special education teachers and enabling those teachers to effectively support improvement and equity in student academic performance in rural schools.

Students who participate in the RiSE program are called teacher residents. A teacher residency differs from traditional student teaching in significant ways. Teacher residents begin working with their mentor teachers prior to the opening of the school year and work full-time, four days per week at the school site for the entire academic year. Residents assume responsibility for co-planning and co-teaching with their mentors from day one, and participate with their mentors in a variety of classroom-, school- and district-related activities. They are, in effect, additional faculty members in the classrooms and at the schools where they are assigned. Throughout the first year of residency, data was collected and analyzed for the following questions:

- why the teacher resident participated in the residency program instead of a traditional program,
- resident’s beliefs about the residency program,
- resident’s relationship with their mentor,
- benefits and drawbacks of co-teaching, and
- the utilization of the mathematical practices in math classrooms only.
The clinical experience is an opportunity for not only teacher candidates but also cooperating teachers, principals, university supervisors, and teacher education faculty to support one another through professional collaboration. One way to foster collaboration is within the context of professional learning communities. As part of a collaborative project grounded in co-teaching to student teach, three Pennsylvania IHEs and an intermediate unit partnered to establish online PLCs. The intent of the PLCs was to engage all who were involved in the project in meaningful conversations about effective teaching, challenges that teacher candidates and co-pairs faced, and possible solutions to those challenges. One high school partner supplemented the online conversations with a face-to-face PLC that was open not only to co-pairs, but also to any teacher who wanted to learn more about co-teaching. Teachers could apply their participation in the PLC toward the requirements of the Teacher Effectiveness Measure, the instrument used to evaluate teacher performance in Pennsylvania. This session will explain the different configurations that were tried to maximize participation in the online PLCs; discussion prompts that triggered the most discussion; and accountability efforts that worked best. Additionally, videos created by the district superintendent, high school administrator, and teachers who participated in the high school PLC will be shared.
Co-Teaching within California State University Teacher Education: Implementation & Buy-In

The panel presentation will consist of speakers from three California State University campuses (CSU) presenting on the implementation of co-teaching during the clinical experience in each of the three teacher education programs. Representatives from Cal Poly will present on a yearlong, mixed methods study that examined the implementation of the co-teaching model within the clinical experience of a teacher education program, investigating the different levels of understanding and buy-in to the co-teaching model. Presenting data on eight co-teaching pairs (four English and four science), findings reveal that a continuum existed regarding cooperating teachers' views of their role as a co-teacher (viewing teacher candidate's development as either fixed or fluid) and the purpose of the clinical experience. Where a cooperating teacher fell on this continuum allowed co-teaching to be implemented with fidelity or for practices aligned with a traditional approach to student teaching to occur. Presenters will provide recommendations for credential programs as to how to train and support cooperating teachers and co-teaching pairs to move them further along the co-teaching continuum. Providing one recommendation on how to move co-teaching pairs along the continuum of co-teaching implementation, representatives from CSU Monterey Bay will share suggestions for expanding upon the current co-instructional strategies by focusing on instructional strategies such as cooperative learning, Socratic seminars, and jigsaws first and then determining how these models of teaching can play out more effectively when they are planned and conducted by two teachers in the classroom. In addition, representatives from CSU Bakersfield will provide other concrete recommendations to support co-teaching pairs to implement co-teaching with fidelity and move beyond traditional student teaching.
Johnson, Desutter, Labrensz

Creative Co-Teaching: Broadening the Practice in Pre-K through Higher Education

In this presentation, we share how co-teaching can be creatively implemented in Pre-K through higher education. Often times co-teaching is thought of as a model to support inclusion of students with exceptionalities (Friend, Cook, Hurley-Chamberlain & Shamberger, 2010). In that model, co-teaching is defined as a process between general education and special education teachers (Friend & Cook, 2012). We, however, will present how all professionals could use co-teaching to enhance their instruction for the benefit of teachers and students. We first discuss how we model co-teaching in a variety of teacher preparation courses at MSUM and then elaborate on how teacher candidates practice co-teaching in the field. We continue with how the co-teaching model can be applied in various settings. Benefits and challenges are included as a way to recognize the opportunities and responsibilities professionals encounter as they try to apply co-teaching to their situation. Participants will be invited to share their thoughts and circumstances pertaining to implementing co-teaching.

Co-Planning Strategies to Support Co-Teaching

Planning is an “important and often underappreciated aspect of teaching practice, when teachers make decisions that ultimately impact students’ opportunities to learn” (Superfine, 2008, p. 11). Additionally, planning is a complex task. “During the planning phase, teachers make decisions that affect instruction dramatically. They decide what to teach, how to organize the classroom, what routines to use, and how to adapt instruction for individuals” (Fennema & Franke, 1992, p. 156). Research stresses the critical role of co-planning within a co-teaching context (e.g., Howard & Potts, 2009; Magiera, Smith, Zigmond, & Gebauer, 2005). Existing literature on co-planning describes considerations that go into creating a plan. For example, Bryant and Land (1998) suggest planning for cooperative grouping, vocabulary development, and planning for assessment. Murawski (2012) provides general directions for how teachers should work together to co-plan, such as “select an appropriate environment without distractions” (p. 9) and “determine regular roles and responsibilities” (p. 10). Our intent is to move beyond general advice. To this end we propose six strategies to help co-teachers co-plan effectively. Our work is grounded in the research base for co-teaching (Bacharach, Heck, & Dahlberg, 2010; Murawski & Spencer, 2011). We will discuss six co-planning strategies: one plans, one assists; partner planning; one reflects, one plans; parallel planning; one plans, one reacts, and team planning, and then provide suggestions for implementation. These strategies have the potential to provide substantial support to interns as they learn to plan for instruction and to improve the quality of co-teaching in the classroom. They also have potential to support a wide range of other co-teaching partnerships including professional learning communities, collaborations between regular educators and special educators, and interactions of classroom teachers and instructional coaches.
Allen, Kentfield

Excellent Care of Co-Teaching Supervisors: Our Caring Responsive Action Plan

Supervisors of a co-teaching candidate’s internship play an integral role in teacher candidate preparation and in the university community. However, during informal individual interviews, several supervisors shared concerns about being “unheard” and “unsupported”. These supervisors had the perception that the administration in the education department was unresponsive to their ideas and needs. In reaction to these concerns, a process was developed that incorporates listening, a needs assessment, discernment of important action items, frequent bilateral feedback and continual action plan evaluation by supervisors and administrators. A needs pre-assessment of archival review, requirement/aspiration Likert scale survey, and individual supervisor interview was conducted at the beginning of the semester. A listening session with all supervisors present provided expanded data. The needs pre-assessment identified needed changes in administrative communication, co-teaching training, and positive acknowledgement of the supervisor’s value to the teacher candidates and the university. Utilizing a discernment process, these changes were ranked in order of importance to supervisors. Supervisors helped develop a detailed administrative action plan for these changes that incorporated frequent electronic feedback and listening sessions. A needs post-assessment conducted at the end of each semester was analyzed by administrators using quantitative and qualitative methods.
Marra, Kornelis

Iron Sharpens Iron: Implementing Best Practices in Co-Teaching

Recently the Education department at Dordt College revamped its program. We were implementing co-teaching during our year-long student teaching experience for seniors, but we felt it would be more effective if students had experience with co-teaching before being one of the main participants. As changes were discussed, we were challenged to look for opportunities to implement co-teaching so students would benefit from it as a student as well as seeing it modeled and explained. As a result of this, Ed Starkenburg and Gwen Marra have been co-teaching an undergraduate Children’s and Adolescent Literature course. They will share their experiences of implementing the various strategies and data they have collected from students who have taken the course. Planning, instruction, and assessment ideas will be shared. We will discuss how our co-teaching began and how it has evolved in the past two years. We will discuss the importance of trust and flexibility as a teaching experience is shared. Pat Kornelis will share the connections between research and this implementation as well as the benefits this has had on co-teaching during the senior year at Dordt College. There will be time for questions at the end of this session.
Did Pre-Service Special Educators Implement Learning About Co-Teaching?

