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.

### 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

### 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.

### 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)**

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

**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%

~ Teacher candidate

“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

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![Graph showing Instructional Coaching](image-url)