

Co-Teaching and Internship

Why it Works!



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What is Co-Teaching ?

- Co-teaching, based on the work of Marilyn Friend, is a purposefully planned organizational structure led by two or more adults that enables increased instruction and engagement with students to create optimal learning experiences.
- It is based on a shared common vocabulary, co-planning, co-teaching, and co-assessing.

Why Co-Teaching and Internship?

- Our interns have prior classroom experience and are ready to assist the classroom teacher and students from day one.
- They can help with all classroom activities, including instruction, record keeping and clerical chores.
- Students will benefit from another trained adult in the classroom who will help them learn throughout the semester.

Co-Teaching Models

- One Teach, One Actively Observe
- One Teach, One Assist (not Drift)
- Station Teaching
- Parallel Teaching
- Alternative (Differentiated) Teaching
- Team Teaching

Co-Teaching Myths

- Co-teaching inhibits a teacher candidate's ability to develop classroom management skills.
- Teacher candidates don't get enough solo teaching time with co-teaching.
- Teacher candidates will never have full responsibility of the classroom.

Voices from the Classroom

Largest Impact Co-teaching and TKES

- Instructional Planning Standard 2
- Differentiated Instruction Standard 4
- Positive Learning Environment Standard 7
- Communication Standard 10



Voices from the Classroom

- Co-Teaching and CCGPS
- At risk students benefit from reduced student-teacher ratios, more attention to their needs
- Students who already know the content are challenged more readily
- Test scores improve
- Students are happier with two trained adults in the classroom

Shared Responsibilities in Co-Teaching

- Co-Planning: plan together, intern gradually takes responsibility for all planning, including the plans for other adults in the room.
- Co-Instructing : use a variety of Co-Teaching strategies. All adults are actively engaged with students for the vast majority of contact time. They adjust and adapt to meet the needs of the students.
- Co-Assessing: share the assessment process, discuss the results and how it will impact and inform instruction.

Co-Planning and Internship

- Time, Space, Relationships
- How often can the pair co-plan?
- Are the teachers' guides and other resources available to the intern?
- How will the grade level planning impact the intern's capacity to plan?
- While the classroom teacher is instructing, what will the intern do? Which Co-teaching model will work best?

Co-Instructing and Co-Assessing

- What co-teaching models will work best for our students? Who will take what role?
- Are all adults actively engaged in instruction for the vast majority of the lesson period?
- How will we assess their progress? What feedback will we be able to give them?
- How will we adjust our instruction to meet their learning needs?

Conversations: Necessity, Not Luxury

- Organizational Routines
- Instructional Routines
- Classroom Management Plan
- Accommodations and Modifications
- Parental Involvement
- Feedback Strategies

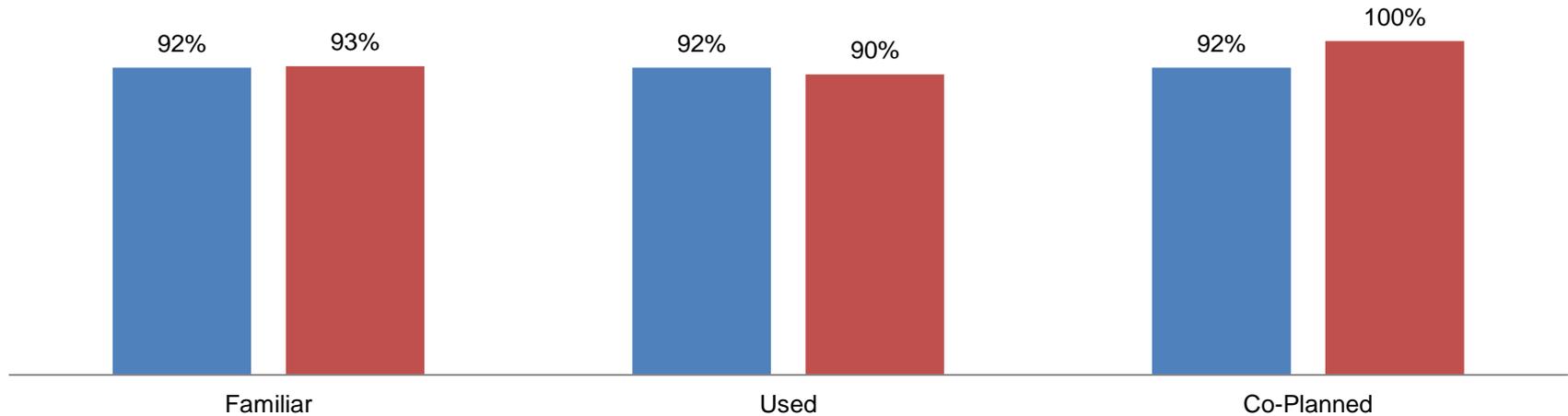
Which Co-Teaching Approach?

