

# **Co-Teaching**

as

## **Best Practice**

in

## **Student Teaching**

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**Dr. Kien Pham**  
**Dr. Jose Lomeli**

## CO-TEACHING WORKSHOP

### Agenda

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|--------------------|--|
|                    |  |
| <b>8:30-9:00</b>   | Welcome/Introductions<br><br>Icebreaker  |
| <b>9:00-10:00</b>  | <b>CO-TEACHING OVERVIEW</b><br><br>Co-Teaching Program Prezi - Seven Co-Teaching Strategies        |
| <b>10:00-10:15</b> | <b>Break</b>   |
| <b>10:15-12:15</b> | <b>PAIRS WORKSHOP</b><br><br>Communication Activity<br><br>Value Cards<br><br>Communication Issues |
| <b>12:15</b>       | <b>Lunch</b>   |
| <b>1:00 - 3:00</b> | <b>CO-TEACHERS PLANNING TIME</b><br><br><b>*Plan lesson ideas using Co-Teaching Strategies</b>     |

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“Student Teaching hasn’t  
changed much in 80  
years!!”

- Guyton & McIntyre (1990)-





## **A new casualty of high-stakes testing: student teachers**

Faculty and administrators at California State University, Fresno's Kremen School of Education recently implemented two programs to address the issue: A co-teaching model, in which student teachers receive special training to enter the classroom ready to immediately support master teachers; and a new partner-schools program, in which student teachers function as resident teachers, gaining hands-on experience and meeting with Fresno State education faculty on-site after school to engage curriculum directly related to their classroom experiences. The Kremen School recently received the Christa McAuliffe Excellence in Teaching Award for the programs, which are expanding to include more districts.

# Co-Teaching

...is defined as two teachers (mentor teacher and teacher candidate)

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

*Both teachers are actively involved and engaged in all aspects of instruction.*

# Co-Teaching is an Attitude

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An **attitude** of sharing the classroom and students

Co-Teachers must always be thinking...

**WE' RE BOTH TEACHING!**

# Co-Teaching Strategies

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- ✓ One Teach, One Assist
- ✓ One Teach, One Observe
- ✓ Station Teaching
- ✓ Parallel Teaching
- ✓ Supplemental Teaching
- ✓ Alternative (Differentiated) Teaching
- ✓ Team Teaching

# ***One Teach, One Observe***

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One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

# ***One Teach, One Assist***

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One teacher has primary instructional responsibility while the other assists students' with their work, monitors behavior, or corrects assignments.

# *Station Teaching*

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The co-teaching pair divide 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.

# *Reciprocal Teaching*

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A teaches B

1. One Teach One Observe
2. One Teach One Assist
3. Station Teaching

# *Parallel Teaching*

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In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.

# *Supplemental Teaching*

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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 extended or remediated.

## *Example –*

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“We decided to use this with four students who need a little boost and they will be working with the class, but their focus will be Nick’s lesson stretch. The concept we are teaching is Probability and we will be using this for the whole topic. I am teaching and Nick is supplementing. Three days of this have gone very well.”

# *Alternative or Differentiated Teaching*

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- 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.

# *Reciprocal Teaching*

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## B teaches A

- 4. Parallel Teaching
- 5. Supplemental Teaching
- 6. Differentiated Teaching

# ***Team Teaching***

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Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's 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.

