

## What is Co-Teaching?

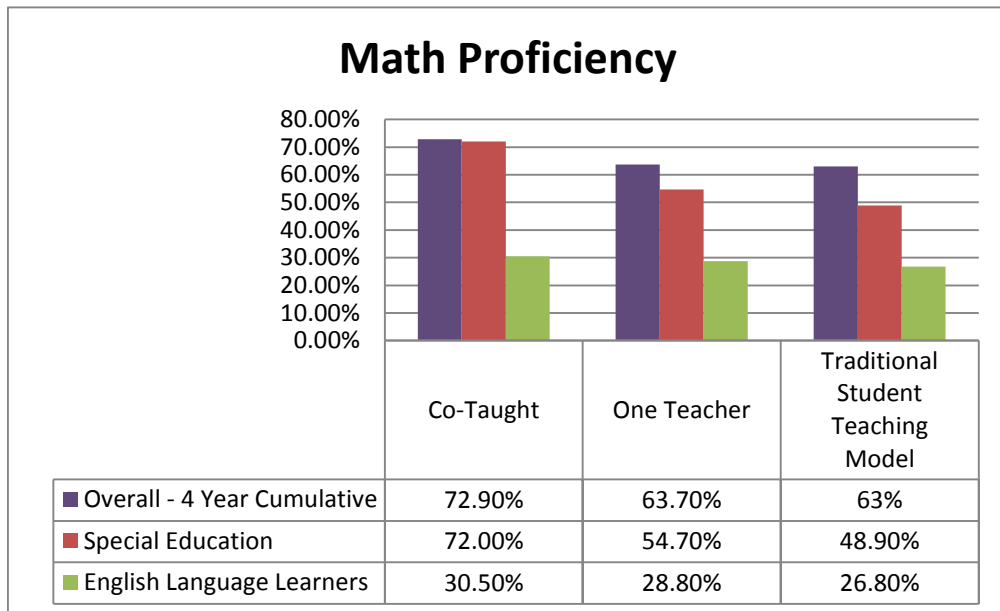
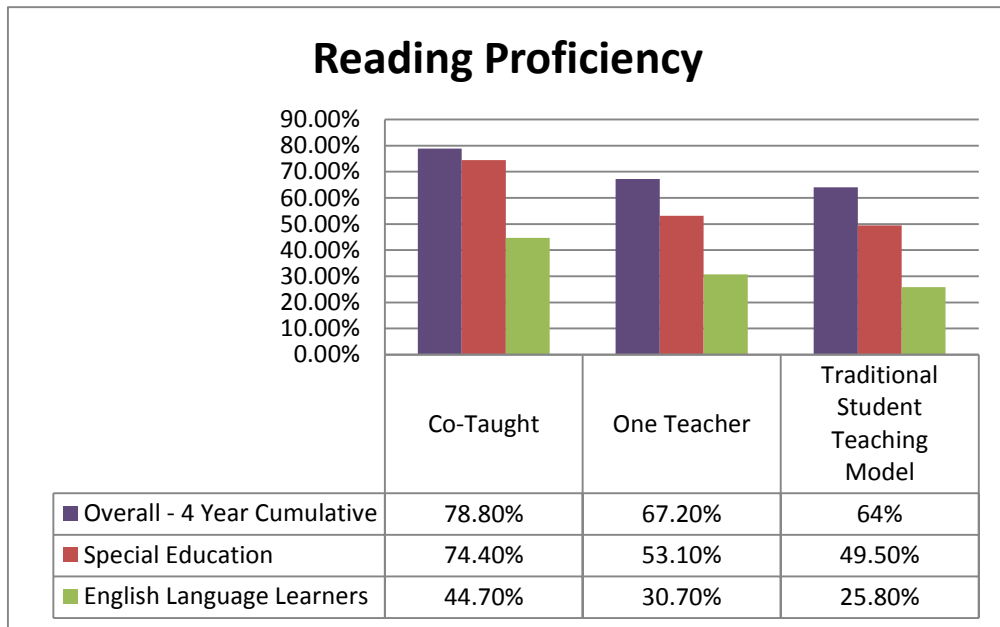
- “Co-teaching is when two or more educators co-plan, co-instruct and co-assess a group of students with diverse needs in the same general education classroom.” (Murawski, 2003, p. 10)
- Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space. (Cook & Friend, 1995, p. 1)