As a faculty participant in a co-teaching grant from St. Cloud State University’s Academy of Co-Teaching and Collaboration, I was inspired to refine sequencing of co-teaching skill development across our special education program. The core program was already successfully implementing St. Cloud’s model of co-teaching at the student teaching level. My challenge was to build on that more substantially for those pre-service teachers pursuing certification in special education. First, I identified three courses in which to sequence co-teaching skills. In a course about inclusion practices, students co-plan and co-teach stations at a museum, inviting children from one school. In a second course about strategies for teaching children with mild or moderate disabilities, students are required to implement one model of co-teaching in field instruction. Also, students co-teach content to peers, implementing varied models. In a third class about strategies for teaching children with severe or profound disabilities, students implement co-teaching in an internship, develop comprehensive plans for co-teaching with service providers and supervision of para-professionals, and co-teaching lessons with peers. Second, comprehensive program evaluation surveyed students at three points, asking questions about self-efficacy, professional development goals, evidence-based practices, and models of co-teaching implemented in field experiences. This presentation will review implementation of those program changes, including what worked and what needed further refinement. For example, some students used collaboration on co-teaching as a defense to violate academic integrity. Data from the program evaluation surveys will be shared about frequency of implementation of each model of co-teaching and interaction between implementation of co-teaching and other assessed factors such as self-efficacy or implementation of evidence-based practices.
Fisler, Jorgensen

Everyone Wins: Co-Teaching Benefits for All Participants

In this presentation, representatives from a collaborative team across three IHEs and multiple school districts will describe their work in Project Excellence, a state-funded eligible partnerships grant implemented over five semesters. This project used a co-teaching model to improve teacher preparation through improved clinical practice, meaningful collaboration opportunities for IHEs and LEAs, and access to common professional development for IHE faculty and K-12 educators.

Because of its potential to facilitate collaboration, communication, and professional growth, we chose co-teaching as a model for the student teaching experience. While there are many facets of the co-teaching model and its implementation that we could discuss, we focus on specific professional development outcomes for teacher candidates and cooperating teachers. The following data sources support our findings: pre- and post-surveys of participants and control group; interviews with teacher candidates and cooperating teachers; and responses to online professional learning communities and participant meetings. As a result of the presentation, attendees will identify ways in which the co-teaching model supports the development of positive teaching efficacy beliefs, collaboration, and leadership skills for teacher candidates and serves as a form of job-embedded professional development for cooperating teachers. The session will conclude with an opportunity for presenters and attendees to dialogue about co-teaching and related practices to support teacher development.

Audience Engagement: The presentation will include an interactive component where participants contribute their best practices and questions about co-teaching and/or the development of teaching efficacy beliefs, collaboration, and leadership skills for their candidates.
The TeachOregon initiative asked school districts & higher education to partner in ways that revolutionized the teacher pipeline & diversified our teaching staff. With a goal to "grow our own," The PAC set out with a three legged stool approach, recognizing without one, the stool will fall & our students miss out on exceptional learning opportunities. 1) Identify diverse middle & high school students, giving them the opportunity to have field experiences prior to college with supports in AVID, Cadet teaching, & future teacher clubs. 2) To identify current non-teaching employees with a passion for education & holistically support their journey to becoming a teacher. 3) To support those already on the path to becoming educators by improving field experiences through collaborative partnerships between higher education & school districts including purposeful placement & co-teaching. This consortium is committed to not only diversifying the teacher workforce, but implementing supports that aid in teacher retention including professional learning around co-teaching, purposeful pairing, mentoring, & leadership opportunities for veteran staff. Our partnership has improved hiring, collaboration opportunities, & K-12 instruction, & created better prepared candidates entering the teaching workforce. With this demonstrated success, co-teaching has spread beyond teacher candidate partnerships with many staff co-teaching with special education partners & same grade level/content area colleagues. In this presentation we will share the process of our planning, implementation & revision of our work, the structure of our current partnership, & the genuine collaboration required to make this work successful with a goal of enabling PK-20 partners to join in our work, recognizing that through communication, shared resources, & trust we can transform our educational system.
Co-Teaching, Collaboration, & Curriculum: Leveraging the Three C’s in Teacher Education

Jacksonville State University is now in its sixth year with co-teaching as the clinical platform for all initial certification programs. The co-teaching efforts have been successful but faculty sensed that there was untapped potential within the co-teaching matrix. Knowing that continuous professional development in curriculum/strategies and a collaborative mindset are desired dispositions for professional educators, JSU professors envisioned how teacher candidates’ future professional personas could be developed using co-teaching. Accordingly, professors strategized to design opportunities for all TCs to gain additional knowledge and apply skills in co-teaching, collaboration, and curriculum. Through a social constructivist theoretical base, JSU TCs are given opportunities to learn from and with one another, build professional relationships, and develop a shared responsibility for P-12 student learning. The development of this 'three C' relationship evolved over time, with each program faculty noting needs and gaps in such opportunities. Each program area offered robust opportunities for 'three C' work within its methods courses and practicum experiences. The progression and rigor of the experiences included content delivery and modeling by faculty with gradual release of responsibility to teacher candidates. In this way, the candidates shared responsibility for teaching and learning while acquiring dispositions and skillsets relating to enhanced co-teaching, collaboration, and curriculum. Furthermore, utilizing the 'three C' approach created a synergy within and across teacher education programs, thereby mimicking the interdisciplinary approach to teaching and learning found in today’s P-12 settings.
Raleigh, Mumm, Rutter, Wenz

Purposeful Pairings- The Key to Effective Collaboration

Kaneland Community School District 302 is a diverse, K-12 school district located about 65 miles west of Chicago, IL. We serve roughly 4,400 students. The district pulls from very rural sections of the western suburbs of Chicago, as well the very urban neighborhoods of Aurora and Montgomery, IL. There are 4 elementary schools that service roughly 2,000 students from Early Childhood through 5th grade. Kaneland has been in partnership with Northern Illinois University and the National Association of Professional Development Schools for the past 4 years. Through this partnership we have made tremendous gains in the area of teacher preparation and development. Our co-teaching model, along with the professional development offered to all staff, allows us reach our students at a very deep level, maximizing their learning experiences in the classroom. The added benefits of a successful co-teacher pairing are seen at the social emotional level as well. Students have a additional role model with whom they can connect, and research shows us that having a second teacher in the classroom drastically cuts down on classroom behavioral issues, which once again translates to great student success.
The TEAM Model: A Conceptual Framework for Full-Year Clinical Residencies

In 2015, the TEAM (Teacher Educators and Mentors) Model was designed to provide a conceptual framework for a full-year elementary clinical residency program integrating research from the St. Cloud Co-Teaching Model and the University of Alabama Clinical Master Teacher Model. The TEAM Model has since established multiple versions of clinical residency programs for early childhood, elementary, secondary, as well as MAT programs at Louisiana Tech University. The TEAM Model is a genuine team approach to preparing a teacher candidate to be an effective educator over a full-year experience in a co-teaching environment.

The TEAM Model transforms the traditional student teaching model by adding multiple layers of teacher candidate support through mentor, school leader, and university teams while connecting each team with a clinical liaison. The role of the clinical liaison has been crucial over the past two years in the success of the model. The Clinical Residency Research Center was established in fall 2015 to study the effectiveness of the full-year residency in education. A research study, funded by the state department of education, began gathering data to measure the effectiveness of the clinical residency program. In a comparative study, clinical residency interns and traditional student teachers both completing the elementary program submitted the edTPA portfolio, and both were evaluated in the classroom. Student achievement data was also compared in the TEAM Model co-teaching classrooms to the similar traditional classrooms in same grades and subjects within the TEAM schools. Researchers are in the process of developing a mentor effectiveness research tool that will be piloted during the 2016-2017 academic year. Researchers are analyzing data this summer, and the final comparative results will be prepared for publication in August. A white paper will also be available on mentor effectiveness in clinical experiences.
Co-Teaching, Collaboration, and Community Partnerships: Innovative Practices that Support the Preparation of Future Educators

Educational partnerships between a university and local school districts offer numerous benefits, including sharing knowledge and resources, offering professional growth opportunities, and reflecting on action in practice. However, initiating and maintaining successful partnerships is often problematic. During this session, participants will hear the story about how UW-Parkside’s educator preparation program has secured and maintained collaborative year-long, co-teaching clinical partnerships between the university and the PK-12 school districts it serves. The purpose of this interactive session is to highlight three interrelated initiatives—co-teaching, collaboration, and community partnerships—that place the clinical co-teaching experience at the center of UW-Parkside’s educator preparation program. The session will address research-based strategies and best practices for creating and retaining strong partnerships between an educator preparation program and the school districts that it serves. This interactive session will consist of a brief introduction to UW-Parkside’s developmental co-teaching model, university and district collaboration practices, and community partnerships as innovative practices that positively impact the learning communities of southeastern Wisconsin. This presentation will allow discussion around issues related to: building strong personal relationships with schools; creating bonds among teacher candidates, mentor teachers, and university supervisors; and will stress the importance of taking the campus to the schools.
Pham, Lomeli

Implementing Co-Teaching in California's diverse Central San Joaquin Valley

The direction of student teaching in the Central Valley in California has changed with the adoption of the Co-Teaching Model. Numerous school districts with English Learner student populations have experienced success in implementing the program. After six years of university provided training we are seeing school districts incorporating this method through their own professional development. A major emphasis of the university training has focused on communication, cooperation, trust-building, and values clarification. Enhancing the relationship between the teaching partners will result in quality planning and teaching in the classroom. Both the workshop evaluations and the end of semester surveys have been positive from teacher candidates and cooperating teachers. Data will be shared on various aspects of the program such as demographics, elementary, secondary and special education participation.

