

# Co-Teaching as Best Practice in Student Teaching



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# Co-Teaching

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...is defined as two teachers  
(cooperating teacher and teacher candidate)  
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**

# Why Co-Teach?



- ✓ Greater student participation and engagement
- ✓ Increase instructional options for all students
- ✓ Enhanced collaboration skills

# At the Heart of Co-Teaching



- Building better relationships
- Communication/Collaboration
- Co-Teaching/Co-Planning
- Active vs. Passive
- Use expertise of cooperating teacher
- Attitude
- Best way to meet students

# Key Elements



- One teacher candidate per classroom
- Co-teaching integrated into teacher preparation curriculum
- Clearly defined expectations, including solo teaching time
- Support for CT's and Teacher Candidates
- Designated planning time for co-teaching each week

# Co-Teaching Strategies

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



**Co-Teaching is not simply dividing the tasks and responsibilities between two people.**

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- *Co-Teaching is an attitude of sharing the classroom and students*
- *Co-Teachers must always be thinking...*

**We're Both Teaching!**



# One Teach, One Observe



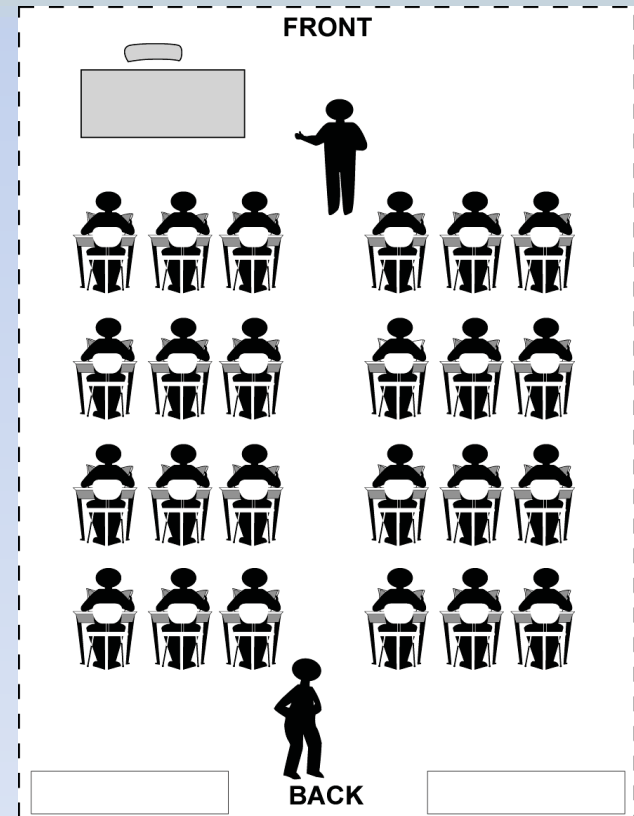
One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

# One Teach, One Observe



## When to use:

- During formal observation of a particular student
- During data collection of teaching technique or classroom observation e.g. percent of student engagement
- Material or instruction strategy is new for one of the teachers
- During assessment
- IEP Planning
- During review or activity where students are working independently and gathering data needed



# One Teach, One Assist



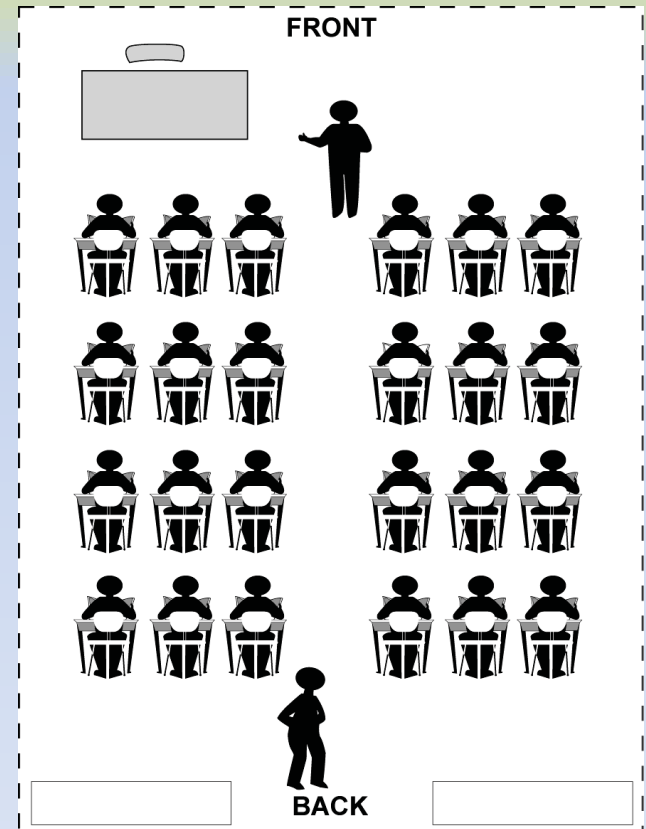
One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.