# *Reciprocal Teaching*

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A & B Teach each other

7. Team Teaching

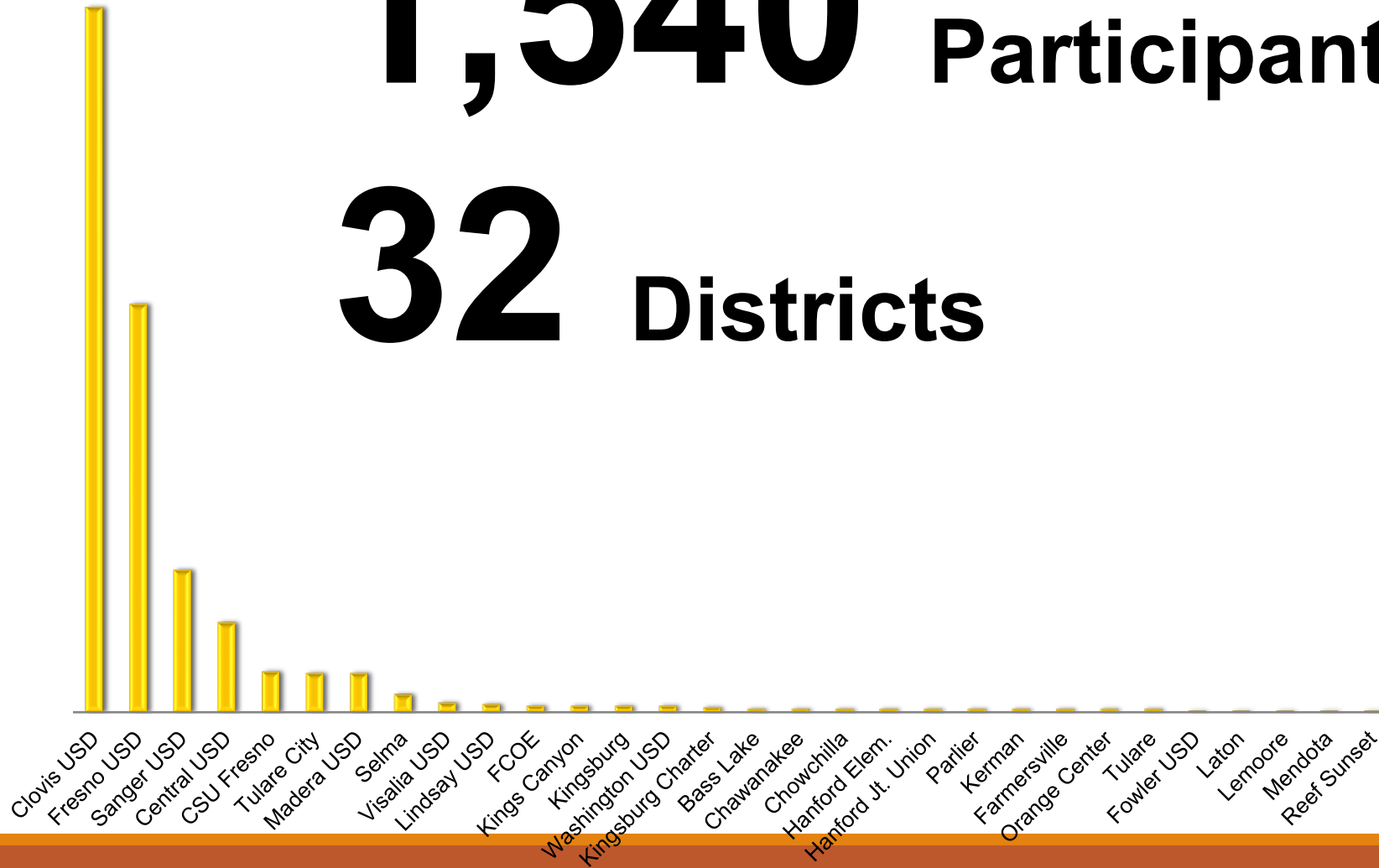
# **Why talk about Co-Teaching?**

# **State of Co-Teaching in the Central Valley**

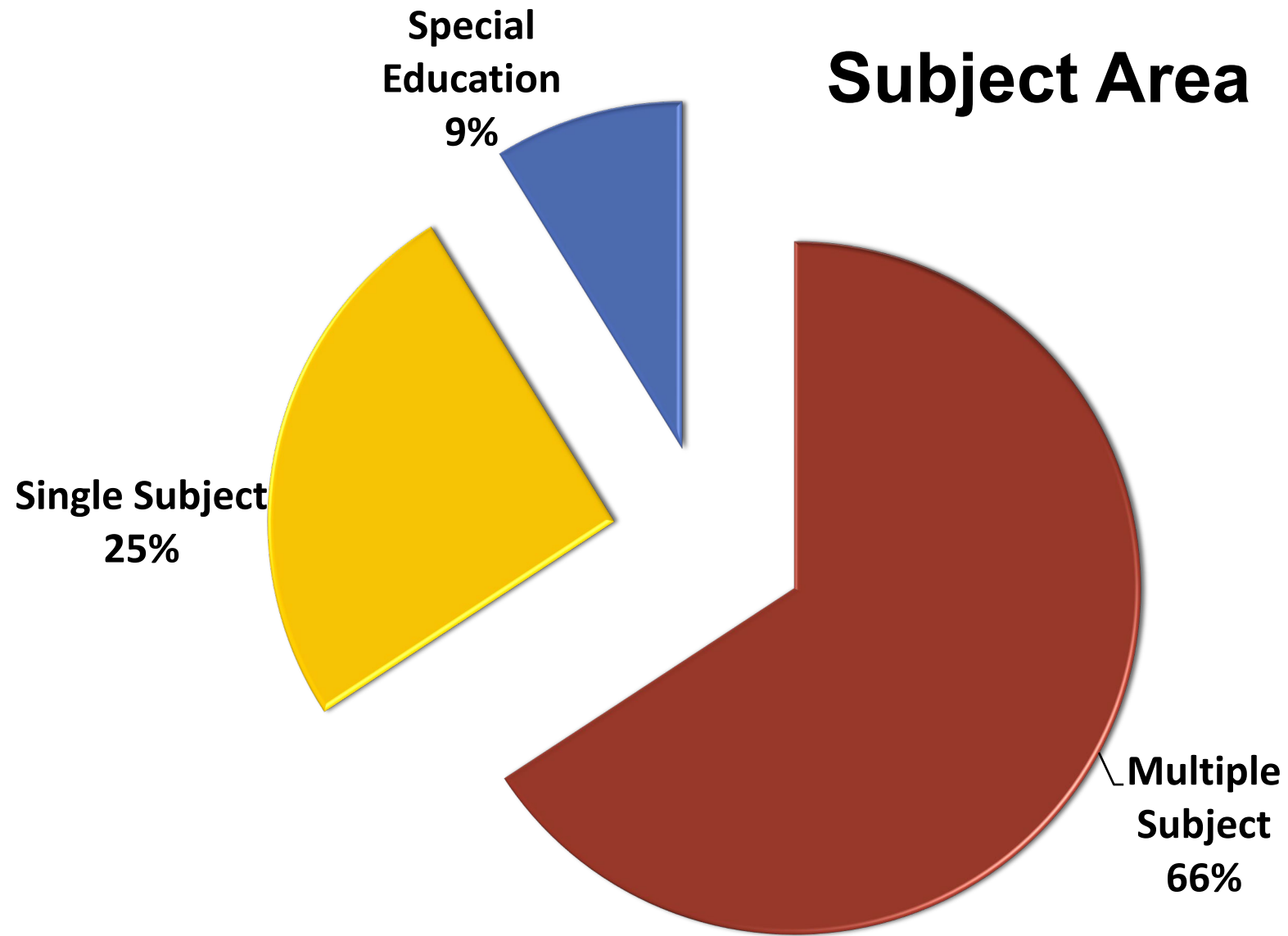
# Spring 2011- Spring 2018

## 1,540 Participants

## 32 Districts



# Subject Area



# Benefits to K-12 Students

## Increased student engaged time

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- ◆ Able to work in smaller groups
- ◆ Receive more individual attention
- ◆ Get questions answered faster
- ◆ Get papers and grades back faster
- ◆ Students behave better
- ◆ Fewer class disruptions (for passing out papers, having projects checked, other housekeeping tasks)

# Student Comment

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“They work together. If one gets tired of teaching, the other takes over, they help each other in tight situations. It’s a lot different than past student teachers. I like this much better.”

# Student Comment (High School)

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“They don’t seem as nervous. They don’t just stand there and go ‘uh, uh, uh. With co-teaching they’re more active.”

# Benefits to Teacher Candidates

- ✓ Increase collaboration skills with cooperating teacher (84.4%)
- ✓ Deeper Understanding of the curriculum (78.6%)
- ✓ More opportunities to ask questions and reflect (78.6%)
- ✓ Improve classroom management skills (75.7%)
- ✓ Allow more teaching time (72.8%)
- ✓ Increase self-confidence(72.8%)

# Teacher Candidate Comment

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“There is more creativity because you are able to talk ideas through and make them great by having two perspectives.”

# Benefits to Mentor Teachers

- ✓ Develop better relationship with teacher candidate (89.2%)
- ✓ Reach more students, particularly those with high needs (86.8%)
- ✓ Host a candidate without giving up my classroom (85.6%)
- ✓ Allow the TC to have a better experience than through a traditional model (81.9%)