- What level of expertise does each co-teacher need for instruction?
- What Co-teaching model(s) will best meet the needs of these particular students?
- What type of grouping would best address those needs?
- Remember to reduce the student/teacher ratio whenever feasible.

Co-Teaching Data, Spring 2013

Co-Teaching Model

■ Interns ■ Cooperating Teachers



Clinical Interns n = 73
Response Rate = 86%

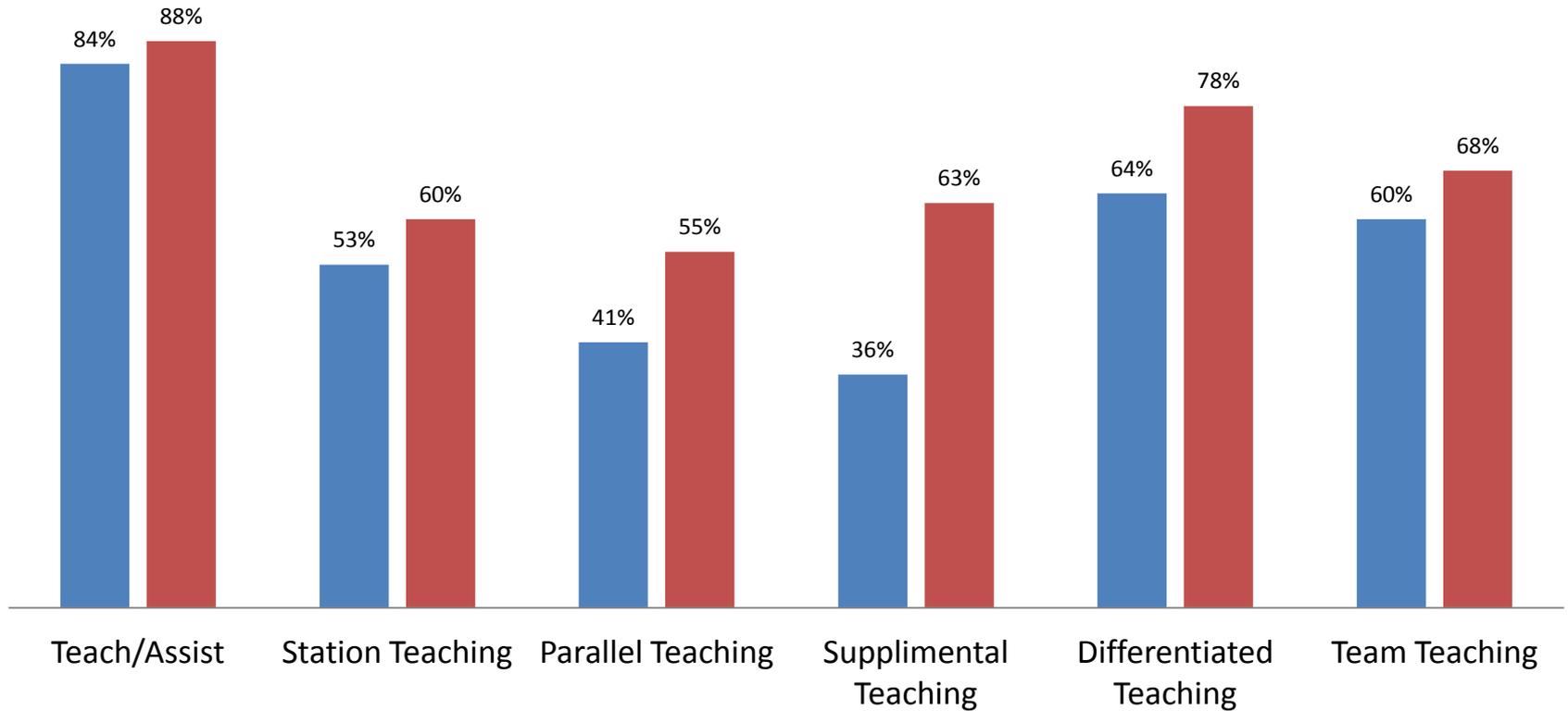
Cooperating Teachers n = 40
Response Rate = 47%

