

Co-Teaching in Teaching Practicum & Student Teaching



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Goals for the Field Experience for Practicum Students & Teacher Candidates

- Increase *productive* contact time with students
- Increase participation in instruction
- Create partnership with mentor teacher
- Better assessment tools to evaluate professional development of teacher candidate (better feedback!)

Co-Teaching

- Two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment, as well as the physical space.

Co-Teaching is a New Attitude

- Sharing classroom and students
- Sharing instruction

Co-Teaching is a Partnership

- A structured partnership
- Teacher is still responsible for content, implementation, and management
- Teacher is final authority

Co-Teaching is a Partnership

- What does the Practicum Student or Teacher Candidate do?
- the same thing as the Cooperating Teacher, but in graduated capacities

Think:
WINGMAN!

Anticipated Advantages

- Practicum Student & Teacher Candidate gains valuable experience
- Administrators are assured that Cooperating Teacher retains control of instruction (accountability)
- K-12 student performance will go up! (We have the data; we can prove this.)

Supported by Research

- Bacharach et al. (2006)
- Harris & Harvey (2000)
- Heck et al. (2006)
- Lenz & Deschler (2004)
- Platt et al. (2001)
- Wenzlaff et al. (2002)

Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Drift
- Station Teaching
- Supplemental Teaching
- Team Teaching

Co-Teaching Strategies

- One Teach, One Observe:
 - Practicum Student (PS) or Teacher Candidate (TC) engages with teacher in planning
 - PS/TC is on her/his feet, a visible presence to students, actively observing the Cooperating Teacher (CT) and student behavior in the learning environment

Co-Teaching Strategies

- One Teach, One Drift:
 - CT has primary instructional responsibility
 - PS/TC works the room, actively engaging with students, responding to questions, facilitating classroom communication, and assisting learners
 - When both are comfortable doing so, roles should be switched

Co-Teaching Strategies

- Station Teaching:
 - Co-teachers divide instructional content and run stations or “jigsaw” groups for a defined period of time
 - Both co-teachers are primary instructors at their stations
 - Each co-teacher delivers different components of lesson, but of equal length

Co-Teaching Strategies

- Supplemental Teaching:
 - Co-teachers divide class as appropriate to instruct same content
 - The co-teachers use different teaching strategies to differentiate the instruction as appropriate for their group

Co-Teaching Strategies

- Team Teaching
 - Co-teachers implement a well-planned team-taught lesson to whole class
 - No clearly defined lead teacher in lesson; fully collaborative and shared instruction, making full use of the classroom space and all appropriate instructional media

Co-Teaching Strategies

- There is no sequential order or hierarchy to the Co-Teaching strategies.
- When beginning a field experience, some Co-Teaching strategies are more appropriate than others. The Cooperating Teacher decides when to use which strategies.
- Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate.

Assessment for EDEL 301

- Practicum Student will be observed at least once per window
- There are two windows per semester
- Practicum Student will be assessed at least 4 times

Assessment for EDSD 301

- Practicum Student will be observed 3 times:
 - Week 4
 - Week 6
 - Week 9

Assessment for Teacher Candidates

- Teacher Candidate will be observed and assessed by Field Supervisor 4-6 times, as necessary

Assessment

- Remember: the purpose of assessing observed teaching is to provide information that PSs and TCs can use to reflect upon their teaching and, ultimately, improve student learning

Questions?

- If you have any questions about implementing the Co-Teaching model, please contact:
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