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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• 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.
Mid Valley Consortium for Teacher Education.


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

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

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