**Only 2 Interns stated they were not familiar, used or co-planned.*

**Only 3 CTs were not familiar, and 4 stated they did not use the Co-Teaching Model.*

Type of Co-Teaching Comparison

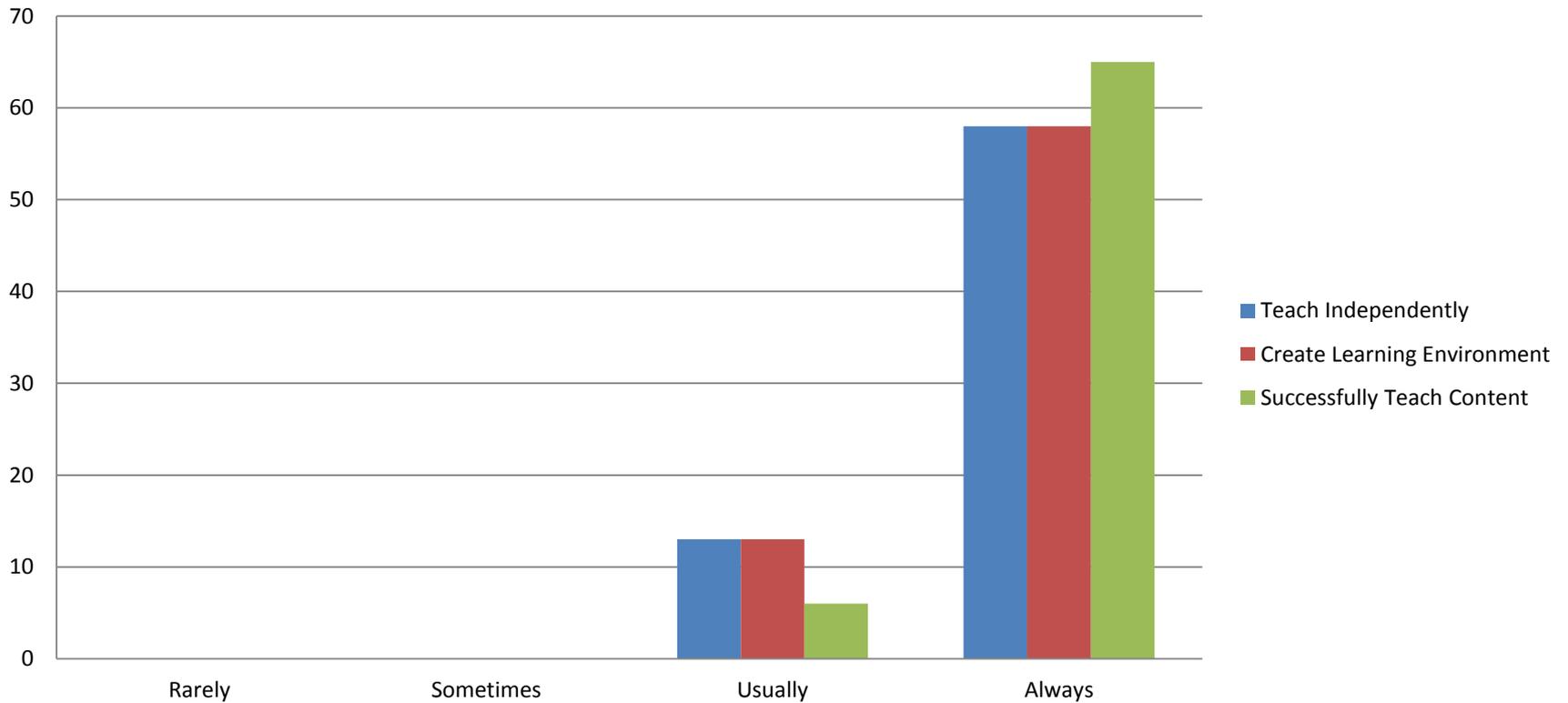
■ Interns ■ Cooperating Teachers



Intern Efficacy

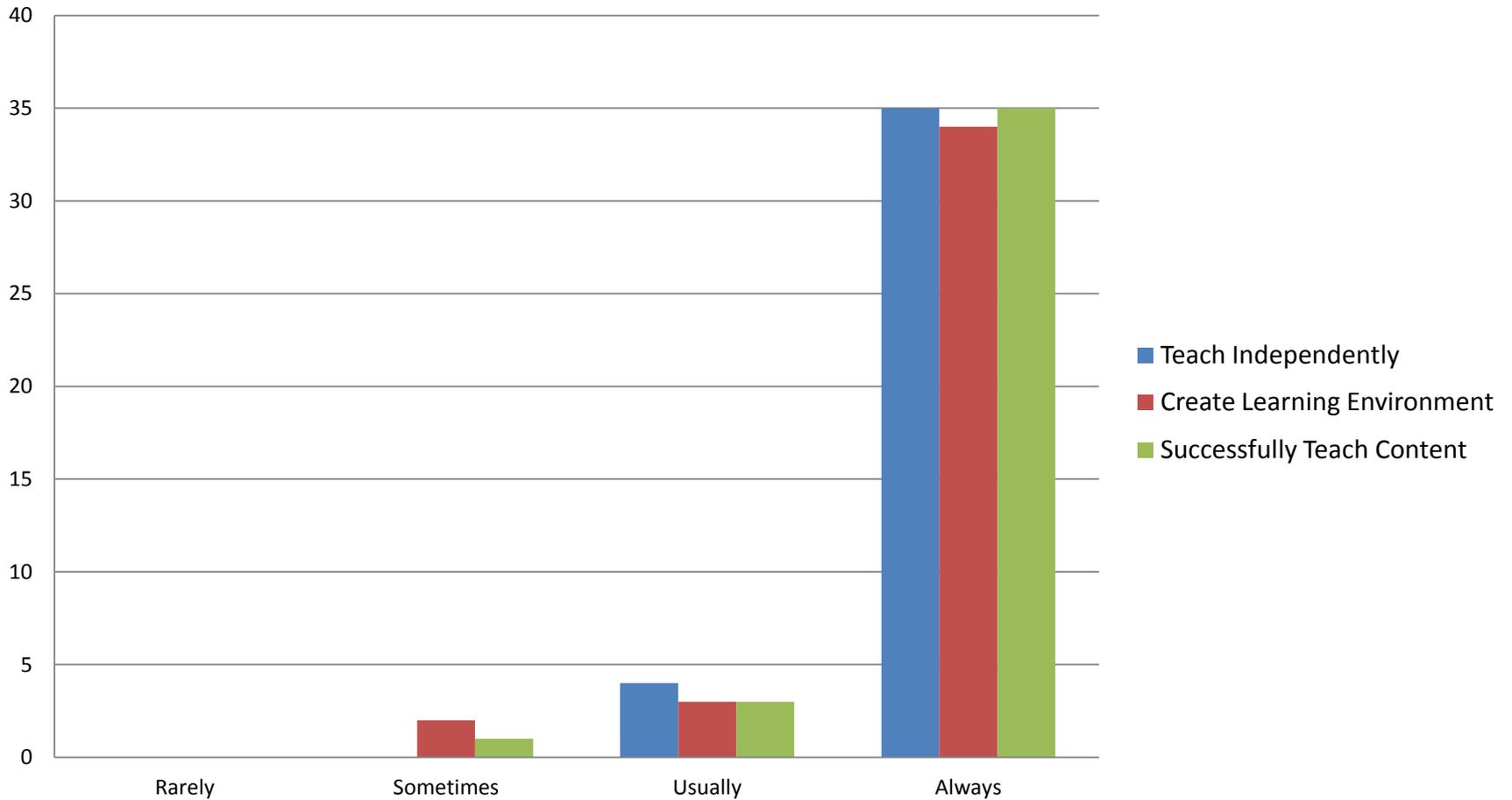
Intern Efficacy:

When I become a certified teacher, I will be able to . . .



