Partners for Student Achievement



A Co-Teaching Resource Handbook

for

Cooperating Teachers, Student Teachers, and College/University Supervisors

in Virginia

by the

MidValley Consortium for Teacher Education

Bridgewater College
James Madison University
Augusta County Schools
Rockingham County Schools
Staunton City Schools
Eastern Mennonite University
Mary Baldwin College
Harrisonburg City Schools
Shenandoah County Schools
Waynesboro City Schools

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INTRODUCTION

Dear Virginia Educator,

Over the last several years, Virginia's public schools have experienced major changes in curriculum content, instructional methods, delivery format, and expectations for student achievement. The revised Virginia *Standards of Learning*, as well as the advent of block scheduling, integrated instruction, and team teaching, call for new models of teaching and new levels of accountability. In response, Virginia's teacher education programs have redesigned their programs to insure that graduates are prepared to meet these new expectations.

One of the most critical components of teacher preparation, however, is student teaching. It is imperative that the student teaching experience now be reexamined from two perspectives. First, it must be reviewed in light of new educational reform initiatives and redesigned so that student teachers provide value-added service that will *enhance* student learning, while at the same time they gain the necessary experience to prepare them for their own classrooms and their own students.

In 1998, the MidValley Consortium for Teacher Education received a $16,870 grant from the Virginia Department of Education for a two-year project to produce and disseminate a *Resource Handbook* containing specific instructional and supervision models and strategies to help clinical faculty and student teachers address these issues. ***This handbook is designed to ensure that student learning and student achievement remain paramount throughout the student teaching experience.*** We do hope that it will be useful to the many student teachers, cooperating teachers, and college/university supervisors in Virginia who work together as *Partners for Student Achievement*.

Sincerely,

The MidValley Consortium Steering Committee

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Clinical Faculty and Student Teachers: Partners for Student Achievement

Project Goals:

1. identify current major education reform initiatives focused on improving K-12 student achievement in Virginia;

2. describe the challenges that these reforms provide for student teachers and clinical faculty;

3. outline possible solutions for addressing these challenges (e.g., differentiated patterns for student teaching; new, more responsive coaching and evaluation models for clinical faculty);

4. pilot some of these solutions with "project triads" of student teachers, clinical faculty, and college/university supervisors; and

5. produce and disseminate a *Resource Handbook* containing specific instructional and supervision models and strategies that successfully address these challenges.

General Findings:

Based on clinical faculty, student teacher, and college/university supervisor feedback, the following general conclusions may be drawn from this project:

1. **Student teachers are a valuable resource for enhancing K-12 classroom instruction**. *Neither the student teaching experience nor student learning should suffer at the expense of the other.*

2. **Clinical faculty and student teachers who use co-teaching strategies can provide K-12 pupils with critical opportunities for intensive instruction in the Virginia Standards of Learning**.

3. **Some co-teaching strategies are more appropriate for certain grade levels or subject areas, or at certain times of the year, than others**. *Clinical faculty, student teachers, and college/university supervisors should work together to design individualized student-teaching schedules that meet the needs of specific K-12 classrooms.*

4. **Co-teaching requires pairing clinical faculty and student teachers who are compatible and can plan, teach, and reflect well together.**

5. **The decision of clinical faculty and student teachers to co-teach must have full school-wide support.** *Neither the clinical faculty nor the student teacher should be asked to assume other responsibilities such as substituting or serving on committees during shared instructional time.*

6. **Student teachers still must have full responsibility for direct instruction and an opportunity to "fly solo"**. *The amount and scheduling of this time, however, should be designed to meet the needs of both the K-12 students and the student teachers. Student teachers should assume increasing responsibility for planning and assessment, even when the actual instruction is being shared with clinical faculty.*

7. **Student teachers who use co-teaching strategies gain experience in teaching the Standards of Learning and in working as part of a team, which will benefit both them and the school divisions that employ them as first-year teachers.**

ORGANIZATION
OF THE
RESOURCE HANDBOOK

The first section of the handbook *(white)* provides a brief description of the purpose of this project, a timeline of project activities, and a listing of the clinical faculty trainers, clinical faculty, student teachers, and college/university supervisors who have assisted with the project. This is followed by an adaptation of an article, *Co-Teaching: A Different Approach for Cooperating Teachers and Student Teachers,* prepared by Michael Perl, Barbara Maughmer**,** and Cindi McQueen for presentation at the 1999 annual meeting of the *Association of Teacher Educators*. This article outlines five co-teaching models and strategies and was used as a framework for the Spring 1999 clinical faculty workshops that provided much of the resource material for this handbook.

The main portion of the handbook is color-coded and organized by major grade-level groups – primary *(pink)*, upper elementary *(green)*, middle *(blue)*, and secondary *(yellow)*. The section for each grade-level group includes four subsections:

- *Approaches to Co-Teaching* summarizes clinical faculty discussions of the pros and cons of the five co-teaching models for their own grade levels. In many instances, teacher quotes have been included as "sidebars."

- *Case Study* details clinical faculty recommendations for redesigning the student teaching experience in a grade-appropriate case study, presented as part of the Spring 1999 refresher workshops.

- *Strategies* outlines successful techniques that area clinical faculty have used with their student teachers.

- *Voices from the Field* provides evaluation comments and suggestions from the clinical faculty, student teachers, and college/university supervisors in the MidValley Consortium for Teacher Education who piloted a variety of co-teaching strategies during their Spring 2000 student teaching experiences.

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This handbook is being disseminated in two forms. One edition includes the sections for all four grade-level groups. Alternative editions contain the introductory materials and the information for just one of the grade-level groups. If you receive one of the alternative editions and would like to receive the editions for other grade-level groups, please contact Dr. Thomas Elliott at the Virginia Department of Education or see the James Madison University web site at <http://coe.jmu.edu/teu/>.

NOTE: The term *clinical faculty*, as used throughout this handbook, refers to cooperating teachers who have received specific training for mentoring student teachers through the MidValley Consortium. Although this handbook has been produced with *all* cooperating teachers in mind, the term clinical faculty is used when referring to those teachers who directly participated in this project.
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The MidValley Consortium expresses its grateful appreciation to the following educators who have worked so hard on this project:

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CO-TEACHING: A DIFFERENT APPROACH FOR COOPERATING TEACHERS AND STUDENT TEACHERS

adapted for Virginia from a paper presented by

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Co-Teaching: A Definition and Description

For the purposes of this paper, co-teaching is defined as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.

For many years cooperating teachers have been encouraged to gradually turn over their teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher has complete responsibility for all teaching. This approach certainly serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

In recent years the professional development schools in league with Kansas State University have encouraged cooperating teachers to act as co-teachers with their student teachers. With co-teaching, early in the semester, the student teacher might serve as an assistant and perhaps present portions of lessons while the cooperating teacher remains primarily responsible for the teaching. The student teacher might also work with individuals or small groups of students who need special or additional help. Or, for certain activities, the class might be divided between the two to reduce the teacher-pupil ratio.

As the semester progresses, the cooperating teacher will gradually give the student teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the student teacher did earlier in the semester. Near the end of the semester, the student teacher will be primarily responsible for the teaching, much as the cooperating teacher was at the beginning of the semester. With co-teaching, the amount of time the student teacher is left totally alone is reduced so that the cooperating teacher and the school division can take advantage of having an additional, trained adult to teach students.

The Promise of Co-teaching

The concept of co-teaching is new to the student teaching process, but has been used in classrooms with special students for nearly 20 years. In inclusion classrooms a general education teacher and a special education teacher become co-teachers to serve the needs of all of the students in the classroom. Walsh and Snyder (1993) completed a significant piece of research that addresses co-teaching. They compared state competency test scores of 9th grade students who had been taught in traditional classrooms with those who had been taught in co-teaching classrooms. In their study of over 700 students, they learned that the passage rates on the Maryland minimum competency tests (science, social studies, math, and language arts) were significantly higher (66.9% vs. 52.8%) for those taught in co-teaching classrooms compared to those taught in traditional classrooms.

Such results encouraged the personnel at professional development schools aligned with Kansas State University to pursue co-teaching as a solution to some of their problems. Shortly after the establishment of professional development schools, parents began to complain that their children were being taught too often and too long by inexperienced student teachers and not enough by experienced teachers. They felt their children were being used as guinea pigs. Teachers complained that they had to give up their classrooms to student teachers too often and for too much time. Many argued that there were too many student teachers in the professional development schools.

After using co-teaching over the past four years, parents are now requesting that their children be placed with a teacher who will have a student teacher, and teachers are requesting student teachers every semester. Ten years ago there were not enough local classrooms in which student teachers could be placed, and now there are more requests than there are student teachers to fill them.

Advantages and Disadvantages of Co-Teaching

ADVANTAGES

Meeting the individual needs of students is becoming more and more difficult. Having two or more adults in a classroom allows students to work with ease in whole group, small group and individual settings. By lowering the student/teacher ratio, co-teachers have a better chance to meet the diverse needs of technology, curriculum, and diversity issues.

Flexible grouping of students is much easier with co-teaching. The use of centers, curriculum groups, interest groups, and individual settings are based on the individual needs of students. Whole group teaching is an option, but typically less time is spent lecturing the whole group; this leaves more time to spend with small groups and individuals.

