Co-Teaching
as
Best Practice

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Judith Ruskamp
Kelly Kingsley
Patricia Rippe
Peru State College

Co-Teaching

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

Both teachers are actively involved and engaged in all aspects of instruction

Co-Teaching is an Attitude

An attitude of sharing the classroom and students

Co-Teachers must always be thinking…

WE'RE
BOTH
TEACHING!

Key Elements

Training/Preparation

- Co-teaching workshop for cooperating teachers and university supervisors
- Co-teaching instruction incorporated in teacher preparation curriculum
- Workshop for matched pairs

Collaborative partnerships

Common Language

Clearly defined expectations, including solo/lead teaching time for candidates

Designated planning time for co-teaching

Some Changes…

Kept -

- Candidate time alone
- One teacher candidate per classroom
- Total time in classroom
- Individual lesson planning

Added -

- Support and Training
- Co-Planning
- Focus on differentiation
- Increased Opportunities for Teacher Candidate to Bring Ideas

At the Heart of Co-Teaching…

- Building Better Relationships
- Communication/Collaboration
- Co-Planning to Co-Teach
- Active vs. Passive Attitude
- Use Expertise of Cooperating Teacher
- Best Way to Meet Student Needs

Why Co-Teach?

- Reduce student/teacher ratio

- Enhanced ability to meet student needs in a large and diverse classroom

- Full use of the experience and expertise of the cooperating teacher

Why Co-Teach?

- Consistent Classroom Management

- Greater student participation and engagement

- Enhanced collaboration skills

- Increase instructional options for all students

Benefits to K-12 Students

Focus Groups (N=546)

Increased student engaged time

- Able to work in smaller groups

- Receive more individual attention

- Get questions answered faster

- Get papers and grades back faster

- Students behave better

- Fewer class disruptions (for passing out papers, having projects checked, other housekeeping tasks)

Benefits To Teacher Candidates

End of Experience Survey
(N=157)

Teacher Candidates indicated that Co-Teaching led to:

- Improved classroom management skills (95.5%)

- Increased collaboration skills (94.9%)

- More teaching time (94.6%)

- Increased confidence (89.9%)

- Deeper understanding of the curriculum through co-planning (89.1%)

- More opportunities to ask questions and reflect (88.6%)

Benefits to Teacher Candidates

Focus Groups
(N=136)

Additional benefits of co-teaching:

- Being seen as a "real" teacher

- Equal partnership

- Sharing resources

- Mutual support and learning

Benefits to Cooperating Teachers

End of Experience Survey
(N=279)

Cooperating Teachers indicate that Co-Teaching led to:

- Ability to reach more students, particularly those with high needs (93.5%)

- Better relationship with their teacher candidate (91%)

- Experienced professional growth (89.2%)

- Enhanced energy for teaching (87.8%)

- Hosting a candidate without giving up my classroom (87.1%)

