

CO-TEACHING

In thinking about candidates as learners, we can draw upon some of the same ideas that inform teaching students. Following the progression of "I do, we do, you do" can be particularly helpful to candidates. This might involve deliberately modeling how you prepare for some aspect of your teaching, then working with the candidate through co-teaching strategies to participate equally in planning and instruction as the instructional decision making lead transitions from the CT to the candidate.

Research has shown that student learning has been impacted positively when the Student Teacher and Cooperating Teacher plan and work together through a co-teaching internship model. Co-teaching reflects roles for both teachers throughout the experience with the instructional lead shifting from the Candidate to the CT during the internship; however, the CT remains in the classroom working with the candidate and students in a co-teaching role.

Co-teaching is when two or more people share responsibility for teaching some or all of the students assigned to a classroom. Through this strategy, the teachers share the responsibility for planning, instruction and assessment but in a manner that involves working and planning together as true team partners not two teachers simply sharing a classroom. Co-teaching is not about taking independent turns planning and instructing, but working together to plan, instruct, and assess student progress. Research reflects the benefits of co-teaching on student learning such as:

- Students overwhelmingly identified having two different knowledge bases, hearing two different perspectives on topics and a diversity of experiences as a benefit to co-teaching.
- The other big benefit discussed by the students was having a lower student-to-teacher ratio.
- Two additional benefits most frequently identified by students were: the increased availability of instructors and teachers building off each other.

Research has shown that students in co-teaching classrooms outperform students in classrooms using other models of student teaching. Our goal is for CTs and candidates to work together through co-teaching strategies so that there is a fluid method of planning, instructing, and assessing student learning. Internships that reflect that goal will benefit all participants and make the experience truly rewarding. To accomplish that goal, we ask that candidates be active, engage with their CT, take the initiative and become a true team member in the classroom.

Co-teaching principles reflect the collaborative aspect of mentoring, such as:

Principles of Co-Teaching (Collaborating Together)
I freely share ideas, information, and resources.
I can be relied on to participate, even when a project moves away from my own immediate interests.
My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
I use time well to ensure things are done on time.
I represent the team and the work of fellow group members in a positive manner in other settings.
I bring needed materials and come ready to work.
I actively look for solutions to problems and/or refine the solutions suggested by others.
I know how to gauge my own impact on the group and am routinely aware of team dynamics.
I listen to, respect, acknowledge, and support the efforts of others.
I can easily move between leader and follower, assuming either role as needed to accomplish the task.
I use self-reflection after collaborative activities.

Questions to Highlight Co-Teaching

- **As we prepare for co-teaching, do we:**

- Have both teachers' names on the board/door?
- Have space for both teachers?

- **Do we share the responsibility for determining:**

- What to teach?
- What teaching strategy(ies) to use?
- Who teaches what part of the lesson?
- How to assess student learning?

- **In planning, do we:**

- Have regularly scheduled times to meet and discuss our work?
- Use our meeting time productively?
- Share teaching materials and resources?
- Freely communicate our concerns? ○ each contribute to the planning process?
- Decide which co-teaching model to use in a lesson based on the needs of the students and co-teachers?

- **While co-teaching, do:**

- Both teachers have a lead role in the classroom?
- We use a variety of co-teaching approaches?
- Students see both teachers as equal partners in the classroom?
- We both participate in the assessment of students?
- Students ask both teachers for clarification and/or assistance?
- We read the nonverbal cues of our co-teaching partner?
- We make changes as needed during a lesson?
- Actively reinforce classroom rules and manage the classroom together?

Co-Teaching Strategies & Examples

Strategy	Definition/Application
One Teach, One Observe	<p>One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.</p> <p>EXAMPLE: One teacher observes students for on-task engagement, types of questions asked (or #), understanding of directions/task.</p>
One Teach, One Assist	<p>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate.</p> <p>EXAMPLE: While one teacher delivers instruction, the other teacher can provide subject details, clarification, thoughtful questions or insights.</p>
Station Teaching	<p>For station teaching the co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station.</p> <p>EXAMPLE: Depending on the subject, both teachers provide guidance at a learning station (they might provide the directions, manipulatives, clues, assessment of student understanding, etc).</p>
Parallel Teaching	<p>In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material.</p> <p>EXAMPLE: Both teachers take half of the class to introduce, reinforce, or clarify a concept or lesson. In this scenario, the same learning goal, strategies, materials, assessment would be used.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</p> <p>EXAMPLE: One teacher works with students on their reading, writing, math or other content concepts when assessment results reflect a lack of understanding.</p>
Team Teaching	<p>Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team -teaching strategy, both teachers are actively involved in the lesson.</p> <p>EXAMPLE: Both teachers have distinct roles in a literacy lesson; one reads the story while the other provides the prompting questions and they may change roles during the lesson.</p>