In co-teaching classrooms, students are actively engaged in learning. Many times, two or more teachers will attempt projects they wouldn't try by themselves.

The old saying of "Two heads are better than one" is very true when it comes to planning curriculum and assessment. Teachers are able to conference with parents and students on a regular basis, as well as during scheduled parent-teacher conference times. Preparing for parent conferences is often very time consuming. Co-teachers are able to reduce the preparation time by sharing the work.

Hundreds of decisions need to be spontaneously made by classroom teachers. By having more than one set of eyes on the classroom, teachers are able to collaborate and problem solve in a timely manner. Problem solving is a true advantage to co-teaching.

Every teacher knows the difficulty of preparing a classroom for the first day of school. Co-teachers are able to work together to prepare bulletin boards, move furniture, and plan the layout of the classroom.
Co-teaching is an excellent opportunity for mentoring an inexperienced teacher. If one is a veteran teacher and the other is a student teacher, inventory is no problem. The student teacher is able to share the classroom inventory, while adding to his/her own throughout the semester.

Ask any teacher what he or she needs, and the response will usually be "more time." Co-teaching allows time during the teaching day to be used in flexible ways. While one teacher is working with the whole group, another teacher can be planning curriculum, meeting with a small group of teachers to discuss state accreditation testing, etc.

Co-teaching is not easy. Many teachers are uncomfortable managing other adults and dealing with adult conflict. Therefore, co-teaching builds leadership skills with real-world applications.

With more demands on today's educators, teachers find themselves out of the classroom for various professional reasons (e.g., staff development, assessment, committee work, and leadership positions). Students are often left with a substitute. Co-teaching allows for teaching consistency for students because the student teacher remains in the classroom and can co-teach with the substitute.

Performance assessment is an effective way to measure what students really know. Gathering data on individual students for assessment purposes is a very difficult job for one teacher, but co-teaching allows for individual assessment to be ongoing during the teaching day.

Co-teaching is a real-world interaction model. Students observe teachers and student teachers interacting positively as a team.

DISADVANTAGES

A lot of teachers consider their classroom a "home away from home." They become very possessive of their classrooms because they have devoted hundreds of hours and a lot of money to make them successful. Adding a teacher to a classroom invades the territory of the classroom teacher. Some teachers are able to share their territory better than others. Co-teaching is not for the person who likes to control the class, has little flexibility or believes there is only one right way to teach. Teachers who share a classroom must come to consensus on such philosophical questions as discipline, classroom organization, routines, and procedures.

Another disadvantage is that not all teachers are able to manage adults. Co-teaching requires educators who are able to deal with adult conflict and management.

Collaboration and co-teaching takes more time. Teachers will often say, "It would be easier to just do it myself." Not all teachers are willing to take the time to talk about everything that happens in a classroom.

Many times teachers begin to feel closed in. Sharing physical space can be threatening and teachers feel that they just want some time to themselves.

Since co-teaching is not the norm, parent perception can often make or break the concept. It is imperative that parents know their student will be in a co-teaching classroom. Parents should not think their child is being used as a "guinea pig" for another new idea.

Most teachers are familiar with the "teachable moment" – the spontaneous teaching that experienced teachers use to challenge students to a higher performance level. Many times inexperienced teachers don't recognize the importance of spontaneous teaching. This can be a frustration to the other teacher who shares the classroom.

One of the most frustrating dilemmas of co-teaching is inconsistent discipline. Co-teaching is much like parenting. Students may try to play one teacher against the other. Many teachers would rather teach alone than deal with inconsistent discipline.

Some Approaches to Co-Teaching

Marilyn Friend and Lynne Cook (1996a) have presented several approaches to co-teaching that provide ways for two teachers to work together in a classroom. Their videotape (1996b) also explains these approaches, which are briefly discussed below. They include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching.

ONE TEACH, ONE SUPPORT

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

Some advantages of this approach are:

* Students receive individual help in a timely manner
* It's easier to keep students on task because of the proximity of the teacher.
* It saves time when distributing materials.
* As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.
* The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.

Some disadvantages of this approach are:

* Through the eyes of the students, one teacher has more control than the other.
* Students often relate to one person as the teacher and the other as a teacher's aide.
* Having a teacher walk around during the lesson may be distracting to some students.
* Students begin to expect immediate one-on-one assistance.

PARALLEL TEACHING

In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

Some advantages of this approach are:

* Preplanning provides better teaching.
* It allows teachers to work with smaller groups.
* Each teacher has the comfort level of working separately to teach the same lesson.
* Splitting the class allows students to be separated who need to be.

Some disadvantages of this approach are:

* Both teachers need to be competent in the content so the students will learn equally.
* The pace of the lesson must be the same so they finish at the same time.
* There must be enough flexible space in the classroom to accommodate two groups.
* The noise level must be controlled.

ALTERNATIVE TEACHING

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch him/her up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

Some advantages of this approach are:

* Working with small groups or with individuals helps meet the personal needs of students.
* Both teachers can remain in the classroom, so one teacher can informally observe the other modeling good teaching.

Some disadvantages of this approach are:

* Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the "smart" group).
* The students might view the teacher working with the larger group as the teacher in control.
* Noise level must be controlled if both teachers are working in the classroom.
* There must be adequate space.

STATION TEACHING

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could
be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

Some advantages of this approach are:

* Each teacher has a clear teaching responsibility.
* Students have the benefit of working in small groups.
* Teachers can cover more material in a shorter period of time.
* Fewer discipline problems occur because students are engaged in active, hands-on learning.

* It is possible to separate students who need to work away from each other.
* This approach maximizes the use of volunteers or extra adults in the room.

Some disadvantages of this approach are:

* To work effectively, this approach requires a lot of preplanning.
* All materials must be prepared and organized in advance.
* The noise level will be at a maximum.
* All stations must be paced so teaching ends at the same time.
* One or more groups must work independently of the teacher.

TEAM TEACHING

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

Some advantages of this approach are:

* Each teacher has an active role.
* Students view both teachers as equals.
* Both teachers are actively involved in classroom organization and management.
* This approach encourages risk taking. Teachers may try things in pairs that they wouldn't try alone.
* "Two heads are better than one."

Some disadvantages of this approach are:

* Preplanning takes a considerable amount of time.
* Teachers' roles need to be clearly defined for shared responsibility.

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I. Primary Grades

When clinical faculty in the primary grades talked together about the strategies they have already used with their student teachers, their responses fell into two distinct groups: those strategies used successfully by a majority of clinical faculty and those that have been tried by just a few. Everyone agreed that planning for instruction with the student teacher is the most critical factor in pupil achievement. This planning is most successful when it is intentional, long-range, interdisciplinary, and based on the *Standards of Learning* and local curriculum and pacing guides. Planning must involve the cooperating teacher and the student teacher as a team, and a regularly scheduled common planning time is essential. Teaching also needs to be a team effort, and the student teaching schedule should be adjusted to accommodate this.

1. Approaches to Co-Teaching

This section summarizes discussions by clinical faculty in the primary grades regarding the advantages and concerns of the five co-teaching models described on pp. 6-12 of this handbook.

A. One Teach, One Support

(In this model, one teacher does all the teaching while the other moves around the classroom, helping individual students and observing particular behaviors.)

Advantages

- Allows teachers to work with individual students more frequently.
- Helps with classroom management by giving children immediate attention.
- Reinforces directions.
- Provides support for children with behavior problems.
- Brings together thoughts on independent work habits and expectations.
- Provides for positive transition at the beginning of the student teaching experience.
- Provides effective clinical faculty modeling.
- Allows teachers and student teachers to "teach" their areas of expertise and "support" areas of secondary interest.
- Allows student teachers to gain experience with an assistant in the room.
- Provides opportunity for student teachers to become familiar with the curriculum, the expectations, and the students.
- Eases transition back into the classroom for classroom teacher.
- Provides more opportunities for remediation.

> *"Student colleague is a better term for student teachers. If we treat them in a less-than-equal capacity, this will become our mindset."*

Concerns

- May increase students' dependency on teachers' help.
- May distract students to have another person moving about.
- May discourage independent work habits.
- Will require consistency from teachers in dealing with behavior and evaluation.

B. Parallel Teaching

(In this model, the classroom is divided and both instructors teach the same information at the same time.)

Advantages

- Provides for different needs and ways of learning.
- Provides students with experience of working with a different teacher.
- Reduces teacher/pupil ratio.
- Allows teachers to work with smaller groups for more individualized instruction.
- Allows for more accommodation of developmental differences.
- Provides opportunities for both planning and class/group management.
- Allows for grouping to address behavior problems.

"I think that this would be very beneficial to the students in that the clinical faculty and the student teacher could vary delivery of instruction to meet the needs of a group of students more alike than having a full, large, varied group (a whole class). Teachers should teach both groups during each week so that the children know that each teacher is equal and so that the teacher keeps in constant contact with each student to assess if lesson was learned."

Concerns

- Difficult to assess student teacher when involved in co-teaching, etc. Hard to step out of group and notice student teacher.
- May be more difficult for student teacher to manage classroom behavior alone.
- Must be comfortable with the demands of teaching, planning, and managing of lessons.
- Must plan together for effective grouping of students.
- May be wasteful, with both teaching the same thing at the same time.
- Must have content area competence by both teachers.
- Could be distracting for teachers as well as students if classroom space doesn't provide for adequate separation of activities.