Adopting the Co-Teaching model requires a structural program change as well as a paradigm shift from the co teachers, university supervisors and school site administrators. At the basic level, this involves incorporating the language of Co-Teaching in the student teaching handbooks and lesson plan templates for teacher candidates. The presenters will also address some of the challenges and the successes of implementing the program in the San Joaquin Valley. One notable achievement has been enhanced partnerships between the university and local school districts. Finally, the presenters will discuss plans and suggestions for future modifications and direction.
"Taking it on The Road"- How IU Southeast brings Co-Teaching Workshops to Schools

We are unique in our area because we serve a multitude of counties, therefore we partner with many school districts. Our campus is located in Southern Indiana, which borders with the state of Kentucky which includes the largest city, Louisville. Currently there are four bridges (soon to be five), that connects both states for access to our campus. IU Southeast not only services the Southern Indiana Counties surrounding campus (approx. 40), but also we have a reciprocity agreement with the state of Kentucky that adds an additional seven counties to our campus. There are both benefits and challenges when having this much diversity and access to the areas we include for our student teaching placements. We have created a variety of partnerships in very rural areas along with heavily populated urban areas, which add a richness of opportunities for our students to experience. Louisville, offers one of the highest concentrations of ENL (English as a New Language) students found in both states. We also have different state licensing requirements that have to be met for our candidates to become teachers. Many of our candidates have the opportunity to be licensed in both states, which often leads to higher job placements for our region. Using the co-teaching model from St. Cloud University, has really improved our overall program in many ways. We have heavily invested in the professional development and training of our partnerships in the co-teaching model for student teaching. It was a challenge in the beginning, because so many years of the traditional model had been the ONLY way we were training future educators. The biggest factor was the training of our candidates with classroom clinical educators. In this presentation, we will explain how we moved from bringing all our partnerships to campus for training, to taking our trainings “OUT ON THE ROAD.” We also include the overwhelming positive feedback given by our stakeholders, and our success with them.
An In-progress Co-teaching Project: Developing Information, Technology, and Scientific Literacy

Co-teaching defined as two teachers sharing planning, organization, delivery and assessment of instruction, and physical space is modeled and taught by two Emporia State University professors as they instruct 50 undergraduate and graduate educators enrolled in the STEM-ALL project, a three year project funded by the Institute of Museums and Libraries. This project focuses on co-teaching as key in STEM education grades 4 through 12. It paves the way for others to prepare STEM teachers and librarians for collaboration as instructional partners in teaching scientific principles; methods used in STEM, designing and conducting authentic studies and projects; and communicating evidence in multiple formats. Our first year report describes development of the program that required external funding and buy-in from a number of campus entities as well as a status report on completed, or anticipated outcomes, including: 1) development of a blended delivery model; 2) development and university approval of four interdisciplinary courses required for an information technology and scientific literacy certificate; 3) a recruitment plan to attract undergraduate and graduate students to become co-teachers; and, 4) planned expansion of the body of research focused on co-teaching. Based on our experiences, we will offer recommendations for making changes and building partnerships.
Froemming MJ.

Department of Teacher Development, St. Cloud State University (SCSU)
Supporting Pre-Service Teachers in classrooms crowded with Generational Differences.

Advancing pre-service teachers' classroom management skills through explicit instruction of standards and by enhancing generational communications in classrooms

Background: In response to an increasing number of concerns with pre-service candidates' classroom management skills and their ability to effectively communicate with their cooperating teachers, a two-fold intervention was designed. Explicit instruction of classroom management standards and critical examination of generational differences was conducted prior to the commencement of student teaching for both teacher candidates. University Supervisors also received training on the broad dispositions of Millennials, subsequently helping them understand how to support communication between teacher candidates and the cooperating teachers from different generations. Methods: First, candidates were led through a process that led them to eventually articulate reflective statements about what would be seen/heard in their classroom that would support the Interstate Teacher Assessment and Support Consortium (InTASC) standard for classroom management. Secondly, candidates were led through a role play which outlined the communication hallmarks of each generation represented in their classroom, with an emphasis on the dispositions of Millennials which is the category which broadly defines most traditionally aged candidates. These activities were conducted with the candidates in a methods classroom. University Supervisors received their information at an in-service. Results: When presented with the task of breaking apart the InTASC standard and writing appropriate reflective statements, all 63 participants successfully demonstrated appropriate understanding. After completing the role play, candidates then wrote reflective responses about their responsibilities to support positive communication, taking account of the different manners in which different generations communicate. The results of the study will be monitored in the classroom by the University Supervisors during the upcoming months. Data collected at the end of the student teaching experience will then be examined and used as a baseline for future semesters. Specifically, the number of remediation plans needed for classroom management and professional communication will be monitored. Conclusions: It is believed that leading teacher candidates through a process in which they articulate ownership statements of the expectations for classroom management and in which they are made aware of generational differences in their classroom will have a positive effect on their performance while student teaching. It is also believed that this process will result in a decrease in the number of remediation plans written for these reasons.
Increased accountability for teachers has provided an unexpected threat for the clinical experience model. Recently, fewer clinical teacher partners have agreed to host teacher candidates in their classrooms, most citing a potential decrease in their student test scores as the reason for their lack of willingness to host a teacher candidate. Faculty worked to address these concerns by implementing co-teaching models, examining, in particular, the 2:1 model as a way to alleviate the situation and potentially decrease the number of field placements made. Placing two teacher candidates with one clinical teacher has provided benefits for district partners as well as teacher candidates. Data shows candidate performance in a 2:1 model is parallel to those prepared in a traditional model in terms of edTPA scores. However, additional evidence suggests that 2:1 candidates are better able to collaborate with colleagues than their non co-teaching peers. Data from clinical partners also suggests that there are professional growth benefits for clinical teachers when hosting co-teaching interns and increased growth for the K-12 students in these classrooms. Presenters will share the three models (1:1 co-teaching, 2:1 co-teaching, and traditional) currently used in internship placements and teacher candidate performance in each model, and implementation suggestions for the 1:1 and 2:1 models will be shared. Further, participants will explore how co-teaching meets multiple teacher candidate needs from quality mentoring to level of discourse and raises the effectiveness of graduates.
Sears, Oloff-Lewis, Stone, Grady

Measuring Co-Teaching throughout a Plan-Do-Study-Act Cycle

In this presentation, we will provide an overview of how we implemented co-teaching within clinical experiences at multiple institutions and will describe how we measured the extent to which this venture was effective. We will describe our first plan-do-study-act (PDSA) cycle, instrumentation, and how the data were analyzed and subsequently used. As we examine the data, we will consider outcome measures, process measures, and balancing measures. These various measures provide insight about the results of the actions taken, the extent to which the parts of the PDSA cycle performed as expected, and the possible unintended consequences of the intervention.

