



A Collaborative Model Co-Teaching & Coaching during Clinical Practice

UNO encourages a collaborative approach to clinical practice. The model utilizes instructional coaching and co-teaching during clinical practice. The cooperating teacher and the teacher candidate collaborate to meet the needs of students in the classroom. The two share responsibility for planning, instruction, and assessment. This allows for increased collaboration and reflection on teaching and learning. Coaching is strategically embedded throughout the experience by the university supervisor with support from the cooperating teacher.

Collaborative Teaching is an attitude... An attitude of sharing all aspects of the classroom to support student growth.

What are the benefits of co-teaching?

- ✓ Increases instructional options for all students
- ✓ Addresses diversity and size of today's classrooms
- ✓ Enhances classroom management
- ✓ Provides mentoring and guidance throughout the experience
- ✓ Creates an opportunity to plan, teach and evaluate as a team
- ✓ Helps develop knowledge, skills, and dispositions for teaching
- ✓ Improves the academic performance of students in the classroom

Why coaching?

- ✓ Less than 5% of teachers understand and implement what they hear and have modeled for them; but with effective coaching and descriptive feedback the rate of implementation jumps to 95% (Showers and Joyce 2002)
- ✓ The most powerful single modification that enhances student achievement is descriptive feedback (Hattie 1992)
- ✓ Provide effective strategies and help novice teachers shape those into what works for them and their students, otherwise, they will never learn to think on their own (Jackson 2013)

What are the co-teaching strategies?

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 have a focus for observation.

One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.

Station Teaching – The collaborative 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 an independent station will be used along with the teacher led stations.

Parallel Teaching – Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.

Supplemental Teaching – This strategy allows one teacher to work with a large group of students, while the other teacher works with the rest of the students who need the information and/or materials retaught, extended or remediated

Alternative/Differentiated Teaching – This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

Team Teaching – Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. 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.

Solo Teaching - Ultimately, teacher candidates become the lead of the classroom, but cooperating teachers remain actively engaged as co-teachers. The cooperating teacher continues to partner with the teacher candidate providing feedback, guidance and accountability without enabling. This enhances the learning opportunities for PK-12 students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship.

This is NOT:

- ✓ A less rigorous student teaching experience
- ✓ One person teaching one subject or period followed by another who teaches a different subject or period
- ✓ One person teaching while the other prepares instructional materials
- ✓ When one person's ideas prevail regarding what will be taught
- ✓ Pointing out everything the candidate has done ineffectively

PLANNING is essential

Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively.

- ✓ Try each co-teaching strategy.
- ✓ Adjust the lead role. Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidates as the experience progresses.

Research on Co-Teaching and Coaching

A comparison of the MCA (Minnesota Comprehensive Assessment) academic achievement scores in reading and math (grades 1-6) of students in co-taught classrooms (cooperating teacher and teacher candidate), students in a classroom with a single teacher, and classrooms where a non co-teaching model of clinical practice (student teaching) was undertaken. Researchers reported that students in co-taught classrooms statistically outperformed students in either of the other settings.

Four Year Cumulative Data (2004-2008)

MCA Reading Proficiency	Co-Taught Candidate	One Teacher	Non Co-Teaching Candidate	p	MCA Math Proficiency	Co-Taught Candidate	One Teacher	Non Co-Teaching Candidate	p
Overall 4 Year	78.8% N=1461	67.2% N=6403	64.0% N=572	<.001	Overall 4 Year	72.9% N=1519	63.7% N=6467	63.0% N=597	<.001
Free/Reduced Lunch Elig.	65.05% N=477	53.1% N=2684	49.5% N=222	<.001	Free/Reduced Lunch Elig.	54.2% N=513	47.3% N=277	45.7% N=23	.032
Special Ed. Eligible	74.4% N=433	52.9% N=1945	46.4% N=179	<.001	Special Ed. Eligible	72.0% N=472	54.7% N=190	48.9% N=18	<.001
English Language Learners	44.7% N=76	30.7% N=515	25.8% N=31	.069	English Language Learners	30.5% N=118	28.8% N=671	26.8% N=41	.656

Reported Benefits

Student learning was positively impacted. ----- 91%
The model enhanced my collaboration skills. ----- 91%
There were more opportunities for differentiation. ----- 90%
Student experienced different teaching methods and perspectives. ---- 90%

~ Cooperating Teachers, Candidates and Supervisors (N = 421)

Cooperating Teachers (N = 148)

Students received more individualized attention. ----- 90%
 Students experienced different teaching methods and perspectives. ----- 93%
 The model enhanced my collaboration skills. ----- 88%

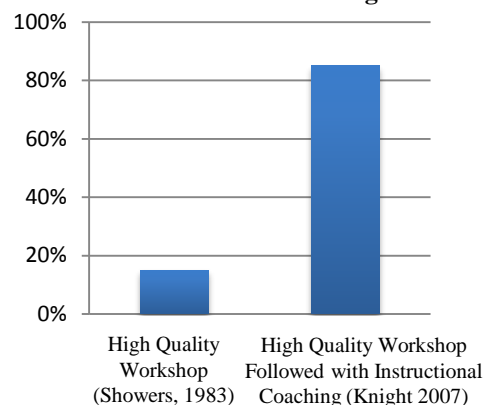
Teacher Candidates (N = 240)

I grew as a reflective practitioner. ----- 96%
 I learned strategies that will enhance my future teaching. -- ----- 94%
 My confidence in teaching and developing others has increased. ----- 93%

"My past field experiences and coaches benefited me the most in preparation of my student teaching experience. Having those real-life, hands-on experiences provided me with the opportunity to practice my ability to facilitate information, reflect on my performance as well as student learning, and collaborate with the teacher professionals around me."

~ Teacher candidate

Instructional Coaching



2007, Instructional Coaching, Jim Knight