

Montana State University Teacher Education Program supports the Co-Teaching model for field experiences



Co-Teaching in Teaching Practicum & Student Teaching

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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!)

What is 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 the classroom and the students
- Sharing planning and instruction time

Co-Teaching is a Partnership

BUT...

- The cooperating teacher is still responsible for content, implementation, and management
- The cooperating teacher is the final authority

What can the Practicum Student
or Teacher Candidate do?

The same thing as the
Cooperating Teacher, but in
graduated capacities.

Anticipated Advantages

- Practicum Students & Teacher Candidates gain valuable experiences with earlier engagement with students
- 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.)

Co-Teaching is 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)

Six Co-Teaching Strategies:

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

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 and noting same.

Co-Teaching Strategy: One Teach, One Assist

- The Cooperating Teacher has primary instructional responsibility.
- Practicum Student/Teacher Candidate work the room, actively engaging with students, responding to questions, facilitating classroom communication, and assisting learners
- When both are comfortable, roles should be switched

Parallel Teaching

- Each co-teacher instructs half of the class
- They instruct the same material using the same teaching strategy
- Lowers student-to-teacher ratio

Co-Teaching Strategy: Alternative 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.

or

- Two different approaches for teaching the same information

Co-teaching Strategy.

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 Strategy:

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 are:

- not in a sequential order or hierarchy
- more appropriate than others. The Cooperating Teacher decides when to use which strategies.
- are intended to be used in order to improve instruction for all students.

Works Cited

Mid Valley Consortium for Teacher Education.

A Co-Teaching Resource Handbook for Cooperating Teachers, Student Teachers and College/University Supervisors. Virginia Department of Education. August 2000. Online. Internet. 6 Feb. 2007.

Nancy Bachrach & Thersea Heck. St. Cloud State University, Minneapolis, Minnesota.

Questions?

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