## Who Can Co-Teach?

- General Education Teachers
- Special Education Teachers
- Coaches – literacy, math
- ESL Teachers
- Pre-service Teacher Candidates (practicum students, student teachers and residents)

# Why Co-Teach?

St. Cloud University has compelling research data on the impact on student achievement using a co-teaching model. The data, collected over four years demonstrates that students in co-taught classrooms outperformed students in classrooms with a one lead teacher as well as with one lead teacher and teacher candidate using the traditional student teaching model.



(St. Cloud University, 2010)

# Co-Planning

The premise of co-teaching rests on the shared expertise that collaboration between the educators in the classroom brings to the instruction, not merely on having two adults in the classroom. (Murawski, 2012, p. 8) Co-planning, an essential collaboration between the educators in the classroom, is the foundation for successful co-teaching.

Co-planning provides the opportunity for the educators to:

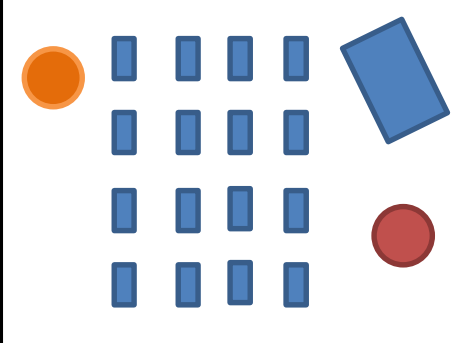
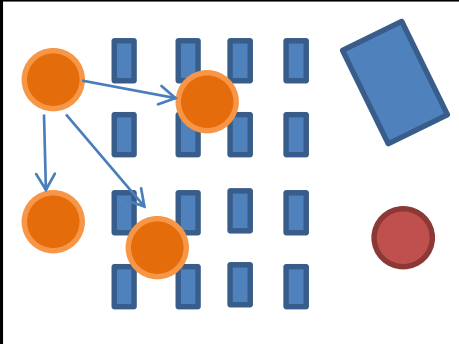
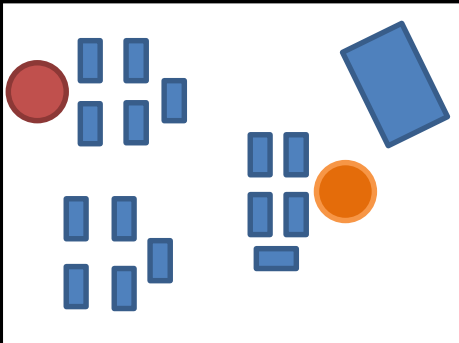
- Ensure all student needs are being met
- Establish the roles of the educators in the classroom
- Differentiate instruction through varied instructional practices, tiered teaching/learning, varied groupings etc.
- Determine appropriate co-teaching strategies for the content, objectives, lesson

Co-planning which can take place during common prep periods or via technology, should focus on the following areas:

- Schedule a regular time to meet
- Select content and determine objectives
- Determine assessment(s)
- Determine teaching process and instructional strategies
- Determine co-teaching strategy(s) to be implemented

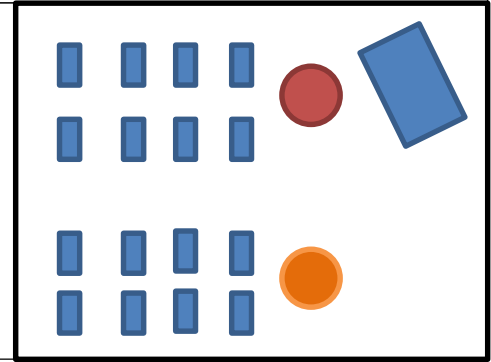
# Co-Teaching

Co-teaching like student teaching is when two (or more) educators share instructional responsibility for a single group of students primarily in a single classroom or workspace to teach required curriculum with mutual ownership, pooled resources, and joint accountability although each individual's level of participation may vary.