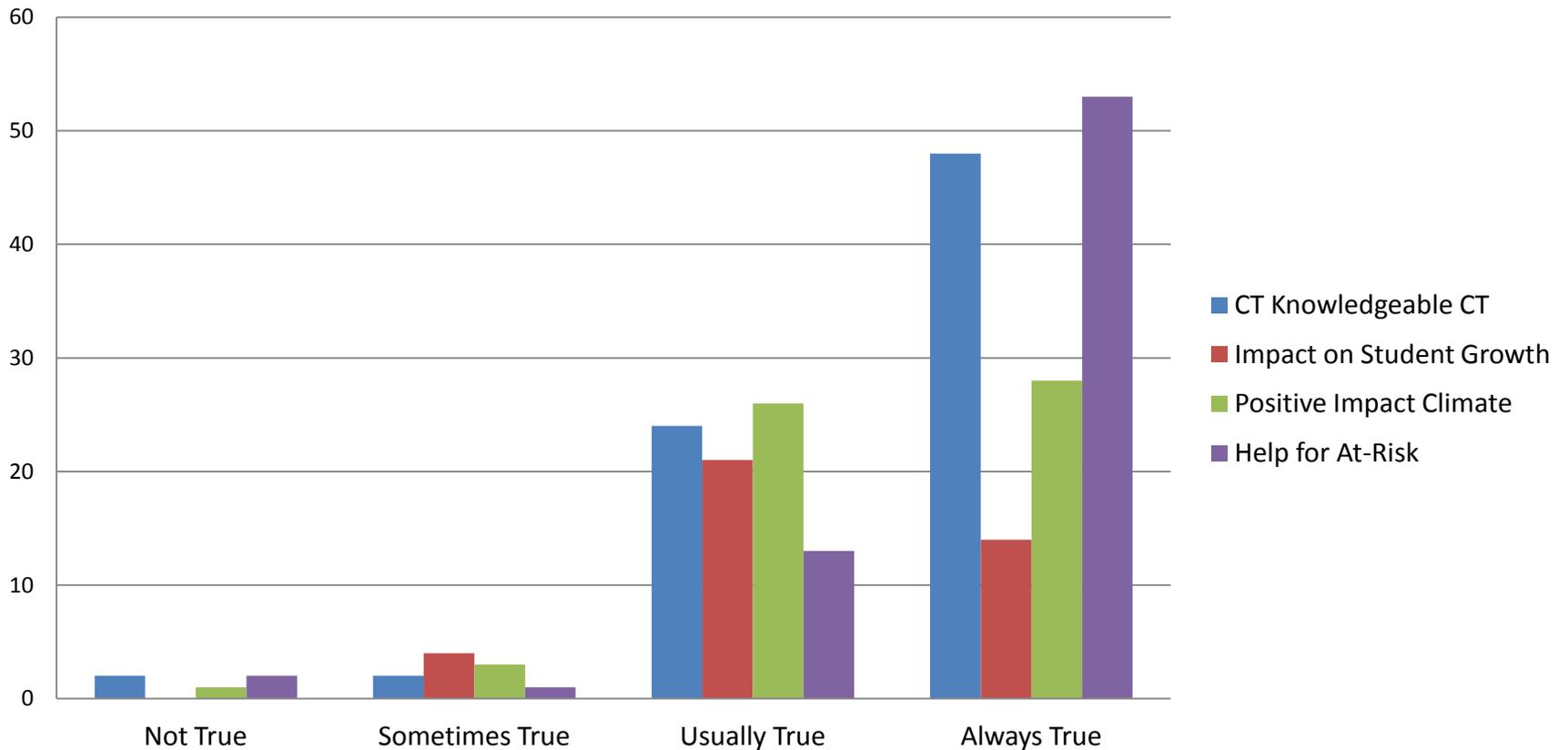
Cooperating Teacher Confidence in Intern

When my intern becomes a certified teacher, s/he will be able to . .