C. Alternate Teaching

(In this model, one teacher works with most of the class while the other teacher works with a small group inside or outside of the classroom.)

Advantages

- Meets the needs of those pupils having difficulty with skills.
- Provides effective structure for managing make-up work.
- Allows teachers to work more intensively with high-needs students.
- Allows teachers to assess for instruction more frequently.
- Enables flexible grouping so that groups are not always made up of same students.
- Provides for redemption and enrichment within the classroom, avoiding the stigma of "pull-out."
- Helps with PALs testing, teaching *Standards of Learning*, etc.

"This would work well for children who need additional help (one-to-one or small groups) with concepts that were covered during a group time, and it could also help children who need extra time to "learn" the material covered."

Concerns

- May sound good, but parents often want students to stay in the classroom.
- May make it difficult for student teacher to get "the big picture."
- Must be aware that same students are not pulled into small groups or out of the classroom repeatedly.

"With small groups, you meet the children's needs faster. Smaller groups encourage participation. I use it a lot with my student teacher. Focus on weaknesses but mix abilities other times."

D. Station Teaching

(In this model, the classroom is divided into various teaching stations. The teacher and student teacher are at particular stations while other stations are run independently by students or by teacher aides.)

Advantages

- Involves students actively in learning.
- Provides for structured exploration.
- Provides coverage of many *Standards of Learning* and learning objectives in a short amount of time.
- Helps maintain children's attention.
- Provides for more hands-on activities and breaks tedium of seat-time.
- Allows for on-going assessing of students' skills.
- Allows for work in different centers to be developmentally appropriate and varied.
- Reduces discipline problems through active, hands-on learning.
- Rotates responsibilities so that student teachers get experience in all areas.
- Generates and requires working together.
- Allows for grouping to resolve behavior and discipline problems.

"Children don't think it's learning because it's such fun."

"Teachers can cover more material in shorter amount of time."

"Kindergarten children learn "best" when they can work with the material and not just sit and listen!"

"Excellent way to provide students with more directed instruction—example: reading, math."

Concerns

- Will require much lesson planning and gathering of materials for centers.
- May create behavior management challenges.
- May produce uncomfortable level of noise and activity for some adults and students.
- Will require effective supervision of activities at centers to keep students on task.
- May create pandemonium, provide for less direct instruction, and exacerbate problems for students with ADD.
- May create problems with evaluating students consistently and fairly.

E. Team Teaching

(In this model, two teachers serve as one. Both teachers are actively involved in classroom management and instruction.)

Advantages

- Creates effective, fun learning.
- Allows teachers to use their content knowledge effectively together.
- Helps student teachers feel more confident.
- Encourages risk-taking by teachers.
- Encourages risk-taking by students because at the primary level all students want the teacher one-on-one for help with questions or activities.
- Shows students that student teachers are equal to teachers.
- Keeps cooperating teacher involved in class.
- Allows for shared ideas and planning, including differentiation and enrichment.
- Supports student teachers during transitional periods.
- Elicits positive responses from students.
- Breaks up the monotony of one person doing all instruction.
- Creates many spontaneous teachable moments.

"Two teachers can actively engage in conversation."

"Just think of what we can do if we work together!"

"I think this is a great way to model as well as give confidence to a student teacher."

Concerns

- Depends on personalities clicking, not conflicting.
- Depends on maturity and competency of student teacher.
- May not be appropriate for primary grades.
- Requires supporting and carrying 100 percent of the load by both persons.
- Requires much planning together to cover all aspects of subject.

General Comments About Co-Teaching Methods

The co-teaching models provide opportunities for classroom teachers to adapt and adjust their teaching styles for active inclusion of student teachers in their classrooms. In lieu of the standard "one teach and one observe" model, these five co-teaching strategies allow two teachers to plan together and implement the method(s) they feel will most suit their own personalities and skills at various times. In reviewing comments from clinical faculty about the five models, we noticed many positive comments about *One Teach, One Support*, *Station Teaching*, and *Team Teaching*. We noticed less favorable comments about *Alternative Teaching* and *Parallel Teaching*. However, individual situations will determine which methods suit particular teachers and student teachers best, depending upon personal relationships, personalities, planning time, class and classroom size, available materials, and teacher expertise. These models give experienced and non-experienced teachers the opportunity to make choices that will benefit everyone in the classroom.

2. Case Study

After learning about the five co-teaching strategies at their Spring 1999 refresher workshop, clinical faculty in the primary grades worked in small groups to discuss the case study below and respond to the five questions that follow. They were asked to consider the information contained in the case study, a suggested teaching schedule provided by the student teacher's supervisor, and the information on co-teaching strategies gained during the refresher workshop to set up a proposed teaching schedule and plan for this student teacher.

You are a first-grade teacher and have agreed to work with a fall student teacher. Your school division begins classes on August 24th, and your student teacher will be with you for the first eight weeks of the school year. Eighteen students are projected to be in your class at the beginning of the year; but for the past couple of years several more have always been added during the first week of school. You are concerned with turning over your students to a student teacher after two and a half weeks and wonder if you will spend the entire year "catching up." Several of your students' parents have called the principal and asked to have their children moved to the other first grade class because they want a "real" teacher for the entire year. In addition to your concerns regarding routines and getting off on the "right" foot, you privately wonder how you will ever get all the initial screening assessments done.

1. What are the major issues you need to address?

- Communicate regularly to determine your student teacher's role in daily planning, classroom routines, and student engagement.
- Send a letter to parents introducing them to your student teacher and explaining the student teacher's involvement in classroom (including teaming approaches).
- Invite parents to meet your student teacher.
- Communicate clear goals and expectations for all students to your student teacher and to your students' parents.
- Discuss your classroom management philosophy, your procedures, and your expectations, including specific rules and procedures, with your student teacher.
- Coach your student teacher in implementing your classroom management plan.
- Inform parents of your classroom management plan.
- Inform your student teacher of *Standards of Learning* content to be covered, pacing guidelines, and assessment procedures.
- Communicate regularly with parents regarding the progress of each student.

2. What will your proposed schedule look like?

- Use the college/university handbook as a guide.
- Begin immediately to model effective teaching strategies for your student teacher.
- Implement co-teaching models involving your student teacher early in placement.
- Use the *Standards of Learning* as a basis of planning and delivering instruction.
- Communicate regularly with your student teacher to determine a schedule.

3. What specific co-teaching models might you and your student teacher use?

- One Teach, One Support.
- Parallel Teaching.
- Alternative Teaching.
- Station Teaching.
- Team Teaching.

4. Will there be any changes in how you observe your student teacher's performance?

- Increase the collaboration between college/university, clinical faculty, and student teacher.
- Be flexible when observing your student teacher.

5. What specific planning and conferencing strategies might you and your student teacher use?

- Provide a cooperative working environment and model professionalism.
- Map out short- and long-term goals for content, pacing, methodology, and assessment.
- Plan lessons and share ideas with your student teacher.
- Set aside time daily to confer with your student teacher.
- Plan regular observations with your student teacher and reflect together on his/her experience.

3. Strategies

This section identifies strategies to foster pupil achievement that clinical faculty in the primary grades have already successfully used with their student teachers. Each strategy has been assigned to one of four categories used on the MidValley Consortium's ***Assessment of Student Teaching Performance****: A. Planning; B. Climate; C. Teaching;* and *D. Reflecting, Communicating, Evaluating*. There was limited input on the fifth assessment category *(E. Professional Development)* because clinical faculty discussions during the Spring 1999 refresher workshops focused on strategies for the teaching/learning process itself. The strategies in this section have been ordered from most to least frequently mentioned. Duplicate items have been combined, and unclear items have been reworded or deleted.

A. Planning for Student Learning

- Meet with your student teacher prior to the teaching experience. Provide a schedule of daily and weekly routines.

- Develop short- and long-term planning goals including a progression of responsibilities for your student teacher.

- Schedule a common planning time with your student teacher and any resource teachers.

- Plan together with your student teacher on a daily basis. Decide on lesson plan format and expectations for lessons.

- Assist and educate your student teacher in finding materials for planning lessons, including use of the Internet as well as school and community resources. This may include sharing personal resource materials and encouraging your student teacher to find new materials using a variety of sources.

- Model implementation of assessments (informal reading inventories, spelling inventories, and/or PALS); then give your student teacher assistance in administering the assessments.

- Help your student teacher plan and develop classroom strategies for differentiated instruction for students with special needs.

- Encourage your student teacher to become familiar with the school handbook, emergency procedures, system policy manual, and grade level discipline procedures.

- Discuss your school division's pacing guides or curriculum mapping materials with your student teacher and follow them when planning instruction.

- Discuss formative and summative assessment of student performance in relationship to progress reports, report cards, etc.

- Familiarize your student teacher with basic SOL content by providing a *Standards of Learning* handbook for planning lessons and pulling sample *Standards of Learning* materials and test questions from the Internet.

- Plan units that incorporate multiple *Standards of Learning* and/or other state assessments (e.g., *PALS*).

B. Climate for Student Learning

- Explain classroom management procedures to the student teacher and his/her college/university supervisor.

- Articulate and model techniques for effective behavior management for your student teacher.

- Help your student teacher establish high, but reasonable, expectations for all students.