- Teacher candidate had a better experience than they would have through with a traditional model (81.7%)
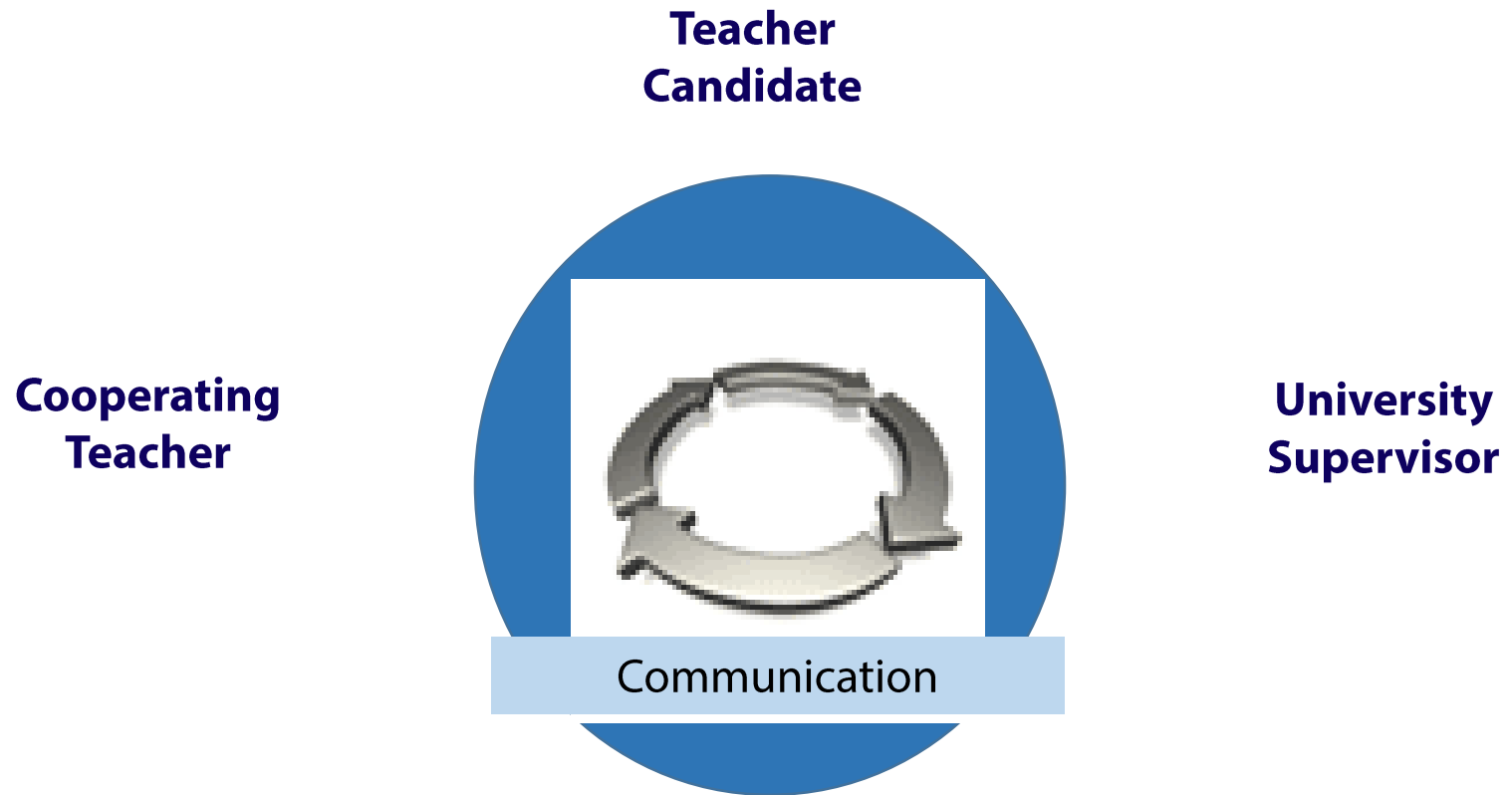
Benefits to Cooperating Teachers

Focus Groups
(N=92)

Additional benefits of Co-Teaching:

- Ability to do projects more successfully

- Class time is more productive

- Modeling and participating in teamwork

- Candidates become competent more quickly

The Student Teaching Triad

**Teacher
Candidate**

**Cooperating
Teacher**

**University
Supervisor**

Communication

What role does each person play?

Co-Teaching
Strategies/Approaches

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

One Teach, One Observe

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

One Teach, One Assist

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

Station Teaching

The co-teaching pair divide the instructional content into parts.
Each teacher instructs one of
the groups, groups then rotate
or spend a designated amount
of time at each station.

Parallel Teaching

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

Station Teaching

Topic: _____

Grade Level _____

Objective: _____
_____
_____

Teacher 1   Teacher 2

Independent Station?:

Considerations:

Parallel Teaching

Topic: _____

Grade Level _____

Objective: _____
_____
_____

Teachers:

Considerations:

Supplemental Teaching

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

Alternative or Differentiated Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Supplemental Teaching

Topic: _____

Grade Level _____

Objective: _____
_____
_____

Teacher 1   Teacher 2

Considerations:

How will you determine groups?

Alternative/Differentiated Teaching

Topic: _____

Grade Level _____

Objective: _____
_____
_____

Teacher 1   Teacher 2

Considerations:

How will you determine groups?

Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson.

From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Sharing Responsibilities

Cooperating Teacher

Planning

Teacher Candidate

TEAMWORK

Teaching

Assessment