Instruments used to measure co-teaching include: Professional development surveys, just-in-time surveys, exit questionnaires, and classroom observations using the MCOP2. The professional development survey measures the extent to which the training was effective in enhancing preservice teachers’ and mentor teachers’ understanding of co-teaching. The just-in-time survey documents the nature of the co-teaching experience across the academic semester. The exit survey collects summative data about participants’ experiences with co-teaching, interactions with collaborators, and the influence of the professional development training on participants’ use of co-teaching. Finally, the MCOP2 measured the extent to which the co-teaching observed aligned with the Common Core Standards for Mathematical Practice (National Governors’ Council, 2010).
Milner, Zunk

An Innovative Approach to Teacher Preparation: The Interdependence of the Co-Teaching Triad

Co-teaching is a relatively new concept in teacher preparation that is not yet well integrated. In order to better prepare teachers for the 21st century that can handle the complexities of teaching, a shift in attitude regarding teacher preparation needs to occur. Current teachers and teacher preparation programs need to work together to form a community of practice that supports inquiry based experiences rather than continuing to use the dominant “sink or swim” model. It is essential that cooperating teachers and university supervisors are viewed as interdependent contributors working together with the academy to improve teacher candidate learning. Consequently, both the sites that the teacher preparation program chooses to use and the individual classroom teachers are critical components to the success of the clinical and field experiences. Our model will demonstrate how to build stronger connections between universities and school partners through authentic conversations which are based on the level of partnership between the two. Enhancement activities range from one-day seminar workshops to semester-long courses embedded within and delivered jointly by Lourdes and partner schools. This structure has been shown to increase opportunities for placements, better meet P-12 student needs, build strong relationships between teacher candidates and cooperating teachers, provide more opportunities for teacher candidates to teach, enhance communication skills of teacher candidates and cooperating teachers, and engage teacher candidates in active and authentic learning with a co-teacher. These reciprocal opportunities help to further the self-efficacy of the mentor teachers and the candidates and improve the learning for the p-12 students. This co-teaching model is flexible and can be adapted to fit the needs of each institution, as well as the needs of pre-K-12 partner schools.
Costner, Grant

Working Through the Paradigm Shift: Co-teaching as the New Standard

This session will provide insight into the development of a full-fledged co-teaching model in all program areas at a midsize regional service institution with an established partnership involving 9 school districts and more than 40 partner school sites (6 of which are professional development schools with an assigned university Faculty in Residence). The partnership network includes a wide range of student demographics (from affluent to poverty stricken) and school settings (from urban to rural) at all grade levels. All members of the partnership had been working together for many years under more traditional student teaching and field experience practices, which meant that the move to co-teaching as the standard model required a major shift of paradigm. / Presenters will share their own experience and development as co-teachers who consistently model co-teaching strategies in all aspects of partnership work. Their story begins even before the institution pursued the idea of co-teaching as the singular approach to student teaching. They will trace their implementation of training sessions with teacher education faculty, mentor teachers, administrators, and teacher candidates from early program through internship. The issues of buy-in ("This won't work--my SPA will never accept this, and it goes against state guidelines."), genuine understanding ("How will our candidates be ready to enter their own classrooms alone?"), and even opposition ("You all can do this if you want to, but not in my program!") will be addressed through discussion of the evolution and tailoring of these training sessions and program components to meet the needs and concerns of the various stakeholders. Participants will leave with strategies for facing the challenges of co-teaching implementation that result from the need for major paradigm shift.
Covington, Smith

Co-Teaching in Oz: The Wizards Behind the Curtain

Presenters are clinical field directors who are deeply entrenched in the placement process of interns; direct lines of communication with school district personnel; responsible for training all parties involved, both internal and external to the institution; and participants on the research team investigating outcomes. Other topics to be shared include: the impetus for beginning co-teaching as an internship option; integration of co-teaching across multiple content areas; and problem solving of issues related to change, policies, and research. The “Brain” component of this presentation will address the structure of co-teaching research and outcomes necessary for institutional change. The program’s response to state mandates related to teacher evaluations and the willingness of classroom teachers to host interns. The “Heart” component of this presentation will address the desire to provide the best opportunities for our pre-service teachers. Presenters will elaborate on the challenges of finding high quality host teachers in a time of teacher shortage. The “Courage” component of this presentation will address the problems that surfaced during implementation, being able to sustain the initiative, and maintaining the buy in for co-teaching. Focus will be placed on internal and external program communication efforts. Participants will engage with the wizards through whole group and small group discussions centered on the issues of the Brain, Hearth, and Courage of co-teaching. By the end of the session, participants will safely navigate the yellow brick road so they can successfully return home to implement co-teaching as a student teaching option.
Instructional Goals Explored: Teacher Candidates in the Final Clinical Experience

This study, framed as a qualitative case study, examined the instructional goal setting process of teacher candidates during their final clinical experience. The study followed three teacher candidates at a Midwestern university who were enrolled in their final clinical experience semester of their teacher preparation program. Methodology included document analysis and interviews. The teacher candidates set goals in four instructional areas: engagement, differentiation, classroom management, and assessment. The study found that the case study participants successfully set instructional goals using self-reflection as well as feedback from their university supervisor and their cooperating teacher (co-teacher). The study also found that the teacher candidates utilized prior knowledge, coursework, and field experiences to help them set their instructional goals. In order to prepare teacher candidates for their first classroom job, the instructional goal setting process will help the teacher candidates to know their strengths and areas of weaknesses, so they can incorporate those into their first professional development plan.
Implementing Co-Teaching in New Jersey in Changing and Challenging Times

Starting Fall 2017, students entering the teaching profession in New Jersey will have to go through more rigorous requirements to become a teacher. The purpose of the new policy is to maximize the quality and effectiveness of teachers by enhancing teacher preparation and certification. Franklin Elementary school in Bloomfield has been developing the co-teaching model as a way of responding to the new challenges by providing pre-service teachers the opportunity to engage in true collaboration with the cooperating teacher. In our model, both partner teachers participate fully in all aspects of instruction, from planning to assessment. Co-teaching is used to improve the quality of the student teaching experience by providing student teachers opportunities to engage in all types of teaching and non-teaching school and community activities, as well as to learn about teachers’ roles and responsibilities. Student teachers begin their experience in the summer and participate in a number of activities interacting with school personnel and community members. The teachers who participate in co-teaching are highly motivated educators who are deeply committed to the stewardship of the profession. They learn from the new ideas and research findings that the student teacher brings from the university courses while guiding them into the practical aspect that the university does not always provide. The co-teaching model blends multiple approaches to teaching in order to match the lesson and target student needs (Friend & Cook, 2012). At Franklin, the co-teachers work collaboratively and reflectively, and are genuinely open to sharing their classroom and students on all levels. By making all aspects of teaching transparent, thinking aloud and sharing responsibility for the learning, the co-teachers, the mentor and the university professor provide student teachers with genuine, invaluable, and real world exposure that would not have been attainable otherwise.
Lessons Learned About Implementing Co-teaching with Undergraduate and Graduate Teacher Candidates

This presentation will provide data from university supervisors, teacher candidates and cooperating teachers about the benefits and challenges of the co-teaching model. Bethel has been using the co-teaching model for several years at the undergraduate level, and for one year at the graduate level. Research reports increased academic achievement associated with co-teaching. A comparison of the achievement scores in reading and math of students in co-taught classrooms, students in a classroom with a single teacher, and classrooms where a non co-teaching model of student teaching was undertaken. Researchers reported that students in co-taught classrooms statistically outperformed students in either of the other settings (Heck, Bacharach, and Mann, 2010). We have seen several benefits from co-teaching. For cooperating teachers, co-teaching allows them to model effective teaching strategies to their teaching candidates, and doesn’t force them to give up control of their classroom. For teaching candidates, it gets rid of the “sink or swim” model that used to characterize student teaching. It allows them to plan, instruct and assess together with their cooperating teacher. One of the challenges is getting cooperating teaching to attend training. We have held training at Bethel but have not gained 100% attendance. The burden then falls on university supervisors and the teaching candidates themselves to train the cooperating teaching. Because of this we are considering implementing an online training module for our cooperating teachers. We have also found that not all co-teachers buy-in to co-teaching. We will also discuss future plans to strengthen our co-teaching implementation based on lessons learned.
Sebald, Meyers, Drager, Pike

**Collaborative Research Study Examining Co-Teaching in Context**

Faculty from the Center for Educator Preparation at Colorado State University and the Department of Education at LaGrange College will share their journeys in establishing, building and expanding co-teaching during student teaching into their pre-service teacher training programs. Faculty and staff at the CEP prepare teachers in 17 different licensure areas within the state of Colorado at both the bachelor and master degree levels. In addition, it is the only preparer of all four aspects of STEM education (science, technology, engineering and math) within the state. Using a Professional Development School model based upon the work of John Goodlad (1984), university faculty work with PreK-12 clinical faculty to prepare ECE, K-12 and Secondary teachers. Teacher candidates' preparation culminates with the option to participate in a co-teaching during student teaching practicum. The Center places approximately 300 teacher candidates each year with 50% or more opting into co-teaching during student teaching. Faculty from the Department of Education at LaGrange College prepare pre-service teachers in early childhood, elementary and secondary education. Faculty from LaGrange have begun using co-teaching within their elementary education teacher training program at a time similar to CSU. Presenters will discuss why co-teaching was explored, their participation in the Academy of Co-Teaching and Collaboration Train the Trainers Workshop, how they developed and implemented this model using a back-ward planning approach during program implementation, share where they are now and discuss goals for future programming. During the presentation, faculty from both institutions will discuss the results of a collaborative study conducted spring, 2016. The study solicited participation from teacher candidates and cooperating teachers from both institutions and explores the importance of context when using various co-teaching strategies.
Pushing Out of the Blocks: First Year of Co-teaching Implementation, Ready...Set...Go!