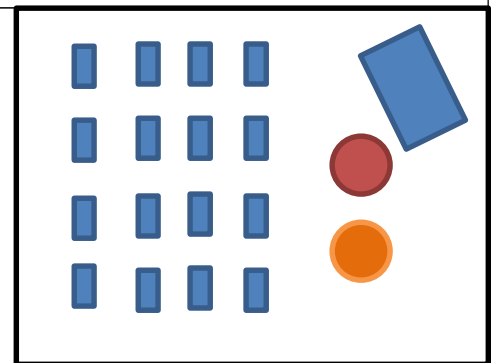
<p><b>Strategy: One Teach, One Observe</b></p>	<p><b>Use: Limited</b></p>
<p>One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher.</p>	
<p><b>Strategy: One Teach, One Assist</b></p>	<p><b>Use: Limited</b></p>
<p>One person takes primary responsibility for teaching the content of the lesson while the other teacher assists students with work, monitors behavior and answers individual questions.</p>	
<p><b>Strategy: Station Teaching</b></p>	<p><b>Use: Frequent</b></p>
<p>Co-teachers divide content and students. Each teacher instructs their portion of the content to one of the groups. Then the groups rotate and each co-teacher teaching their content again to each group. An independent practice station (s) may also be included in this strategy.</p>	

**Strategy: Parallel Teaching****Use: Frequent**

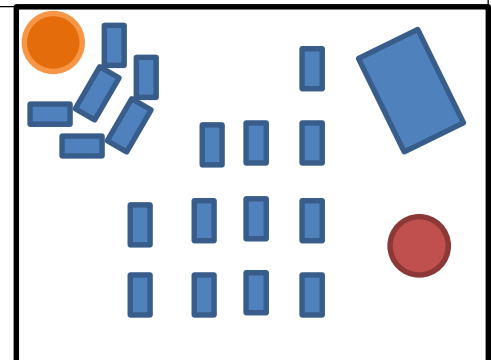
Each co-teacher teaches half of the students simultaneously. The students are divided into two groups and each teacher teaches the same content using the same instructional strategies. This strategy reduces the student teacher ratio as well as provides the opportunity for greater student participation and additional support.

**Strategy: Teaming****Use: Occasionally**

Co-teachers work together to instruct the students at the same time. Sometimes this strategy is called tag team teaching and can be used to teach and re-teach in the same lesson. Well planned lessons are required for this strategy. Both teachers share and interject information as well as assist students. There is no perceivable lead teacher.

**Strategy: Alternative/Supplemental Teaching****Use: Limited**

The co-teachers teach the same information using different strategies. Students may be pulled aside for pre-teaching, enrichment, tiered intervention and/or special content project.



(St. Cloud University, 2010 and unknown)

## **Co-Teaching and Field Experiences:**

Co-Teaching approaches in student teaching are the lead-up to students taking over full responsibility for a classroom. When the student teacher takes over responsibility he/or she will be responsible for making sure that the cooperating teacher and aides are fully engaged utilizing alternative teaching , one teach and CT observe, etc.

With the rise in inclusion in all districts our students will often have other adults in their classroom and need to understand the variety of ways that they can be utilized to meet the needs of students and differentiate instruction (Note-our weakest area for years on the Twenty Competencies).

Co-teaching also emphasizes to cooperating teachers that they need to stay engaged in teaching. They can't leave for 6-8 weeks or just sit at their desk disengaged. Schools expect their teachers to be involved in alternative teaching, etc. when our students take over the classroom.

For practicum students discussion of co-teaching provides them with professional vocabulary to describe the ways they are participating in the classroom when not fully responsible.

### Sources:

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