- Encourage mutual respect among the children, your student teacher, and yourself by providing a teaming model that promote positive interactions.

C. Teaching for Student Learning

- Team teach with your student teacher earlier and for a longer period before giving him/her full responsibility for the class.

- Model effective classroom instructional techniques.

- Model for your student teacher how to work in an inclusive environment and how to differentiate instruction.

- Ensure that all scheduled *Standards of Learning* are taught during student teaching.

- Have your student teacher develop and administer an assessment of the *Standards of Learning* he/she has taught.

- Use a variety of teaching strategies in different subject areas (e.g., whole class, small groups, individual instruction).

D. Reflecting, Communicating, Collaborating for Student Learning

- Give your student teacher opportunities to observe and work with other teachers and alone with small groups of students.

- Share the results of PALS, Brigance Inventory, Spelling Inventory, Informal Reading Inventory, and Gates tests with your student teacher.

- Have your student teacher reflect on and revise assessments for lessons.

- Have feedback on your student teacher observations readily available, and give your student teacher an opportunity to "reflect" on how he/she thinks the lesson went before the evaluation is discussed.

- Utilize a journal format to correspond with and/or respond to your student teacher on a regular basis.

- Work closely with school and community resources.

- Schedule meetings with parents at times when your student teacher is available.

- Have your student teacher write a letter of introduction to parents at the onset of the placement.

4. Voices from the Field

A number of clinical faculty, student teacher, and college/university supervisor triads in the MidValley Consortium for Teacher Education volunteered to pilot a variety of co-teaching strategies during their Spring 2000 student teaching experiences. Following is a summary of the evaluation comments and suggestions from participants at the primary level:

1. How did revising your student teaching schedule or using one or more of the co-teaching strategies enhance pupil learning in your classroom?

All participants in the student teaching experience agreed that co-teaching strategies were very helpful for enhancing student learning. It gave those children who need more individualized attention a chance to succeed where a large or whole group setting was difficult or distracting for them. It provided more teaching time and fewer interruptions. A reduced pupil/teacher ratio maximized efficient use of instructional time.

"We were able to break down into groups, which gave the students more individual attention." ~~ Student Teacher

"Made us more of a team. Used both of our capabilities." ~~ Clinical Faculty

"*Students had two teachers instead of one. The two professionals planned together more often, developed a close relationship, and supported one another. Students were the center of attention."* ~~ University Supervisor

2. Which co-teaching strategy appeared to be most effective? Why?

Feedback showed that several of the co-teaching strategies appeared to be effective. Among the most popular were *Parallel Teaching*; *One Teach, One Support*; and *Station Teaching*. *Parallel Teaching* offered excellent time and classroom management as well as the opportunity for individualized instruction. *One Teach, One Support* allowed one person to teach while the other person worked with special needs children. *Station Teaching* allowed the children to participate in hands-on activities, which provided additional differentiated instruction.

"When we were both in the room teaching the same thing at the same time (Parallel Teaching), the lesson went faster and smoother, and there was better student comprehension." ~~ Student Teacher

"We felt like Station Teaching best describes our working together. The stations were 'centers.' I planned for all areas as the student teacher monitored some centers. As she gained more control, she planned for the centers. She also had to plan for a PALS aide in the classroom." ~~ Clinical Faculty

3. Identify any factors that inhibited pupil learning.

Those involved identified several factors that appeared to inhibit student learning. One concern was with student uncertainty regarding who was in charge. The noise level and classroom

management were also mentioned. In addition, some students became dependent on teacher assistance instead of working independently.

"Wondering what the other group was doing—having two things going on in the room at once." ~~ Student Teacher

"Children would sometimes look to me to see if they could or could not do the activity that they were asking the student teacher about. Also, the student teacher needs the opportunity to be with the children alone from time to time, so that she will HAVE to make all of the decisions concerning the classroom." ~~ Clinical Faculty

"It actually enhanced the learning of the cooperating teacher, student teacher, and pupils. Five of the student teachers I supervised used differing models and made positive comments about such on their Weekly Progress Forms." ~~ University Supervisor

4. What will you do differently in your first teaching position as a result of redesigning your student teaching schedule or using co-teaching strategies?

Student teachers indicated ways that they would implement co-teaching strategies in their classrooms. The techniques would be used with instructional aides and parent volunteers as well as in a team-teaching environment. Activities could be planned that may not be feasible if they were alone.

"I liked seeing 'both sides of the coin' of the different co-teaching models." ~~ Student Teacher

5. What will you do differently the next time you have a student teacher?

Overall, clinical faculty seemed satisfied with co-teaching strategies. No suggestions were given for improving the strategies at this time. However, it was felt that much of the success of these strategies depended on the competency of the student teacher.

"I had such a wonderful experience with the student teacher that I really cannot foresee any changes." ~~ Clinical Faculty

6. How did redesigning your student teacher's schedule or using co-teaching strategies change the way that you supervised him/her? What will you do differently the next time you supervise a student teacher?

Co-teaching strategies provided flexibility in scheduling for classroom observations by the supervisors as well as the classroom teachers. Co-teaching requires more observation by the clinical faculty and better note taking for analysis of classroom management. Clinical faculty and student teachers should be encouraged to try at least one co-teaching strategy.

"As both professionals were teaching, I found the cooperating teacher more willing to meet during the post-observation follow-up conference. Dialogue during those conferences was fluid and most positive." ~~ University Supervisor

II. Upper Elementary Grades

The focus at the upper elementary level is on instructional planning by student teachers, with emphasis on the *Standards of Learning*, in collaboration with clinical faculty. However, this in no way should minimize the need for student teachers to emphasize classroom climate, to develop appropriate teaching strategies, or to communicate professionally with all those involved in their teaching experiences.

1. Approaches to Co-Teaching

This section summarizes discussions by clinical faculty in the upper elementary grades regarding the advantages and concerns of the five co-teaching models described on pp. 6-12 of this handbook.

A. One Teach, One Support

(In this model, one teacher does all the teaching while the other moves around the classroom, helping individual students and observing particular behaviors.)

Advantages

- Allows supporting teacher to handle small classroom disturbances and problems while the other teacher is able to go on with the lesson, reducing lost instructional time.
- Provides for a positive transition at the beginning of the student teaching experience.
- Provides excellent opportunities for "catching" both learning and behavior problems and resolving them quickly.
- Provides individual attention to students when they need it, increasing time on task.
- Models good teaching for the student teacher.
- Encourages student teacher and teacher to reflect on effectiveness of lessons.
- Allows two teachers to "teach" their areas of expertise and "support" areas of secondary interest.
- Meets needs of different levels of students if grouping is done by performance/ability.

"This has worked well for me if each teacher is teaching at some point. I have done it by units. One teaches the unit while the other helps and then we switch for the next unit."

"I like the idea of the immediate help available to students at the moments most needed. This would be especially helpful with math instruction."

"With inclusion children in your classroom, this method works great. The children are able to stay on task successfully."

"I've used this model with resource teachers and instructional assistants for several years. The students stay on task and are more successful."

"I feel this approach reflects a desire to truly meet student needs."

"This is a strategy that works well at the beginning of a student teaching experience. It gives the student teacher necessary support."

"It seems that this perception would have to change as the student teacher gradually took on more direct teaching responsibilities and the classroom teacher became the supporting observer."

Concerns

- Students seem to look toward the one who is teaching as the only authority.
- If the teacher is usually in the room, the student teacher may not be able to establish his/her own style.
- Two "teachers" can be distracting to students.
- Student teachers may rely on the clinical faculty instead of tackling problems themselves.

B. Parallel Teaching

(In this model, the classroom is divided and both instructors teach the same information at the same time.)

Advantages

- Allows teachers to separate behavior problems.
- Allows greater time on task and more opportunity to explore.
- Allows closer proximity between students and teacher.
- Provides for smaller groups, allowing teachers to notice students' needs and to provide more responsive feedback.
- Provides student teachers with experience teaching and managing smaller groups.
- Allows teachers to monitor "at-risk" students more closely.
- Provides more opportunity for student participation during literature circles and discussions.
- Provides opportunities for both planning and class/group management as a team.
- Provides for different needs and ways of learning.

Concerns

- May be redundant and waste time if both groups have children of varying abilities.
- May be distracting for students as well as teachers. (Students may look and listen to both teachers and not understand the entire lesson.)
- May create hard feelings among students (e.g., "Why do I have the student teacher instead of my classroom teacher?").
- May require more planning time if instructors must share or duplicate materials.
- Might create ineffective "competition" if the personalities of the two teachers do not complement each other.
- Eliminates the beneficial modeling that teachers provide for student teachers.
- Creates difficulty in managing two groups because numbers are still somewhat large (ten students in each group), and increased noise level is possible.
- Creates inevitable inconsistency, as it's difficult for teachers to know if everything is covered in the other group.
-

C. Alternate Teaching

(In this model, one teacher works with most of the class while the other teacher works with a small group inside or outside of the classroom.)

Advantages

- Provides for flexible use of both teachers, allowing time for either remedial or advanced students.
- Provides opportunities for catching children up or for dealing with behavior problems.
- Provides an effective structure for managing make-up work.

"This is ideal to me, to be able to work with a small group out of the room. Two groups in the same room can be distracting to students and teachers."