Innovative activities to strive for buy-in with the co-teaching model at Tarleton State University include aggressively reaching for the right foot strike to push out of the blocks to have the best start possible. We planned to train clinical teachers, mentor teachers, administrators, and university supervisors to have everyone hear the same message. First Days of School was an innovative idea to get students in the field before school started and to be in their classrooms the first days of school working closely with the mentors, school faculty, students, and parents. We planned WIN (What I Need) coaching session lunches to debrief and address concerns of clinical teachers. We surveyed both mentor and clinical teachers to determine successes, issues, and concerns about co-teaching. Based on feedback, we planned for year 2 and moved forward gaining speed and avoiding obstacles to the finish line. Teaming up with our PDS partners is critical for our success. We know the value of all members being involved, all members knowing the data, and all members planning for the future...for the success of our PDS team, the success of the public school students, the success of our university program, and the success of the teaching profession.
Co-Teaching as Collaborative Activity System in Teacher Preparation

Co-teaching has emerged in the literature as an effective instructional practice for preparing new teachers and better serving diverse K-12 students (Bacharach, Heck, & Dahlberg, 2010; Roth & Tobin, 2005). While much of the co-teaching literature focuses on descriptions of co-teaching instructional strategies (Bacharach, Heck, & Dahlberg, 2010) and clarification of co-teaching roles, responsibilities, and expectations (Friend & Cook, 2009), studies over the last decade are increasingly interested in how co-teaching impacts the developmental process of learning to teach and the learning of K-12 students (Scantlebury, Gallo-Fox, & Wassell, 2008). In this qualitative study, we employ cultural-historical activity theory as a framework to examine four years of data from MENTOR, a residency based co-teaching program in the Single Subject Program at Northern California University (both pseudonyms). Data collected included 30 classroom visits and field notes, five videotaped classroom observations, 12 audiotaped interviews of co-teaching pairs, and 30 observations of co-teaching using a teaching feedback and evaluation instrument. Major findings from the grounded theoretical, constant comparative analysis of the data sources include: 1) the identification of the nodes and goals of a co-teaching activity system, 2) the importance of co-teachers negotiating their own differences in order to reach their highest potential in meeting the needs of diverse students, 3) the central role that co-generative dialogue sessions play during both planning and reflection sessions in enhancing both teaching practice and the co-construction of expertise, 4) the central role of the "language of co" in mediating all aspects of the co-teaching activity system, and 5) how the expansion of agency in co-teaching activity systems contributes to student learning and professional development of co-teachers. Implications will be discussed.
The student teaching experience is one of the most important parts of all teacher preparation programs. The co-teaching model is becoming more widely used and accepted. However, often times this model is introduced when the student teaching experience begins. Most teacher preparation programs include several field experiences prior to formal student teaching. When considering field experiences for teacher candidates, co-teaching strategies can and should be introduced by using a gradual release model, common in K-12 instructional practices. The gradual release model of “I do, we do, you do” is effective in K-12 instruction and can be equally effective with preservice teachers when they are learning how to instruct K-12 students and preparing them to co-teach with their peers or mentor teachers. But while the first and last parts of that approach have been polished in many teacher preparation programs, the middle element of field experiences are often not as strong. “We do” too often is “You do and we watch” or “I do and you watch,” resulting in an experience that is less productive for the teacher candidate, the mentor teacher, and the faculty member. More importantly, it has not prepared all of the teacher candidates to be successful during student teaching. With this concern in mind, Miami faculty considered how to change field experiences to add the missing “We do” piece. Every educator--teacher candidates, mentor teachers, and teacher preparation faculty--had to be involved in order to ensure that all perspectives were included and valued. This presentation will discuss a newly created partnership model for field experience that embraced these varying perspectives. Participants will leave this session with tips, strategies, and our handout titled “STEPS to success: Co-teaching and mentoring tips every educator should use.”
Coming Full Circle with Co-Teaching

Since 2004, St. Cloud State University (SCSU) has studied, implemented, and encouraged a co-teaching model of student teaching. This model has gained national attention and today hundreds of institutions have implemented and adopted the co-teaching model of student teaching. Co-teaching is an exceptional way to encourage collaboration between cooperating teachers and their teacher candidates. Research has shown co-teaching positively impacts the academic achievement of elementary students; and benefits have been reported for all stakeholders including, cooperating teachers, teacher candidates, and P-12 students (Bacharach, Heck & Dahlberg, 2010).

SCSU’s co-teaching model was built on the work of Special Educators Lynne Cook and Marilyn Friend (1995) who introduced a variety of co-teaching strategies for use in general/special education partnerships. Building on their foundation, we modified and extended these strategies to better meet the pedagogical needs of cooperating teachers and teacher candidates in a clinical relationship. When partnering with our local schools, the co-teaching model is recognized as professional development; it wasn’t viewed as only an effective strategy to be used when hosting a teacher candidate, but an effective strategy to be used whenever there was more than one adult in the classroom. Today, we’re seeing how this co-teaching model is re-energizing our school-university partnerships.

We share a common vision of co-teaching with our partner school district, and through this vision we have joined forces to share and exchange resources. We have come full-circle, together as partners we are building capacity to support co-teaching not only as a model for student teaching, but as best practice for co-teaching between general education, special education and ELL teachers. The perspectives of both school and university voices will share the impact of the co-teaching model on the partnership.


Located in Central Pennsylvania, the Steelton-Highspire School District is a small urban public school system that serves approximately 1300 students. The district’s profile indicates that 72 percent of the students are economically disadvantaged. The racial composition of the student body is 52% Black, 21% Hispanic, 19% White, and 8% Other. The teaching staff comprises about 100, with 52 teachers assigned to the secondary school, ten of whom work with Grades 7 and 8. Both elementary and secondary principals in the district welcome teacher candidates from Penn State Harrisburg which is located only six miles from the district. When the University invited Steelton-Highspire to participate in its co-teaching initiative, the administration and teachers were eager to do so. During the 2015-2016 academic year, the eighth grade math teacher partnered with a Penn State Harrisburg teacher candidate throughout the year: two days per week during fall semester, and every day during clinical practice which occurred in spring semester. That partnership proved to positively impact student performance. After reviewing general information on how co-teaching has made a positive difference in the district overall, presenters will detail how co-teaching contributed to improvements in eighth grade math achievement. Both teacher and teacher candidate will explain how they worked together and what strategies were especially effective. Student data will be shared that point to co-teaching as a key contributor to students’ progress.
Sears, Cayton

Transforming clinical experiences for secondary mathematics with co-teaching strategies

Clinical experiences provide teacher candidates an opportunity to make connections between research-based practices emphasized in their university coursework and lessons taught in the classroom. We will describe how ten universities collaborated to transform secondary mathematics clinical experiences by incorporating co-teaching strategies. Initially, we will describe our improvement science design model, and our first plan-study-do-act (PSDA) cycle in which we engaged in developing instruments and data collection and analysis activities. Subsequently, we will have members of our network improvement community (NIC) reflect on how co-teaching is integrated into their respective preservice teacher education programs, and acknowledge potential similarities and differences that may exist between institutions. Afterwards, we will reflect on lessons learned from the collaboration, inclusive of the frequency of the various co-teaching strategies utilized, the need to carefully plan lessons and for professional development, and challenges and complexities faced. Finally, we will conclude by providing insights into our plans to scale up our efforts in future cycles, and our tentative plans for the second PSDA cycle.
Vitrano, Joynt