- ✓ Enhance energy for teaching (78.3%)
- ✓ Experience professional growth (71.1%)

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# Activities and Handouts

### Co-Teaching Strategies & Examples

| Strategy                            | Definition/Example   |
|-------------------------------------|--|
| <b>One Teach, One Observe</b>       | 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.<br><b><u>Example:</u></b> One teacher can observe students for their understanding of directions while the other leads.  |
| <b>One Teach, One Assist</b>        | 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.<br><b><u>Example:</u></b> 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.  |
| <b>Station Teaching</b>             | 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.<br><b><u>Example:</u></b> 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.   |
| <b>Parallel Teaching</b>            | 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.<br><b><u>Example:</u></b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.   |
| <b>Supplemental Teaching</b>        | 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 retaught, extended or remediated.<br><b><u>Example:</u></b> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.   |
| <b>Alternative (Differentiated)</b> | 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.<br><b><u>Example:</u></b> 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.                 |
| <b>Team Teaching</b>                | 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.<br><b><u>Example:</u></b> 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 students in the classroom.*

# Communication is the Key to a Great Co-Teaching Partnership

## Levels of Communication Include:

### Chit Chat

- ✓ It's like throwing a ball. Purpose is to learn how well others catch information and throw it back.
- ✓ We develop and build relationships by practicing chit chat - what's your name...where do you live... what are your hobbies...