- Enables flexible grouping so that groups are not always made up of the same students.
- Provides for remediation and enrichment within the classroom, avoiding the stigma of "pull-out."
- Allows teachers to utilize effectively their different strengths or skills (e.g., computer lab skills).

Concerns

- Might cause students being pulled out to miss new instruction in the classroom.
- May require too much planning time, especially for primary and upper elementary teachers.
- Must be aware that the same students are not pulled into small groups or out of the classroom repeatedly.

D. Station Teaching

(In this model, the classroom is divided into various teaching stations. The teacher and student teacher are at particular stations while other stations are run independently by students or by teacher aides.)

"I really like this approach when I have the student teachers, aides or volunteers necessary. A lot of material can be covered with students in small groups and activities can be varied."

"As a teacher I use this method a lot in science. Works well in teaching all concepts, keeps the students on task and learning, provides immediate feedback, and allows for constant hands-on activities, but takes time to prepare. Preparation is the key!"

"We do this as a fourth-grade team with colonial crafts. It is especially effective because each teacher becomes an "expert" on one or two topics, preparation is minimized, and students enjoy a wider variety of activities."

Advantages

- Provides students with a variety of opportunities to help maintain their attention.
- Allows students to have more guided exploration and discovery.
- Works successfully for teaching all the "pieces and parts" of a *Standard of Learning* as students seem to enjoy the variety of the lesson.
- Works well if blocks of time are built into the instructional schedule (e.g., 9:00-10:00 math, 10:00-11:00 language arts).
- Allows grouping for activity stations according to ability, behavior, and interest.
- Allows more material to be covered in a shorter period of time.
- Permits extending lessons over a period of days with all students actively participating.
- Allows for variety in learning styles.

Concerns

- Requires much planning the first time around.
- May be a problem if there is limited space.
- May create behavior management challenges.
- Will require effective supervision of activities at centers to keep students on task.

E. Team Teaching

(In this model, two teachers serve as one. Both teachers are actively involved in classroom management and instruction.)

Advantages

- Provides students with more individualized instruction.
- Allows teachers to address discipline issues without losing the group.
- Helps students view the student teacher as more equal to cooperating teacher, and can be especially helpful with disciplinary inconsistencies.
- Encompasses effective parts of the other co-teaching approaches.
- Demands that teachers be able to understand and communicate with each other.
- Reduces threatening nature of risk-taking when working with someone else; teachers try things they wouldn't try alone.
- Builds communication and collaboration; increases both teachers' knowledge; creates support system; builds morale.
- Allows strengths/weaknesses of one teacher to be balanced by those of the other.
- Allows one teacher to observe students while other teacher is teaching.
- Creates twice as much energy in a room.
- Shows students that student teachers are equal to teachers.
- Allows for shared ideas and planning, including differentiation and enrichment.
- Supports student teachers during transitional periods.

"It's great to feed off one another."

"I like this approach because I feel the cooperating teacher is more involved with student teacher's progress and student needs are more effectively met."

"As a teacher, I can actively involve my student teacher when team teaching, by being involved in planning and classroom management with them. As the teacher I am always aware of what the student teacher is doing."

Concerns

- Requires more planning time than many teachers at this level feel that they have.
- Requires that students view teachers as "equals," but this perception may be hard to create, especially concerning evaluation and discipline.
- Won't work if one teacher feels threatened, or if one teacher is more dominant or less motivated.
- Requires that both teachers share the same discipline beliefs to be effective--possible but difficult.
- Using this strategy too long could make things seem easier than they are to the student teacher. The student teacher must be allowed time alone to learn to handle instruction and classroom management independently.

"For this to work, you need a self-assured student teacher. (I have used this, but found it worked only at the end, after the student teacher had been "the teacher" with full control of the classroom.)"

General Comments About Co-Teaching Methods

Teachers are concerned with student teachers' awareness of the importance of covering the *Standards of Learning* in classroom instruction. The student teacher must assume responsibility for *Standards of Learning* implementation. Because of the *Standards of Learning*, teachers may be more hesitant to relinquish control of the classroom to the student teacher. The co-teaching models encourage smooth transitions during which student teachers must demonstrate both content and instructional competencies. The co-teaching models also require more planning and collaboration between clinical faculty and student teacher, which helps conferencing during student teaching experiences. Most clinical faculty believe that student teachers must eventually "fly solo" and assume responsibility for the entire classroom. Even after student teachers assume full responsibility, clinical faculty and student teachers will confer on a more regular schedule than in previous student teaching models. *One Teach, One Support* appears to be the most popular strategy at the upper elementary level.

2. Case Study

After learning about the five co-teaching strategies at their Spring 1999 refresher workshop, clinical faculty in the upper elementary grades worked in small groups to discuss the case study below and respond to the five questions that follow. They were asked to consider the information contained in the case study, a suggested teaching schedule provided by the student teacher's supervisor, and the information on co-teaching strategies gained during the refresher workshop to set up a proposed teaching schedule and plan for this student teacher.

You are a fifth-grade teacher who is scheduled to have a student teacher in the spring. You are part of a three-person team and teach language arts and social studies to all three fifth-grade classes. Your school's computer lab/technology instructor recently left to work in the private sector, and much of the computer instruction is now left up to the classroom teachers. You have a strong background in technology, and the principal has asked you to help the other fifth-grade teachers prepare their students for the *Standards of Learning* testing in technology. Your student teacher will be starting for eight weeks on January 13; he has a major in English, but is not very skilled in technology. *Standards of Learning* testing is scheduled for the week of April 14.

Virginia licensure regulations require student teachers to have at least 150 hours in "providing direct instruction," and most national accreditation guidelines call for an "extensive" and "intensive" student teaching experience. On the other hand, you are beginning to have strong concerns about having a student teacher because your principal has said that you will be held accountable for the performance of your students on the *Standards of Learning* tests.

1. What are the major issues you need to address?

- Prepare students adequately to pass *Standards of Learning* assessment.
- Provide specialized technology training for your student teacher and other team members.

2. What will your proposed schedule look like?

- Meet with your student teacher prior to placement to discuss scheduling options.
- Use short periods of time at the beginning of the placement for your student teacher to teach areas of expertise.
- Give your student teacher longer instructional time periods as the placement progresses. (Conferencing is critical to determine instruction, timing, and feedback.)
- Divide the students into two groups with you teaching technology and your student teacher teaching language arts.
- Schedule a time to work with all fifth-grade teachers and your student teacher to develop *Standards of Learning* technology skills.

3. What specific co-teaching models might you and your student teacher use?

- Determine appropriate teaming approach depending upon instructional goals—*One Teach, One Support; Parallel Teaching; Alternate Teaching; Station Teaching*; or *Team Teaching*.

4. Will there be any changes in how you observe your student teacher's performance?

- Adjust observations based on the situation (e.g., there may be opportunities when other team members observe and conference with your student teacher).

5. What specific planning and conferencing strategies might you and your student teacher use?

- Use the planning and conferencing models from clinical faculty training as appropriate.

3. Strategies

This section identifies strategies to foster pupil achievement that clinical faculty in the upper elementary grades have already successfully used with their student teachers. Each strategy has been assigned to one of four categories used on the ***Assessment of Student Teaching Performance****: A. Planning; B. Climate; C. Teaching;* and *D. Reflecting, Communicating, Evaluating*. There was limited input on the fifth assessment category *(E. Professional Development)* because clinical faculty discussions during the Spring 1999 refresher workshops focused on strategies for the teaching/learning process itself. The strategies in this section have been ordered from most to least frequently mentioned. Duplicate items have been combined, and unclear items have been reworded or deleted.

A. Planning for Student Learning

- Plan to meet with your student teacher prior to placement to discuss content, resources, and the *Standards of Learning*.
- Identify specific *Standards of Learning* to be taught during the placement. Provide a system of tracking student mastery of the *Standards of Learning*.
- Explain your grading system and discipline system.
- Establish a regular conferencing schedule to discuss performance, planning, pacing guidelines, content, assessment, and remediation.
- Discuss learning approaches to be used throughout placement.
- Have your student teacher take *Standards of Learning* practice tests to familiarize him/herself with the test format.
- Introduce and make appropriate resources within your classroom, school, or division available to your student teacher.
- Require that detailed lesson plans, including *Standards of Learning* objectives, be submitted for your approval prior to teaching the lesson.
- Provide a schedule of daily and weekly routines.
- Provide access to school handbook, emergency procedures, system policy manual, and school discipline procedures.
- Familiarize your student teacher with IEPs and other special needs of students while planning and developing classroom strategies for differentiated instruction.

B. Climate for Student Learning

- Establish high and reasonable expectations for all students.
- Establish a positive, accepting environment.
- Encourage mutual respect among students, your student teacher, and yourself by providing a teaming model that promotes positive interactions.
- Model, articulate, and instruct your student teacher in using techniques for effective behavior management.

C. Teaching for Student Learning

- Identify specific *Standards of Learning* objectives orally or in writing for students.
- Use a variety of teaching strategies in different subject areas (e.g., whole class, small groups, individual instruction).
- Develop co-teaching skills to enhance instructional goals.
- Integrate student use of technology with classroom curriculum.
- Model effective classroom management techniques.
- Show your student teacher how to differentiate instruction for diverse students.
- If possible, ask your student teacher to observe you as you give certain assessments (i.e. informal reading inventories). Then as you feel comfortable, have him/her help with giving the assessments.
- Blend *Standards of Learning*-like assessments with alternative assessments.

