Co-Teaching during Internship

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Co-Teaching

Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.
Co-Teaching is an Attitude...

An attitude of sharing the classroom and students Co-Teachers must always be thinking

We're Both Teaching!
Why Co-Teach?

- Supports enhanced collaboration skills for the teacher candidate
- Presents a better way to meet P-12 student needs
- Offers diversity of instructional styles
- Provides greater student engaged time
- Promotes greater student participation levels
“The compelling evidence is clear. Traditional student teaching is not conducive to maximizing educational benefits for our students. Co-teaching, however, has transformed the student teacher and teacher relationship. Instead of throwing a student teacher into the complexities of teaching without a lifeline, student teachers are coached as they practice the art of teaching. Teaching is rocket science, and co-teaching is the power source!”

Dr. Julia Espe
Executive Director of Curriculum, Instruction and Assessment,
St. Could Area School District, MN
What Co-Teaching is NOT:

- One person teaching one subject followed by another who teaches a different subject.
- One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers' lounge.
- One person teaching while the other sits and watches.
- Someone is simply assigned to act as a tutor.
Models of Collaboration

- **One Teach, One Observe** – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the cooperating teacher could take on both roles.

- **One Teach, One Assist** is 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, often lending a voice to students or groups who would hesitate to participate or add comments.

- **Station Teaching** occurs when 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 independent stations will be used along with the teacher led stations.
Models of Collaboration  continued

• In the **Parallel Teaching** approach, each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student to teacher ratio.

• The **Supplemental Teaching 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 re-taught, extended, or remediated.

• **Alternative or Differentiated 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.

• **Team Teaching** incorporates well planned, team taught lessons, exhibiting 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.
The traditional model of Internship II (student teaching) is that the classroom teacher gradually releases responsibility of the classroom planning and instruction to the intern until the intern has complete responsibility for the entire curriculum and teaching. While it is true that interns need to take full responsibility for planning, instruction, assessment, and all that it entails, the cooperating teacher can continue to support, guide, and work with students in the classroom setting.

- **First Week**: Focused observations, tangible support for students, and part-time teaching activities.
- **Second Week**: Several twenty minute teaching experiences, tangible support, focused observations, and part time teaching activities. Specific and timely feedback after the teaching experiences will be most beneficial to the intern.
- **Third through Seventh Weeks**: Intern will assume responsibility for an additional subject/class each week.
- **Eighth through Thirteenth Weeks**: Responsibility given to the intern for full-time teaching periods (10 days are consecutive, the other ten days can be spread out or consecutive to total 20 full teaching days).
- **Fourteenth through Fifteenth Weeks**: Cooperating teacher gradually resumes responsibility for subject areas/classes and during the final week, the intern may observe in other classrooms. The intern continues to teach, provide tangible support for students, and fully participates in the classroom.
Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical, and expecting more than others think is possible."
If you have any questions about field experiences or clinical practices please contact –

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References

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