Oh, the Places We Will "Co": Urban Co-Teaching in Milwaukee

This interactive session will allow participants the opportunity to learn from the successes and challenges of implementing a co-teaching model of student teaching in a K4-8 school in an urban Midwestern district. The district serves a population that is 80% economically disadvantaged, includes 86% students of color, and has 20% of its students identified as having special education needs. Participants in this session will learn and discuss how this model of student teaching responds to the needs of urban students, teachers, and teacher candidates. The evolution of the co-teaching model through the partnership between UW-Milwaukee and the district will be explained. In particular, the process of researching, introducing, planning, implementing, providing ongoing professional development, and evaluating co-teaching as a model of student teaching will be described. On-site professional development opportunities facilitated by UW-Milwaukee throughout the school year will be discussed, as well as how evaluation was used to make a conscious effort to obtain formative feedback (surveys, focus groups, conversations) from teacher candidates and cooperating teachers. Emerging data from the study showing that co-teaching has allowed teacher candidates and cooperating teachers to develop the skills necessary to address a range of academic needs and differentiate their instruction to better serve students will be shared. Through a review of co-teaching planning and observations, the use of anti-biased curriculum and culturally responsive pedagogical techniques within the co-teaching model will also be discussed. Student achievement data will be shared from the 2015-16 school year as well. In our session, participants will have numerous opportunities for questions and sharing their own experiences. Strategies for systemic and sustainable implementation will be discussed.
As a national leader, St. Cloud State has been utilizing the Co-Teaching model of student teaching for 15 years. Research has shown us PreK-12 students, cooperating teachers and teacher candidates all benefit from this collaborative model (Bacharach, Heck & Dahlberg, 2010). We know that preparation of participants is critical along with ongoing support. We have also found that University Supervisors play a critical role in the successful implementation of Co-Teaching since they are the individuals that can help to maintain fidelity of implementation.

To truly understand how co-teaching works, we need to hear from the people in the trenches.....our cooperating teachers and university supervisors. This panel will feature two of each of those individuals. The moderator will pose questions such as: What do see as the benefits of the co-teaching model of student teaching? What are the drawbacks? How is co-teaching different than the more traditional model of student teaching? What are some of the barriers to successful co-teaching? What supports are helpful? The panel will share their stories and then be open to questions from the audience.
Co-teaching has become a popular methodological approach in both pre-service and in-service academic settings. As more college and K-12 institutions adopt this model for teacher preparation, a consideration of factors that inhibit or constrain a positive student teaching experience is necessary. Over the past five years, our single-subject credential program has implemented co-teaching between cooperating teachers and teacher candidates. Our panel will present two perspectives on the pre-service co-teaching experience. Our first paper presents five distinct relationship types for understanding successful and unsuccessful co-teaching partnerships. Two of the relationship types led to stalled growth, one increased the likelihood of failed partnerships and two fostered in-service and pre-service teacher professional growth. Further analysis of the most common relationship types revealed that individuals within each pairing exhibited distinctive stances related to the perception of participant status within the co-teaching relationship. Such findings reinforce and extend existing scholarship on power dynamics and role imbalance as inhibitive of co-teaching relationship development. Our second paper offers a case study on the affordances and constraints a co-teaching experience had on a pre-service science teacher who was focused on developing academic language in their placement classroom. Data analysis of two cycles of inquiry, co-planning conversations, and teacher performance assessments revealed curricular focus and time as central constraints and highlighted candidate support and feedback as key affordances. Both papers have implications and repercussions for supporting teacher candidate growth, recruiting and retaining mentor teachers, and maintaining credential program reputations for excellence.
The traditional model of student teaching has been in place for many years, but with increased accountability for teachers in the schools, there is a need for change. Co-Teaching, is emerging as a viable option for the student teaching semester. This model is surfacing as a way to provide quality experiences for the candidates while allowing cooperating teachers to maintain involvement in planning and teaching. The student teachers and cooperating teachers work closely together, build strong relationships, and share in the responsibilities of the classrooms. Teachers find this collaboration valuable, and candidates have even more time working closely with experienced master teachers.

At UNC Charlotte, two academic years of a pilot involving Co-Teaching for student teachers in selected program areas and schools have been completed. Feedback has been solicited from all stakeholders and used to revise and refine the program each semester. With this model, student teachers feel that they have a collaborative experience as they have the opportunity to observe their cooperating teachers' teaching longer in the semester, have the benefit of planning closely with them, and see the benefit of working together on assessments for the students. Communication is strong as the student teacher and cooperating teacher build their relationship through planning and teaching together. Information will be presented in this session about the timeline of the semester for the student teachers in the pilot, the support sessions offered to student teachers and cooperating teachers, and feedback from all involved. The data are being used to frame the next step of implementation which includes expanding the pilot to other program areas and schools. Session participants will have the opportunity to provide input and feedback based on their own experiences with Co-Teaching.
Co-teaching can create the space for best practice of inclusivity and collaboration. To meet the mandates of IDEA, educational systems and teacher preparation programs are moving toward co-taught/co-planned environments. However, a mismatch exists between higher education teacher preparation programs and the K-12 system. Co-taught models are not visible in higher education due to the limiting structure within academia. Within our institution alone, in order to co-teach load hours are divided between two faculty members so face-time, preparation per course doubles, and compensation for this extra time and expertise only comes with grant funding.

Therefore, the need exists to examine an existing co-teaching partnership within a higher education undergraduate program to establish what makes up a successful and effective co-teach model. Duo ethnography as a research method allows for the descriptive dialogue of two collaborators to tell the story of the creative of a co-teaching partnership and program. Within this dialogic creation, two current co-teachers within an undergraduate special education program explore how they established, developed and continue to progress within their partnership. The description of the struggles, the benefits and ultimately the relationships forged between the co-teachers and among all teacher candidates within the program are captured in a continuing narrative discourse.
Beyond sink or swim: Co-teaching as dynamic language teacher preparation

This session will describe how co-teaching with a language teacher candidate (ESL or World/Classical language) from the University of Minnesota, Twin Cities is presented to practicing teachers as an opportunity to give back and/or develop leadership within the field. Teachers are often hesitant to give over their classrooms to a student teacher, and most likely experienced the 'sink-or-swim' model of student teaching themselves. We have found that co-teaching, once explained and understood in terms of teacher preparation, creates valuable opportunities for cooperating teacher, teacher candidate and k-12 student learning in language classrooms.

Participants will walk out with a solid sense of what is expected of the U of MN Co-Teacher and the Teacher Candidate in the Second Language Education program. The role of co-teaching models, the Minnesota Standards of Effective Practice, and an exciting new dynamic evaluation of dispositions (MnEDS) will be addressed. What does research say about co teaching? Who would be ready to mentor in this capacity? What responsibilities come with being a cooperating teacher? What time commitment does it require? These questions will be addressed, and descriptions of successful co-teaching partnerships for language teacher education will be shared. Additionally, the parallels between the edTPA (required of teacher candidates in MN) and the National Board Certification process (a possibility for practicing teachers) will be explored.
Co-Teaching in a Year Long Rural Residency

Co-Teaching in a Year Long Rural Residency Program / Bree Gage and Robin Valente / CSUB, Bakersfield, California

Background: CSU Bakersfield has been implementing the co-teaching model in the traditional credential program for five years. There has been success in the model and many school districts, teachers, and district administrators have bought into the co-teaching model. The triad training and participation in co-teaching is no longer optional, and it is now the only model being followed in the traditional program. CSU Bakersfield was awarded a TQP grant which enabled the creation of Kern Rural Teacher Residency, this program allows candidates to spend 15 months in a rural classroom co-teaching with course work one day a week. Teacher candidates start in their co-teaching placement before school begins and are with their Cooperating Teacher until the conclusion of the school year. With this opportunity comes need for continuous improvement to our communication, training, and evaluation.

Teaching Points: Presenters will discuss modified trainings and timelines that have allowed the model to be a continued success. The triad (University Supervisor, Cooperating Teacher, and Teacher Candidate) receive much more targeted and abundant co-teaching support, as they are placed together in a residency model. The team at CSUB has adapted and created mini-targeted training sessions for a quarterly check-in meeting; topics include communication, co-assessment, and co-planning. Challenges and successes of these trainings and topics will be discussed.