D. Reflecting, Communicating, Collaborating for Student Learning

- Establish regular conferencing for debriefing, planning, as well as reflecting on performance.
- Share results of spelling inventory, informal reading inventory, and other assessments.
- Stress importance of communication--with other faculty members who share your students, as well as with parents.

4. Voices from the Field

A number of clinical faculty, student teacher, and college/university supervisor triads in the MidValley Consortium for Teacher Education volunteered to pilot a variety of co-teaching strategies during their Spring 2000 student teaching experiences. Following is a summary of the evaluation comments and suggestions from participants at the upper elementary level:

1. How did revising your student teacher's schedule or using one or more of the co-teaching strategies enhance pupil learning in your classroom?

The majority of clinical faculty reported that student learning appeared to be enhanced by the utilization of co-teaching because they were able to cover more material. As a result clinical faculty believed that their students were better prepared for *Standards of Learning* testing. Student teachers reported that they were able to give more individualized attention to students and co-teaching enabled them to see a variety of teaching styles. Overall clinical faculty spoke very positively of their experience with co-teaching.

"Parallel Teaching and Co-Teaching has improved the student learning in my classroom. We assist each other in the classroom and easily switch roles. The students are completing more work in school, and we are checking it and giving immediate remediation and feedback!" ~~ Clinical Faculty

2. Which co-teaching strategy appeared to be most effective? Why?

All approaches to co-teaching were reported to be effective, and a preference was not apparent from the responses. Among the most popular were *Parallel Teaching*; *One Teach, One Support*; and *Station Teaching*. *Parallel Teaching* offered excellent time and classroom management as well as the opportunity for individualized instruction. *One Teach, One Support* allowed one person to teach while the other person worked with special needs children. *Station Teaching* allowed the children to participate in hands-on activities, which provided additional differentiated instruction.

"When we were both in the room teaching the same thing at the same time (Parallel Teaching), the lesson went faster and smoother, and there was better student comprehension." ~~ Student Teacher

"We were able to cover more material in a shorter period of time because of the extra help in the classroom. The students have the benefit of working in smaller groups for attention and each teacher has a clear role and responsibility." ~~ Student Teacher

3. Identify any factors that inhibited pupil learning.

Those involved identified several factors that appeared to inhibit student learning. One concern was with student uncertainty regarding who was in charge. In addition, some students became dependent on teacher assistance instead of working independently. Concerns about noise level, monitoring, and pacing were mentioned, but all participants seemed to feel that the positive benefits far out-numbered the negative factors.

"Wondering what the other group was doing—having two things going on in the room at once." ~~ Student Teacher

"Children would sometimes look to me to see if they could or could not do the activity that they were asking the student teacher about. Also, the student teacher needs the opportunity to be with the children alone from time to time, so that she will HAVE to make all of the decisions concerning the classroom." ~~ Clinical Faculty

"It actually enhanced the learning of the cooperating teacher, student teacher, and pupils. Five of the student teachers I supervised used differing models and made positive comments about such on their Weekly Progress Forms." ~~ University Supervisor

4. What will you do differently in your first teaching position as a result of redesigning your student teaching schedule or using co-teaching strategies?

Student teachers indicated ways that they would implement co-teaching strategies in their classrooms. The techniques would be used with instructional aides and parent volunteers as well as in a team-teaching environment. Activities could be planned that may not be feasible if they were alone.

"I liked seeing 'both sides of the coin' of the different co-teaching models." ~~ Student Teacher

5. What will you do differently the next time you have a student teacher?

Reflecting on their previous experience, both clinical faculty and student teachers were impressed with the effectiveness of co-teaching. Clinical faculty concluded that they would use co-teaching more often in the future and begin its use as early as possible. They also mentioned an interest in using a wider variety of co-teaching approaches. Student teachers looked forward to the possibility of utilizing co-teaching strategies in their first classrooms and hoped that personnel would be available to accommodate that. Besides learning to manage a classroom independently, student teachers noted having confidence in working in a team-teaching situation or in using an aide.

"I had such a wonderful experience with the student teacher that I really cannot foresee any changes." ~~ Clinical Faculty

6. How did redesigning your student teacher's schedule or using co-teaching strategies change the way that you supervised him/her? What will you do differently the next time you supervise a student teacher?

Co-teaching strategies provided flexibility in scheduling for classroom observations by the supervisors as well as the classroom teachers. Co-teaching requires more observation by the clinical faculty and better note taking for analysis of classroom management. Clinical faculty and student teachers should be encouraged to try at least one co-teaching strategy.

"As both professionals were teaching, I found the cooperating teacher more willing to meet during the post-observation follow-up conference. Dialogue during those conferences was fluid and most positive." ~~ University Supervisor

III. Middle Grades

When middle school clinical faculty were asked to share strategies they had used or would like to use while supervising student teachers, planning strategies generated the most responses. The *Standards of Learning* is the reform issue that is on the minds of most middle school teachers. Monitoring student teachers while shouldering the responsibility of student preparation for the *Standards of Learning* tests caused middle school clinical faculty to emphasize the importance of student teachers using existing curriculum or pacing guides to plan instruction and assessment.

1. Approaches to Co-Teaching

This section summarizes discussions by clinical faculty in the middle grades regarding the advantages and concerns of the five co-teaching models described on pp. 6-12 of this handbook.

A. One Teach, One Support

(In this model, one teacher does all the teaching while the other moves around the classroom, helping individuals and observing particular behaviors.)

Advantages

- Provides another pair of eyes to help keep kids focused and on task.
- Helps those students who get lost and need immediate feedback.
- Increases the efficiency of the lesson and meets special needs.
- Involves student teachers immediately; good introduction to student teaching.
- Helps to identify students with problems, both academic and behavioral.
- Creates useful structure for days when students need reinforcement of skills or time to makeup work.
- Works well with larger groups.
- Allows student teachers to establish a rapport with students while being actively involved. (Later, the student teacher teaches while the cooperating teacher supports. This creates the opportunity for the cooperating teacher to observe students and the student teacher at the same time.)
- Provides opportunity for modeling and observing.
- Allows teachers to work in smaller groups.
- Provides for instruction of different levels of students if grouping is done by performance/ability (math).
- Allows for a more gradual shift of control for classroom management.

"This is effective when using graphing calculators because the "supporting" teacher can help the students who are lost catch up and get back into a learning mode instead of just giving up or wasting the entire class time."

"This seems like a win/win/win model for cooperating teacher, student teacher, and students. Cooperating teacher gets help with distribution of materials and student questions, student teacher gets to see a good introduction, and students get two teachers."

Concerns

- Student teachers might avoid responsibility for situations.
- Students may rely immediately on the supporting teacher instead of tackling problems themselves.
- The supporting teacher's presence creates a distraction during whole-class lessons.
- Students might view student teachers as "aides."

Suggestions

- In order for this to be effective, student teachers and regular teachers must exchange roles frequently so that students respect both as teachers.
- Students will behave differently with another teacher nearby. Supporting teachers should work quietly with individual students so as not to distract the "teaching" teacher.
- Student teachers need to feel they have total authority over classroom management.
- Both teachers need to understand the "role" of each teacher during particular lessons.
- Teaching philosophies and styles should mesh and/or adapt.

B. Parallel Teaching

(In this model, the classroom is divided and both instructors teach the same information at the same time.)

Advantages

- Allows extra help for the slow learner and provides a monitor available to keep others on task.
- Provides two teaching styles for students with different learning styles.
- Works well in allowing teachers to be seen as equals.
- Allows teachers to separate disruptive students.

Concerns

- Two people teaching at the same time can be disruptive and noisy. This may distract some middle school students.
- Pacing might not allow the needed flexibility.
- Students are not guaranteed that they will receive the same level of instruction.
- Parallel teaching is distracting to students with attention deficit problems. May be more useful when teachers can be in different locations.

Suggestions

- One teacher could focus on reinforcement or enrichment.
- Teachers could teach different lessons based on students' needs.
- Teachers may find it more effective, when possible, to separate the groups and put them in separate rooms.

C. Alternate Teaching

(In this model, one teacher works with most of the class while the other teacher works with a small group inside or outside of the classroom.)

Advantages

- Allows for extra reinforcement of concepts being studied.
- Provides extra attention to all levels of students.
- Provides a way to help students who miss classes to make up work, especially with block scheduling.
- Utilizes the different strengths or skills of teachers.
- Helps students who never speak up or participate in large group instruction.

Concerns

- If groups are not frequently shuffled, students may apply labels.
- Requires extensive planning time.
- One teacher out of the room may decrease the awareness of what the rest of the class is achieving.
- Group outside may feel that they miss what the other group is doing.

Suggestions

- Remove the small group to another location if the room is overcrowded.
- Provide student teachers with adequate amounts of time in both small- and large-group instruction.
- Create groups based on remediation needs, academic ability, or social maturity.

D. Station Teaching

(In this model, the classroom is divided into various teaching stations/learning centers. The teacher and student teacher are at particular stations and the other stations are run independently by the students or by teacher aides.)