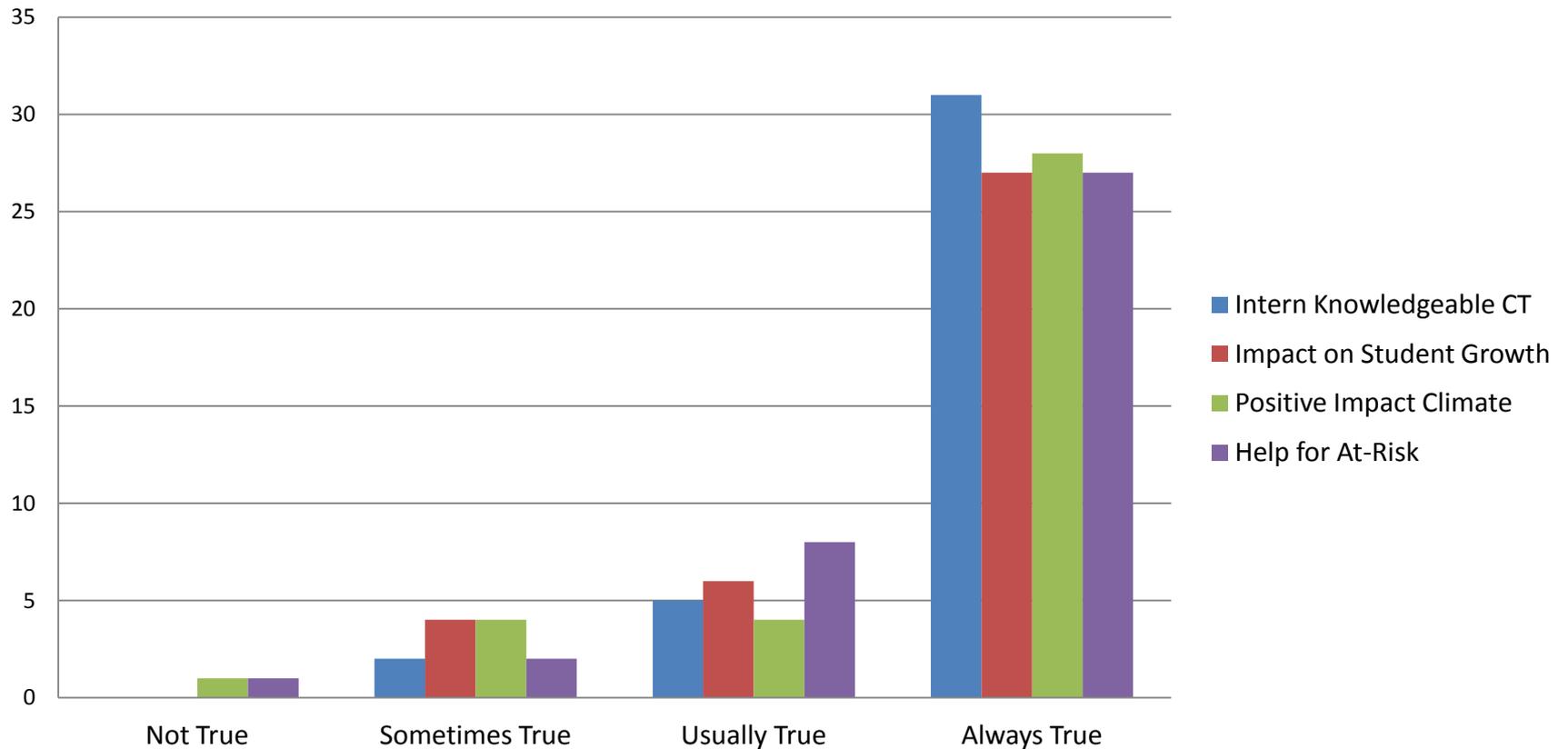
Co-Teaching Impact

Intern Perspective on Co-Teaching Effects



Co-Teaching Impact

Cooperating Teacher Perspective on Co-Teaching Effects



Sample Intern Comments

- Co-teaching model is often used; collaboration is always taking place.
- The co-teaching model has allowed us to target at risk students.
- [Co]-teaching was a great way to learn to teach and a great way to learn classroom management.

