**Co-teaching in Clinical Experiences**

**What is Co-teaching?**

Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

**Why Co-teaching?**

Co-teaching establishes a model for clinical experiences and student teaching that is responsive to the evolving relationships between P-12 education and teacher preparation programs.

* Cooperating Teachers maintain their role as classroom leader
* P-12 student performance improves (statistically significant gains in four years of research)
* Reduced student/teacher ratio better meets the teaching/learning needs in today’s diverse classrooms
* Teacher Candidates gain more skills and confidence

**How is the Semester Scheduled?**

Co-teaching moves beyond the traditional experience where teachers felt they must “give up” their classrooms to support the learning process for pre-service teachers. In the Co-teaching model, Cooperating Teachers maintain their role as the classroom leader while working together with the Teacher Candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the Cooperating Teacher and Teacher Candidate to collaboratively plan and deliver instruction from day one of the experience.

* Lesson planning is completed as a team from the onset of the experience.
* There is no sequential order or hierarchy for the use of Co-teaching strategies.
* Strategies are selected according to the requirements of the P-12 daily schedule and planned curriculum, student strengths and needs, and Cooperating Teacher and Teacher Candidate preferences.
* Early in the experience, the Cooperating Teacher typically takes the lead in co-planning and presenting instruction, while the Teacher Candidate assists, working with small groups of students.
* As the experience progresses, the Teacher Candidate assumes more responsibility for co-planning and teaching.
* Pairs of Cooperating Teachers and Teacher Candidates are not expected to use co-teaching for every lesson but determine when and which strategies would be most useful for student learning.

**CO-TEACHING STRATEGIES & EXAMPLES**

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| **Strategy** | **Definition/Example** |
| **One Teach, One Observe** | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  **Example:** One teacher can observe students for their understanding of directions while the other leads. |
| **One Teach, One Assist** | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.  ***Example***: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties. |
| **Station Teaching** | The co-teaching pair divides 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 – often an independent station will be used along with the teacher led stations.  ***Example:*** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| **Parallel Teaching** | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  ***Example***: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| **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 re-taught, extended or remediated.  ***Example***: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
| **Alternative (Differentiated)** | 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.  ***Example***: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| **Team Teaching** | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ 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.  ***Example:*** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

***The strategies are not hierarchical – they can be used in any order and/or combined to***

***best meet the needs of the K-12 students in the classroom.***

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