Advantages

- Provides for efficient coverage of content areas in the block schedule.
- Provides an opportunity to reinforce and present content in various ways.
- Allows students to work in small groups, especially in science classrooms where supplies and equipment are limited.
- Allows presentation of different points of view.
- Provides structure for grouping students when appropriate.
- Creates efficient pacing by delivering more information in less time.
- Provides structure for managing activities with large groups while maintaining control.

- Encourages active, hands-on learning.
- Allows student teacher to work with small groups.
- Allows for more variety in learning styles.

Concerns

- Lack of space can be a problem.
- Learning centers can be challenging for classroom management.
- Requires extra planning time.
- Student absenteeism can be a problem.

Suggestions

- This method needs to be well planned and paced.
- Parents/aides need to be well informed.
- Station/learning center procedures should be clear.

E. Team Teaching

(In this model, two teachers serve as one. Both teachers are actively engaged in classroom management and instruction.)

Advantages

- Students view both teachers as equals.
- Shared conversation keeps everybody actively involved.
- Two teachers serve as one.
- Student teacher sees good discussion, teaching, and discipline while the teacher still has a hand in guiding the students.
- A good way to get the student teacher from the student side of the desk to the teacher side.
- It's very effective when there is adequate planning and flexibility.
- Both teachers are actively involved in classroom organization and management. It could be used as an effective way for the student teacher to gain the respect of the students and take over the class.
- This approach allows the cooperating teacher to be actively engaged with the class after the student teacher has taken over. It provides better modeling and support for the student teacher.
- Teachers can collaborate to present information.
- It encourages risk-taking--teachers try things they wouldn't try alone.
- It is good for students to see adults modeling proper conversational etiquette. Students need to understand that there are methods of correct interaction with others.

Concerns

- Using this strategy could be a challenge if the cooperating teacher and student teacher have different instructional philosophies.
- Planning is time consuming.
- The student teacher may not be viewed as being equal in either classroom management skills or content knowledge.
- Using this strategy too long could make things seem easier than they are to the student teacher. The student teacher must be allowed time alone to learn to handle instruction and classroom management independently.

Suggestions

- Both teachers must plan the lesson together so that they know their roles and responsibilities.
- Teachers must tolerate differences of opinion; compromise may be necessary.

General Comments About Co-Teaching Methods

The data collected from middle school level clinical faculty suggest that all five co-teaching strategies can be useful for modeling and providing transitions in instruction and classroom management for student teachers. Because of their experience in teaming at the middle school level, the clinical faculty were able to suggest concrete strategies to make these co-teaching approaches work. The choice of approaches in a given situation depends upon the content area, the competency of the student teacher, and the personalities of both teachers.

One concept is apparent--the importance of the cooperating teacher in preparing student teachers to implement instruction in the *Standards of Learning*. Cooperating teachers should see themselves as adjunct faculty for the teacher preparation institutions. The role of the cooperating teacher has become much more important in preparing pre-service teachers for the high stakes testing environment in Virginia's public school classrooms.

"In any of these models, does the student teacher ever achieve true ownership of classroom responsibilities?"

2. Case Study

After learning about the five co-teaching strategies at their Spring 1999 refresher workshop, clinical faculty in the middle grades worked in small groups to discuss the case study below and respond to the five questions that follow. They were asked to consider the information contained in the case study, a suggested teaching schedule provided by the student teacher's supervisor, and the information on co-teaching strategies gained during the refresher workshop to set up a proposed teaching schedule and plan for this student teacher.

You teach eighth grade in a middle school and have agreed to work with a spring student teacher. Your school has a four-teacher team that works with Grade 8 students in English, math, science and social studies. Although you teach both math and science, you have major responsibility for team planning in math and will also be teaching a special unit this spring on probability in all four classrooms. The student teacher will be starting for eight weeks on March 11; *Standards of Learning* testing is scheduled for the week of April 14.

Virginia licensure regulations require student teachers to have at least 150 hours in "providing direct instruction," and most national accreditation guidelines call for an "extensive" and "intensive" student teaching experience. On the other hand, you are beginning to have strong concerns about having a student teacher because your principal has said that you will be held accountable for the performance of your students on the *Standards of Learning* tests.

1. What are the major issues you need to address?

- Make sure the *Standards of Learning* you planned to teach during that time will be taught.
- Impress upon your student teacher the importance of the *Standards of Learning*.
- Decide who will teach what.
- Make a curriculum outline for your student teacher.
- Monitor your student teacher's readiness for responsibility (content and management).
- Determine your student teacher's understanding of the content
- Team teach the more difficult subjects or concepts.
- Have your student teacher provide concrete proof through student work that the *Standards of Learning* were taught.

2. What will your proposed schedule look like?

- Make sure your student teacher knows what has been taught and the expectations for what is to be covered during the placement.
- Provide time for total *Standards of Learning* orientation at the beginning of the placement.
- Ensure that your student teacher will be involved from the beginning. Plan to meet before and after school to provide adequate planning time.
- Model the probability unit by planning and teaching a lesson in one class and letting the student teacher teach it in another one.
- Team teach until the *Standards of Learning* testing, then have the student teacher develop a unit of instruction.

- Week 1: Cooperating teacher teach/student teacher support, so that you can model planning and implementation.
- Week 2: Student teacher teach/cooperating teacher support, with close supervision of lesson plans.
- Week 3: Give a practice test of *Standards of Learning* content followed by *Alternate Teaching*, catching up, reversing roles.
- Weeks 4 and 5: Continue *Alternate Teaching*.

3. What specific co-teaching models might you and your student teacher use?

- The *One Teach, One Support* model was recommended to be used early in a student teaching placement.
- *Team Teaching* and *Station Teaching* were mentioned by several groups as the next strategies they would implement with their student teachers.
- *Alternate Teaching* might be recommended to use after the *Standards of Learning* testing; then your student teacher can assume complete responsibility.

4. Will there be any changes in how you observe your student teacher's performance?

- View your student teacher as a co-worker in terms of ownership of students' progress.
- Make sure that you and your student teacher continuously evaluate students' understanding of concepts.
- Observe your student teacher while co-teaching.
- Assess how well your student teacher is addressing the *Standards of Learning*.
- Have teachers from other teams observe your student teacher.
- Spend more time in the room with your student teacher, as content mastery is paramount.

5. What specific planning and conferencing strategies might you and your student teacher use?

- Review the *Standards of Learning*, then model and share the planning and pacing of lessons.
- Provide planning sessions on *Standards of Learning* instruction and curriculum strategies.
- Allow your student teacher to teach to his/her strengths.
- Stress getting correct information across to students in conferences.
- Use team teaching.
- Use time when students are engaged or between classes for planning and quick conferences.
- Plan with entire team rather than just with your student teacher.
- Confer every day with your student teacher.
- Keep a notebook to write questions and/or comments for your student teacher. (Your student teacher should constantly check the notebook and conference with you. Your student teacher should be available to conference before or after school.)
- Use Post-It notes or notebooks to communicate.
- Stress written reflection.
- Integrate more *Standards of Learning* into interdisciplinary units and incorporate *Standards of Learning* into core classrooms.

3. Strategies

This section identifies strategies to foster pupil achievement that clinical faculty in the middle grades have successfully used with their student teachers. Each strategy has been assigned to one of four categories used on the ***Assessment of Student Teaching Performance****: A. Planning; B. Climate; C. Teaching;* and *D. Reflecting, Communicating, Evaluating*. There was limited input on the fifth assessment category *(E. Professional Development)* because clinical faculty discussions during the Spring 1999 refresher workshops focused on strategies for the teaching/learning process itself. The strategies in this section are listed from most to least frequently referenced by clinical faculty. Duplicate items have been combined, and unclear items have been reworded or deleted.

A. Planning for Student Learning

- Monitor your student teacher's lesson plans to ensure *Standards of Learning* instruction and pacing.
- Require that your student teacher submit detailed lesson plans for approval *prior* to teaching the lesson.
- Require your student teacher to assign students short-term projects that are graded at timely intervals. This allows you to monitor student progress.
- Assist your student teacher in creating *Standards of Learning*-like assessments or in searching for appropriate assessment tools.
- Work as a team to plan curriculum to address the *Standards of Learning*; earmark these in lesson plans.
- Have ample resources available to help your student teacher with content.
- Orient your student teacher to team members' responsibilities, schedules and terminology.
- Discuss pacing and pacing guides; provide your student teacher with an outline and timeline with parameters.
- Model how teachers incorporate their own ideas to teach the *Standards of Learning* content. Encourage your student teacher to use his/her own ideas in teaching the *Standards of Learning*.
- Conference with your student teacher regarding differentiating instruction for special needs population.
- Share a model lesson plan with your student teacher.

B. Climate for Student Learning

- Require your student teacher to observe other faculty members for management styles and techniques.
- Support reasonable discipline decisions made by your student teacher.
- Allow your student teacher to be in charge of behavior management with support and feedback.
- Share classroom management expectations and review the school handbook.

C. Teaching for Student Learning

- Rotate teaching/observation to encourage reflection.
- Co-teach to cover *Standards of Learning*.
- Model a class lesson that your student teacher will teach to a later class.
- Use the expertise of each person to provide differentiated instruction through teaming.
- Share sample problems and formats for tests.

