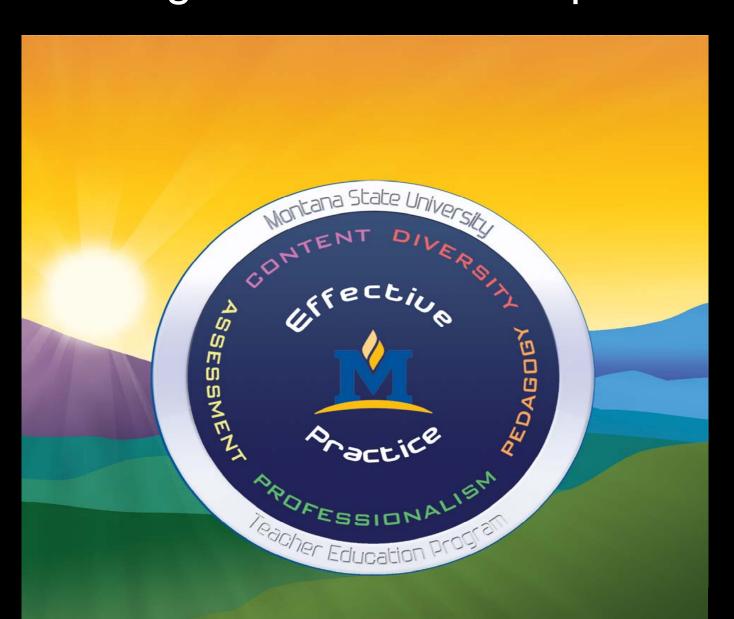
Montana State University Teacher Education Program supports the Co-Teaching model for field experiences



Co-Teaching in Teaching Practicum & Student Teaching

Patricia Ingraham, Ed.D.

Director of Field Placement & Licensure

&

Kimberly Karsted, M.A.Ed.

Director of Afterschool Progeam Adjunct Professor for EDU 395

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

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

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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-reading Shalegy.

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 teamtaught 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.

VVorks Cited

Mid Valley Consortium for Teacher Education.

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

Nancy Bachrach & Thersea Heck. St. Cloud St. University, Minnapolis, Minnesota.

Questions?

- If you have any questions about implementing the Co-Teaching model, please contact:
 - Dr. Patricia Ingraham,
 patricia.ingraham@montna.edu
 - Kimberly Karsted, M.A.Ed. kimberly.karsted@msu.montana.edu