# One Teach, One Assist

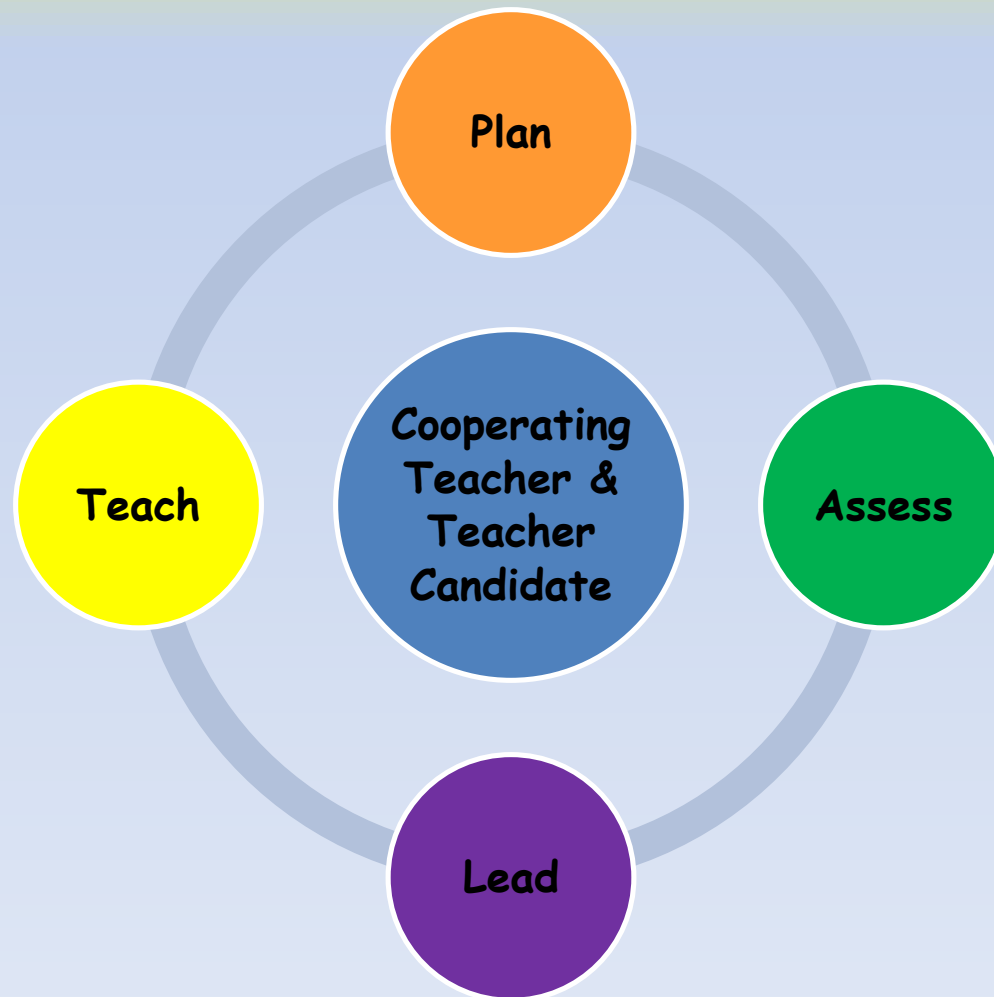


## When to use:

- New material or concept is being introduced
- Behavior management for a small number of students
- Whole group discussion and or debate
- Assisting teacher can be unobtrusive to discussion or teaching strategy
- Needed for classroom management
- Assisting teacher may need a refresh on concept or instructional strategy being introduced



# Sharing Responsibility



# Sharing Planning



The Teacher Candidate and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

# Sharing Instruction



While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

# Sharing Assessment



While Co-Assessing, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades



# Sharing the Lead



- Contribute ideas from the very beginning of the experience
- Engage with students assisting with their learning from the very first day
- Be expected to take on full leadership in all 3 areas (planning, instruction & assessment)
- Demonstrate competencies as a teacher
- Have opportunities to teach alone

# Teacher Candidate



- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities...record keeping, grading
- Know your content and be a continuous learner
- Plan engaging, standards based lessons
- Know and implement co-teaching strategies
- Accept feedback and use suggestions for improvement
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behaviors
- Be reflective about your practice
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