Sample Cooperating Teacher Comments

- Intern has been an asset to our team and I include her as one of the reasons for my students' academic success.
- Having my intern has helped impact the class.
- Co-teaching was beneficial because of the many differentiated levels in reading and spelling.

University Supervisor Observations

- Co-teaching has helped to develop stronger professional relationships between the intern and the cooperating teacher.
- The close collaboration has impacted student achievement through increased academic interactions with trained teachers/interns.
- As cooperating teachers and interns become more familiar with and practice the co-teaching model, classroom climate, instruction, and assessment will become integrated to benefit all students.

Other Data on Student Achievement

- St. Cloud State University research project
 - 2004-05 through 2007-08
 - Compared standardized test (MCA) scores of elementary students in reading and math across three types of settings:
 1. Classrooms w/ a student teacher using the Co-Teaching model
 2. Classrooms w/ a student teacher but no co-teaching
 3. Classrooms with one licensed teacher—no student teacher

Student Achievement Data--Reading

MCA Reading Proficiency	Co-Taught	One Licensed Teacher	Not Co-Taught
2004-2005	82.1% N=318	75.7% N=934	65.3% N=101
2005-2006	78.7% N=484	73.5% N=1597	65.0% N=160
2006-2007	Insufficient Data to Analyze		
2007-2008	80.8% N=261	61.4% N=1977	62.1% N=269

Student Achievement Data- Math

MCA Math Proficiency	Co-Taught	One Licensed Teacher	Not Co-Taught
2004-2005	82.3% N=317	75.8% N=927	70.5% N=105
*2005-2006	68.9% N=524	64.7% N=1660	57.9% N=171
2006-2007	Insufficient Data to Analyze		
2007-2008	74.5% N=314	59.5% N=1939	62.6% N=278

*Statewide changes in the test reduced overall proficiency for all participants.

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Student Achievement Data - Cumulative

MCA Reading Proficiency	Co-Taught	One Licensed Teacher	Not Co-Taught
Overall (Four-Year Cumulative)	78.8% N=1461	67.2% N=6403	64.0% N=572
Free/Reduced Lunch Eligible	65.0% N=477	53.1% N=2684	49.5% N=222
Special Education Eligible	74.4% N=433	52.9% N=1945	46.4% N=179
English Language Learners (ELL)	44.7% N=76	30.7% N=515	25.8% N=31

Data compiled from 2004-08
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Student Achievement Data-Cumulative

MCA Math Proficiency	Co-Taught	One Licensed Teacher	Not Co-Taught
Overall (Four-Year Cumulative)	72.9% N=1519	63.7% N=6467	63.7% N=7064
Free/Reduced Lunch Eligible	54.2% N=513	47.3% N=2778	47.2% N=3010
Special Education Eligible	72.0% N=472	54.7% N=1906	54.2% N=2086
English Language Learners (ELL)	30.5% N=118	28.8% N=671	28.7% N=712

Data compiled from 2004-08
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What about the Students?

- What do student achievement data tell us?
 - Co-teaching produces positive effects!
 - Students in classrooms with a student teacher where the co-teaching model is used outperform their peers in classrooms without a student teacher.
 - Similar results are beginning to emerge in Georgia.
- For more information:
 - Google “St. Cloud State University Teacher Quality Enhancement Center”
 - For a St. Cloud Co-Teaching Fact Sheet, go to http://www.renaissancegroup.org/documents/co_teaching_project/co_teaching_fact_sheet_6_2011.pdf

Implications

- Georgia Teacher Prep. Programs are required to improve partnerships with P-12 schools
- ...and to improve/expand student teaching.
- We are strongly encouraging the use of co-teaching models for student teachers AND studies like the one conducted by SCSU.
- Your role is critical to the success of the partnership—please be open and proactive.

Thank you for your participation!

Questions?