Through a constant need for communication with Cooperating Teachers, Teacher Candidates, and University Supervisors, a weekly co-teaching newsletter has been created and is sent out each week to all involved parties. Each newsletter highlights a concept gleaned from the St. Cloud co-teaching material, as well as a Teacher Performance Expectation of the week. These will be highlighted.
Struggles and Successes: The Transition to Co-Teaching during Student Teaching

In an effort to more effectively prepare our teacher candidates, WSC is proceeding into its 2nd year implementing a Co-Teaching within Student Teaching Model. Pilot programs were run during fall 2015 and spring 2016 semesters, involving fifteen partnerships chosen according to proximity, availability, and willingness. Efforts were made to include a variety of areas in order to evaluate the impact of the Co-Teaching Model in various settings. Participants were from the following endorsement/content areas: Elementary Education (7); 7-12 science (1), social science (1), language arts (1), industrial technology (1), family consumer science (1); and K-12 special education (3).

To expand our program, we partnered with three small local school districts to create Co-Teach Partner Schools at the close of the 2015-16 school year. An additional 120 teachers were provided with the Co-Teach Basics Workshop in preparation for hosting a teacher candidate in the future. During school-wide trainings, there were a variety of responses. Certain locations were very receptive to the idea of co-teaching during student teaching, others were not. We analyzed where the pushback was stemming, and we infer that it was based on the culture of the school, their experiences with co-teaching, and the involvement and support of school administrators. Even with support, some individuals still hold the "I went through traditional student teaching model and I turned out fine" mentality and are resisting the change.

Based on feedback from the co-teaching triads (surveys and interviews), we have learned that the participants feel the teacher candidates are enhancing their collaborative skills and are becoming competent and confident teacher candidates. Data also suggests that we have some changes, including teachers' suggestions for more guidance regarding timelines and more teacher candidate solo planning and instructional time. We have discussed strategies to enhance these areas needing change.
In Fall 2015, we administered a needs assessment within our community to prepare us for two grant proposals. We sent surveys to administrators, early childhood teachers and intervention specialists, and families of young children (PreK-Grade 3). Over and over again, respondents stated that teachers were ill-prepared to meet the needs of the diverse young children in their classrooms. We decided we would make co-teaching a more integral component of their clinical model experiences, so students could receive more differentiated instruction and spend more time in small groups. We also decided we would need the help of current teachers to make that happen on a consistent basis, so we sought and were awarded a grant to solicit the help of teachers within our partner schools. We will begin our session by describing the conditions that motivated us to begin our co-teaching partnership with teachers at our local schools. We believe this is an important part of our story. We also believe it would also be a great way to engage participants in honest reflections about where they are in their own programs.

Within our grant proposal, our grant team described key products we plan to distribute, reference, etc. with teacher candidates, cooperating teachers, and university supervisors so they are all on the same page about realizing the benefits of co-teaching in our partners' PreK-3 classrooms. One of our biggest goals is for university faculty members and in-service teachers to plan, co-teach, and assess together and to capture these events digitally so they can be shared with others. During the second part of our session, we will describe this goal of modeling co-teaching to inspire change, but we will also describe the other products we will create with our grant funds and how they will be used to help our triads and university faculty work better together. We would like to end the session by providing a professional networking opportunity for participants.
Co-teaching at Tarleton State University at the Waco outreach campus is in its second year of implementation. We know that small group instruction is key to student achievement, and the co-teaching strategy of station teaching is a critical strategy for pre-service teachers to feel confident in planning and implementing in their clinical teaching classrooms as well as in their own classrooms upon graduation. Guided reading is an area of perceived area of concern when new teachers begin working. Planning for these guided reading groups as well as other small groups such as content area groups requires practice and reflection. As professors, we can model this planning, implementation, and reflection for our pre-service teachers in the university classroom context. We can do this in a safe, community environment where they can ask questions, voice concerns, and feel supported in their learning and understanding of co-teaching. Professors planned during the summer to include station teaching in multiple sections of literacy and content area courses so that students would have many opportunities to hear the same message and engage in the same strategy in various contexts throughout the semester.
Stone

Co-Teaching and Preparing for the Praxis Performance Assessment for Teachers

In this presentation, I (the instructor) will share how the Praxis Performance Assessment for Teachers (PPAT) was integrated into the co-teaching assignments for “The 7-12 Diverse Learner” course. Two assignments were modified to address Task 2 and Task 4 of the PPAT. Task 2 attends to Assessment and Data Collection to Measure and Inform Student Learning and Task 4 attends to Implementing and Analyzing Instruction to Promote Student Learning. The co-teaching strategies encouraged in the assignments are parallel teaching, station-teaching, and team teaching.

For PPAT Task 2, pre-service teachers work in groups to teach each other about Charlotte Danielson’s Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Prior to having students plan their Danielson Framework lessons, I invited a local principal as a guest speaker to explain how he uses the Danielson Framework in teacher evaluations. Subsequently, to complete Task 2, preservice teachers were required to implement a pre-assessment, plan the lesson, implement a post-assessment, and reflect on student learning.

For PPAT Task 4, pre-service teachers worked in co-teaching pairs to facilitate instruction on relevant topics in secondary education (i.e. Education and Poverty, Working with English Language Learners, Differentiation for Gifted Students, Wait-Time/Think-Time, Student Learning Objectives (SLOs), etc.). For both co-teaching assignments, pre-service teachers planned in advance and met with me in person or on Zoom.us twice, prior to teaching their lessons. After the pre-service teachers facilitated the lessons, they reflected on their teaching, and I met with them again to discuss their strengths and opportunities for growth. The assignments model the sequence of events in a formal teacher evaluation. Overall, the preservice teachers perceived that co-teaching prepared them to succeed on the PPAT and to exhibit good teaching practices.
Kuznia

School and Higher Education Collaborations: Positioning Yourself for Grant Opportunities

Identifying funding opportunities or funding agencies can be challenging. In this session we will discuss funding agencies -- federal, state or private agencies -- that may be a good fit for your educational programs, projects and initiatives. In addition to identifying potential agencies, we will discuss the importance of collaborations to enhance a proposal's success. Session objectives include; 1) learning strategies to identify grant opportunities, and 2) discussing strategies to form collaborations that make your proposal more competitive.
Can we Combine Co-teaching and Coaching to Improve Teacher Readiness?

Faculty systematically developed and piloted three research-based models of internship support over several years: (1) instructional coaching (2) co-teaching and (3) coaching/co-teaching. The instructional coaching model includes providing instructional coaches who work to develop teacher candidates' ability to implement research-based instructional strategies into their practice through structured coaching sessions and observations. In another model, teacher candidates were engaged in either 1:1 or 2:1 co-teaching placements and trained to utilize the 7 Co-Teaching Strategies (Cook & Friend, 1995) during their internship. In a third model, teacher candidates both co-taught and were coached. Data from teacher candidates in all three models were compared to those in a more traditional internship experience. Researchers measured candidates' ability to plan, teach, and assess as evaluated by teacher candidate performance data (edTPA) over multiple years in a quasi-experimental research design. The presentation will illustrate the systematic way in which faculty used valid, reliable data to develop and pilot multiple innovative models for supporting the internship experience and improve teacher candidates' overall readiness to teach. This presentation reports the data analysis and findings on the models, as well as suggestions for implementing best practices for each type of internship model.
A Co-Teaching Conversation: Reflection on Action

This presentation stems from a pilot mixed methods comparison study (2014-15) to determine the feasibility and effectiveness of the implementation of a co-teaching model used during student teaching (Robinson, Cosgrove, Servilio, 2015). Subjects were teacher candidates at Elmhurst College who responded to questions in written surveys and focus groups held during the student teaching semester. Coding of these data resulted in the identification of benefits and concerns experienced when co-teaching during student teaching. During focus group sessions, a collective understanding formed as teacher candidates processed their own personal experiences with other candidates. Multiple perspectives ensued as they interpreted other novice experiences. The study integrated two kinds of reflective inquiry: personal reflection-in-action and collective reflection-on-action (Schön, 1987). Benefits included meeting individual student needs, increased opportunities for differentiation, critical thinking about planning and teaching, increased collaboration skills, and increased communication skills. Concerns included understanding individual roles, and a need for a clearer progression of the co-teaching model (Robinson, Cosgrove & Servilio, 2015).

