

CO-TEACHING: An emerging model for successful student teaching



MICHIGAN		APP. STATE	
32		34	
0	TIME OUTS LEFT	0:00	TIME OUTS LEFT 0
DOWN 10	TO GO	BALL ON 20	QTR. 4
246	RUSHING	160	
233	PASSING	227	
479	TOTAL	387	

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Rationale

- High Stakes Accountability
- Second adult in the classroom setting
- Exceptional Education's *Inclusion Model*
- Growing expectation of collaboration

History of Co-Teaching: Inclusion

- The inclusion classroom paved the way for Co-Teaching in the student teaching process.
- Wather-Thomas (1997)-co-teaching in 23 schools
 - improved academic, social skills, attitudes, self-concepts and in children w/disabilities



Characteristics of Co-Teaching



- Co-teaching - “two or more professionals delivering substantive instruction to a diverse group of students in a single physical space”.
- Teachers must share ownership for the success of all the students in a co-teaching setting.
- Co-teaching partners must share decision making, resources, responsibility, and accountability.
- Establish and Supporting Mutual respect

What Co-Teaching Is Not



- One person teaching one topic followed by another who teaches a different aspect of the day's lesson.
- One person teaching while another person prepares instructional materials at the photocopier or corrects student papers.
- One person teaching while the other sits and watches.
- When one person's ideas prevail regarding what will be taught and how it will be taught

Five Basic Models

- One Teach, One Support
- Parallel Teaching
- Alternate Teaching
- Station Teaching
- Team Teaching

Five Basic Models

- One Teach, One Support:



One teach, one support

- Advantages
 - Ideal beginning teaming method for student teachers - Incorporates the student teacher on the first day.
 - The cooperating teacher can model instruction and discipline techniques.
 - Sets the scene so that roles can be reversed later in the semester.
 - Works well throughout the semester; it can be used as the structure for seamless switching back and forth between teacher and student teacher within a class period.

Parallel Teaching

Class is divided with teachers teaching the same lesson at the same time



Alternate Teaching

- One instructor works with most of the class while the other works with an identified group either inside or outside the classroom



Station Teaching



Team Teaching



Why Co-teach?



- In today's world of high stakes testing and accountability (EOC's, EOG's, AP's, ABC's, Gateways and NCLB), no classroom teacher can afford to turn his or her classroom over to a student teacher for the duration of student teaching.
- In today's world, the student teacher deserves the opportunity to work side by side with the career teacher, learning from him or her every day, before entering the education profession.

Why Co-Teach – One more time

- Our students and their parents are our clients. Co-Teaching offers them the best instruction we can present. It also offers the student teacher extensive opportunities to find his or her own teaching style.
- Highly effective teachers in today's classroom recognize collaboration and communication as imperative to student academic success.



Works Cited

- **Ashe County PDS. Marc Gamble, Pat Morrison Alex Rollins, Rebecca Wells.**
- **ASU Public School Partnership. Linda McCalister, Kathy Howell.**
- **MidValley 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. Available: www.teachercenter.mnscu.edu/staff/featured/JTEpiece.pdf**