### Deeper Communication

- ✓ As relationships develop and deeper communication is desired - it becomes more like tossing a slippery egg.
- ✓ Toss the "slippery egg" carefully, gently, and slowly.
  - Watch body language
  - Tell the truth in a caring manner

### Slippery Eggs...

#### How do you “throw your eggs”? Be careful that you don't...

- ✓ Save them for a long time and hurl them!
- ✓ Throw them hard and fast because you can't hold on to those slippery eggs!
- ✓ Avoid the person so that you don't have to toss those slippery eggs.
- ✓ Wrap those slippery eggs with so many layers of expectations and apologies that no one is sure you have tossed them.

*Try to recognize when you have the slippery egg and toss it with great care and understanding, being assertive enough to communicate your issues*

## Teacher Actions During Co-Teaching

*TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)*

Co-Teaching is an Attitude... an attitude of sharing the classroom and students  
Co-Teachers must always be thinking – We're Both Teaching!

**While the Teacher is delivering instruction, the co-teacher can be doing this:**

|   |
|---|
| <b>Observing for:</b>   |
| <ul style="list-style-type: none"><li>• student understanding and/or questions (through body language, facial expressions, etc.);</li><li>• specific types of questions asked by instructing teacher;</li><li>• specific student interactions and behaviors;</li><li>• teacher movement;</li><li>• specific teacher behaviors;</li><li>• specific student or group behaviors;</li></ul>   |
| <b>Charting:</b>  |
| <ul style="list-style-type: none"><li>• where questions are directed within the classroom;</li><li>• gender of responders;</li><li>• on-task/off task behavior;</li><li>• teacher wait time;</li><li>• specific teacher behaviors or movements;</li><li>• specific student or group behaviors</li></ul>   |
| <b>Circulating:</b>   |
| <ul style="list-style-type: none"><li>• checking for comprehension;</li><li>• using proximity control for behavior management;</li><li>• checking for comprehension;</li><li>• providing one-on-one support as needed</li><li>• collecting and reviewing last night's homework</li><li>• Introducing a social or study skill</li><li>• Taking roll</li><li>• Reviewing directions; modeling first problem on the assignment</li><li>• Writing down instructions on board</li><li>• Repeating or clarifying any difficult concepts</li><li>• Passing out papers</li><li>• Giving instructions orally</li><li>• Facilitating a silent activity</li><li>• Introducing a new concept to whole group</li><li>• Asking clarifying questions</li></ul> |

Examples of issues for communication cards  
(Cooperating Teachers)

Please select one of these issues and conference with your Teacher Candidate about the issue.

CT Issues:

1. Tardiness
2. Incorrect Grammar
3. Body odor/personal hygiene
4. TC is doing non-school related work during school day (e.g. checking airfare for spring trips)
5. Grammar issues (e.g. I seen that yesterday)

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TC Issues:

1. No individual space in the classroom
2. Lack of specific feedback
3. Inappropriate use of co-planning time
4. CT is not allowing you to try new ideas or new ways of doing things
5. CT is stepping in to help you too much and too soon

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Please select one of these issues and conference with your Cooperating Teacher about the issue.

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# DATA HUNT – CO-TEACHING

| Find Someone Who   | Ask Them To  | Write the Response Here | Person's Name |
|--|--|-------------------------|---------------|
| Was born the same month as you.                            | 1) Describe the differences between Co-Teaching and the traditional Student Teaching Model.                                  |                         |               |
| Speaks a language other than English.                      | 2) List one benefit of Co-Teaching for each of the following groups: K-12 Students, Teacher Candidates, Cooperating Teachers |                         |               |
| Can say “hello” in three languages.                        | 3) List and describe each of the 7 Co-Teaching Strategies and give an example of each.                                       |                         |               |
| Traveled to another state or country within the last year. | 4) Describe the effect of Communication Stoppers on communication. What are some Communication Helpers?                      |                         |               |
| Prefers reading to sports.                                 | 5) List the top three values you selected during the Values Card Activity.   |                         |               |
| Owens a horse  | 6) Discuss one communication issue you have dealt with in Student Teaching/Teaching.   |                         |               |
| Find your Co-Teaching Partner                              | 7) Identify the Co-Teaching Strategies that are feasible to use in your classroom.   |                         |               |