Parity is not realized in the relationship between the teacher candidate and the cooperating teacher. In this relationship, the power and accountability lie largely with the cooperating teacher (Friend, Embury & Clark, 2014; Robinson, Cosgrove & Servilio, 2015). It is important, then, to provide teacher candidates with opportunities to learn from professional teachers who have successfully co-taught for longer periods of time. Researchers hold that it is important to learn about co-teaching through “hands on experiences with a wide range of collaborative interactions (Austin, 2001; Kluth & Straut, 2003). These collaborative interactions should always include a reflection of what professionals do to inform their practice (Schon, 1983).
Kaffar, Voigt-Zabinski, Blauert

Co-Teaching Opportunities for Graduate-Level Educators on Route to Additional Licensure

The Reading and Math Camp is a collaborative program between the Sauk Rapids-Rice Public Schools and the Department of Special Education at St. Cloud State University. The camp is a graduate-level practicum for educators on route to licensure in Learning Disabilities. The camp is designed to build the reading and math skills of students while facilitating the professional growth of graduate students because it uses a unique co-teaching model whereby licensed graduate students are provided with opportunities to gain co-teaching and collaborative experiences during their summer practicum. During the camp, teachers implement evidence-based curricula and use co-teaching strategies for presentation of the content. Immediately prior to the camp, the graduate students must enroll in Advanced Methods and Interventions: Learning Disabilities (SPED 679) to acquire the specialized methods and strategies necessary for participation in the summer practicum. High quality, direct instruction is provided to students that use teaching methods that are strongly supported by current research. Also, well-designed research is conducted during the Reading and Math Camp to answer questions about learning and teaching. The Reading and Math Camp ideology emphasizes three critical areas that correspond with the most important components of the teaching and learning process: (a) planning instruction, (b) delivering instruction, and (c) evaluating student and teacher performance. Every student’s progress is closely monitored within supportive, co-taught classrooms, and a positive climate for academic success is nurtured throughout the program. At the end of an intensive six-week practicum, educators are eligible for a graduate certificate and special education license.
Every educator should strive to meet the needs of all learners within their classrooms. Regulations have been established to ensure this is accomplished within the most inclusive settings possible. The Individuals with Disabilities Education Act (IDEA) was developed to provide the opportunity for all students to learn within environments that allow for their individual needs to be met. Due to IDEA, students with disabilities are educated in their least restrictive environments (LRE) to insure that the most effective inclusionary practices are being implemented. Establishing collaboration, as well as co-teaching methodology, is not easily accomplished without successful modeling. Allowing teacher candidates to be active participants in a collaborative approach to co-teaching provides them with a dynamic hands-on learning environment. When implemented effectively, there is an establishment of a community of learners within a safe environment. Therefore, this safe co-taught environment is the setting to address bias, prejudice, and stereotypes in education for teacher candidates. Attaining cultural proficiency within a teacher preparation program is essential to ensure cultural responsiveness. Becoming culturally proficient is accomplished through thoroughly understanding personal cultural backgrounds. The course within the study requires students write a cultural autobiography, of which peer editing and instructor editing were part of the process. This provides students with an opportunity to discover any biases or hidden biases they have. Another part of becoming more culturally proficient is to be aware of various stereotypes and prejudices that impact people. This was addressed through various activities lead by the course instructors, as well as co-taught "ism" dissections lead by the students.
Innovation Brainstorm: Developing a Fundable Idea

Your ideas, projects and initiatives are important and funding agencies need to understand why your project is a good investment. This interactive session will provide discussion to explore strategies to assist in positioning your idea, project, or initiative in a way that appeals to funding agencies. Please bring your potential proposal ideas to this open dialogue. Session objectives; include 1) considering your idea from a funding agencies perspective, and 2) brainstorming strategies to better position your proposal for funding agencies.
This session describes co-teaching in a Teacher Quality Partnership (TQP) grant-funded teacher residency program designed to prepare quality teachers in diverse, urban, high-need school districts, in math, science, and special education. Awarded a second TQP grant after five years of a successful residency in math and science, our university, in partnership with agencies and school districts, added a special education pathway and expanded efforts to transform teacher preparation by connecting theory and fieldwork within the context of social justice and democratization of education. A key component of our residency program is the gradual release of responsibility for teaching from skilled mentors to novice residents over the year-long residency, while using models of co-teaching to effectively reach all students. Mentors and residents attend a summer orientation on co-teaching models and receive coaching during the year, as they gradually shift from one teach (mentor), one observe/assist (resident), to other models such as station and parallel teaching, and then to one teach (resident), one observe/assist (mentor), with residents taking on more responsibility for lead teaching. We document experiences of residents and mentors in various ways, including surveys such as the Collaboration Self-Assessment Tool (CSAT; Ofstedal & Dahlberg, 2009), co-teaching beliefs survey (Murawski, 2010), and collaboration survey (Damore & Murray, 2009). In this presentation, we will describe the implementation of co-teaching models within our residency program, present results of mentor and resident surveys on collaboration and co-teaching, and share victories and challenges along our journey. Data and lessons from this presentation have practical implications for general and special education teacher training, especially for connecting impactful theory learned in university courses and meaningful fieldwork in schools with co-teaching models implemented by mentors and residents.
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Supervising a Collaborative Student Teaching Model: Supports for College Supervisors

During the 2014-2015, we conducted a pilot mixed methods comparison study to determine the feasibility and effectiveness of the implementation of a co-teaching model during student teaching. The experimental group used co-teaching strategies during student teaching. The randomly selected comparison group used the traditional model of student teaching where the cooperating teacher and the teacher candidate did limited co-planning, co-instruction or co-assessment.

The results of this study led to the development of a Collaborative Student Teaching Model (CSTM). This approach to student teaching requires that teacher candidates and their cooperating teachers use co-teaching strategies to plan, instruct and assess student learning. It also requires that the student teaching supervisor understands how to effectively guide the pair as they co-plan, co-teach and co-assess.

The researchers implemented the CSTM across all education programs at Elmhurst College. From these data sets, we determined "themes" or "areas of need" that the teacher candidates and cooperating teachers identified across programs as areas where they needed additional support. Analysis of data led to the conclusion that the student teaching supervisors were a critical component during the supervision process. They would benefit from specific professional development and the use of common resources when supporting teacher candidates.

Three modules were field tested with the supervisors (January to March, 2016). The module information was presented to supervisors and prompted shared dialogue and problem-solving during the supervision process. This project cohesively organizes materials and resources in a research-based college supervisor training handbook of 15 modules. Each module contains the following elements: Discussion Questions, Productive Practice, Reflective Professional Growth Activity, Monitoring, Goal Setting, Follow-up, and Goal Setting Activity.
Background: Starting with the spring semester of 2016, members of a partnership formed between St. Cloud State University (SCSU) and local districts organized a yearlong student teaching effort. This yearlong student teaching plan included several novel components that require evaluation. Much of the effort focused on co-teaching. Co-teaching (Bacharach, Heck, & Dahlberg, 2008; 2010) was embraced as a model for collaboration; co-teaching, in this case, refers to a system whereby all individuals serving a group of students, share the responsibility for instructing these individuals. A co-teaching module was provided for cooperating teachers and then followed-up with a “Co-Teaching Pairs Workshop” involving SCSU, cooperating teachers, and teacher candidates (Bacharach, Heck, & Dahlberg, 2008; 2010). An added component of the co-teaching approach was that university instructors and district representatives co-teach significant, advanced methods courses. The instructional coaching model developed at SCSU was taught to cooperating teachers and university supervisors (Mindfulness, 2016).

Method: During the spring months of 2016, a sub-committee of the planning forum developed instruments to utilize in assessing and evaluating constituent groups dealing with teaching candidates. Results: In the spring of 2016, only about half of the yearlong teacher candidates agreed that the co-teaching experienced produced positive results whereas, cooperating teachers thought it to be very useful. The cooperating teachers thought the sessions on instructional coaching were very valuable. In the fall of 2016 the teacher candidates were asked to give their opinion informally about the recent Pairs Workshop they attended. The responses showed that they perceived the workshop to be positive because they “got to know” their cooperating teachers better. Conclusion: Cooperating teachers and university supervisors need to look carefully at ways to help teacher candidates use the co-teaching experience to improve pedagogy. One method, closely associated with co-teaching at SCSU, is to develop the skills of talk-alouds. This is about how two individuals can jointly verbalize their thinking about curricular and methodological decisions.

References