D. Reflecting, Communicating, Collaborating for Student Learning

- Make sure your student teacher understands the concepts being tested.
- Share test-taking skills with your student teacher.
- Use a checklist as a tool to set the stage for expectations.
- Blend *Standards of Learning*-like assessments with alternative assessments.
- Explain your grading system and the discipline system of the team and school.
- Stress the importance of communication with parents.
- Model reflection for improvement by videotaping yourself and your student teacher.
- Include your student teacher in collaboration with team members, resource teachers, and support staff regarding instructional techniques and behavioral management of all students.
- Communicate immediate feedback to your student teacher after teaching a lesson.

4. Voices from the Field

A number of clinical faculty, student teacher, and college/university supervisor triads in the MidValley Consortium for Teacher Education volunteered to pilot a variety of co-teaching strategies during their Spring 2000 student teaching experiences. Following is a summary of the evaluation comments and suggestions from participants at the middle grades level:

1. How did revising your student teaching schedule or using one or more of the co-teaching strategies enhance pupil learning in your classroom?

Clinical faculty saw co-teaching as an opportunity to enhance several aspects of classroom instruction. One university music supervisor said that parallel teaching improved students' performance on their instruments. The general consensus of the student teachers responding to this question was that the co-teaching strategies used were effective and provided students with more individualized help.

"*Having two teachers in the room is beneficial to the teachers and the students. It helped with decision-making, student attention, and problem-solving."* ~~ Student Teacher

"We were able to divide our social studies class into three groups, loosely based on reading level. This allowed us to select appropriate reading materials and teaching methods for each group." ~~ Clinical Faculty

" There were two people available to give assistance as needed. More time could be spent with individuals and more students could be attended to in the same setting. Discipline concerns were lessened and those problems that needed attending to could be addressed immediately without leaving classroom unattended." ~~ Clinical Faculty

2. Which co-teaching strategies were most effective? Why?

One Teach, One Support was cited by clinical faculty as a valuable tool for instruction. Some clinical faculty regarded *Team Teaching* as working well, especially with small group instruction such as projects. The middle grade student teachers cited *One Teach, One Support* and *Station Teaching* as being the most effective co-teaching strategies. *One Teach, One Support* allowed a math student teacher to provide more individualized help. Music teachers found that *Parallel Teaching* worked well for performance testing in band.

"We were able to cover more material in a shorter period of time because of the extra help in the classroom. The students have the benefit of working in smaller groups for attention and each teacher has a clear role and responsibility." ~~ Student Teacher

" We were able to team and work in several small group settings (each of us) in one period giving the needed information to select groups," ~~ Clinical Faculty

3. Identify any factors that inhibited pupil learning.

Concerns were voiced about noise level, monitoring, and pacing as possible inhibitors to student learning, but all of the participants seemed to feel that the positive benefits far out-numbered the negative factors.

" The noise level is the biggest problem. Pre-planning and timing must be a consideration for the instructors. Keeping the students' attention and not worrying about the other group was a problem." ~~ Clinical Faculty

4. What will you do differently in your first teaching position as a result of redesigning your student teaching schedule or using co-teaching strategies?

Student teachers learned as a result of co-teaching that it is very important to clarify expectations and classroom rules for the students as well as those who are co-teaching with them. They saw co-teaching techniques as being effective with students, and they plan to incorporate these strategies when possible in their own classrooms.

5. What will you do differently the next time you have a student teacher?

Clinical faculty who responded to this question felt they would use co-teaching strategies again with their student teachers. One stated he might try some *Station Teaching* to help with *Standards of Learning* preparation.

"*Nothing. This has been a great experience, and a good model for next time."* ~~ Clinical Faculty

6. How did redesigning your student teacher's schedule or using co-teaching strategies change the way that you supervised him/her? What will you do differently the next time you supervise a student teacher?

Co-teaching strategies provided flexibility in scheduling for classroom observations by the supervisors as well as the classroom teachers. Co-teaching requires more observation by the clinical faculty and better note taking for analysis of classroom management. Clinical faculty and student teachers should be encouraged to try at least one co-teaching strategy. A university music supervisor saw co-teaching strategies as valuable for individual and small group instruction but not for the entire ensemble.

IV. Secondary Grades

Because of the *Standards of Learning*, some secondary cooperating teachers are hesitant to accept student teachers or to relinquish control of their classroom. They know that student teachers must assume responsibility for *Standards of Learning* implementation, but are concerned with student teachers' understanding of the importance of *Standards of Learning* in classroom instruction.

The co-teaching models, however, encourage smooth transitions during which student teachers must demonstrate both content and instructional competencies. Co-teaching also requires more planning and collaboration between clinical faculty and student teacher, which helps conferencing during student teaching experiences. Most clinical faculty believe that student teachers must eventually "fly solo" and assume responsibility for the entire classroom. Even after student teachers assume full responsibility, clinical faculty and student teachers confer on a more regular schedule than in previous student teaching models.

1. Approaches to Co-Teaching

This section summarizes discussions by clinical faculty in the secondary grades regarding the advantages and concerns of the five co-teaching models described on pp. 6-12 of this handbook.

A. One Teach, One Support

(In this model, one teacher does all the teaching while the other moves around the classroom, helping individual students and observing particular behaviors.)

Advantages

Allows the student teacher to get involved immediately instead of just sitting.

- Gives the student teacher a chance to observe behaviors and get to know the strengths and weaknesses of the students during the first few days.
- Helps to keep students on task because of the proximity of the teacher.
- Provides individual attention for those who need it most; particularly useful in laboratory settings.
- Is an ideal teaming model for student teachers, so that they can see first hand what works and what doesn't . . . especially discipline.
- Allows the student teacher and the cooperating teacher to work together to enforce discipline with no break in instruction.
- Allows the teacher to model instruction and discipline strategies for the student teacher.
- Prepares the student teacher so that roles can be reversed – with cooperating teacher serving as "helper."
- Allows teachers to address individual student questions directly – good for the student who does not like to ask questions in a group setting.
- Helps the student teacher observe inappropriate behavior, learn to address that behavior, and discipline students.

"Students get help in a timely manner. In a lab science, a quick response is good teaching and a safety issue."

"I found this method to be very effective because we switched roles so often. Neither of us talked when the other was teaching, but waited for guided practice.

"This is often done in music classes and works well with student teachers."

"I team teach permanently in remedial reading—we have refined this as a flexible "One Teach, One Support"—whoever has moved up front carries on the main focus of the lesson. When the main teacher steps out to help someone, the other takes over…it can work once you know your student teacher."

"It's effective in creating a transition. The student teacher's role is gradually increased over several classes. Eventually the roles are reversed and the teaching authority is passed to the student teacher. It can also be used as an exit strategy at the end of the student teaching experience."

Concerns

- The student teacher needs to develop his/her own control in class.
- Students may perceive one teacher as having more control; students already have difficulty accepting authority of student teacher.
- Encourages students to expect more one-on-one!
- Student teacher will not have ownership. The student teacher needs to feel autonomous, without the cooperating teacher to check with during class. The teacher needs to leave to shift responsibility. Student teachers need to be on their own at high school level.
- Two "teachers" can be distracting to students.

In theory it's wonderful, but the downside is a kid can tune out one teacher and rely on another."

B. Parallel Teaching

(In this model, the classroom is divided and both instructors teach the same information at the same time.)

Advantages

- Works for special education purposes for differentiation of instruction; allows teachers to teach differently to different groups.
- Works well with literature and reading groups.
- Works well for behavioral problems.
- Helps student teacher with discipline.
- Is ideal for an art teacher because the one-on-one teaching required with hands-on media makes it easier to give all students a fair share of the teacher's time. No waiting for the students – they can progress faster.
- Permits the cooperating teacher to have continued contact with the students.

"It requires both to be actively involved in planning."

Concerns

- Noise level and/or lack of space may be a problem.
- Student teacher and teacher can't observe each other.
- Consistency of instruction may be difficult, with no guarantee that students will get the information they need.
- This may be good at the start, but if prolonged it may make teaching seem too easy.
- Having a student teacher and cooperating teacher with different ideas/philosophies could make this difficult.
- Pace must be the same for both teachers. Keeping on schedule would deny opportunities in those "teachable moments."
- Many student teachers may not be ready to jump right into this.
- This could become competitive for both the students and the teachers.

C. Alternate Teaching

(In this model, one teacher works with most of the class while the other teacher works with a small group inside or outside of the classroom.)

Advantages

- Allows both teachers to interact with students of differing ability levels to individualize instruction.
- Helps to meet individual needs of students who need to make up work or who need a little extra time to grasp a concept.
- Helps students who never speak up or participate in large group instruction.
- Allows both the teacher and the student teacher to be actively involved.
- Gives the student teacher a chance to model effective strategies.
- Works well with library, computer lab times, and inclusion settings.
- Encourages continuous teaching, practice, and assessment of literacy skills.
- Gives a chance to "divide, conquer, and enrich."

"I believe this model truly benefits student teachers because they experience large group instruction, small group instruction, and are continually exposed to effective instruction by the cooperating teacher."

"This can be a wake-up call about student diversity for student teachers."

Concerns

- The student teacher needs to experience working with the whole class, needs the full experience, including make-up work, etc.
- Teachers need adequate space and may need more than one room for subjects like music.
- Noise level may be a problem.
- This works better for practicum students than for student teachers.
- Group outside may feel that they miss what the other group is doing.

D. Station Teaching

(In this model, the classroom is divided into various teaching stations. The teacher and student teacher are at particular stations while other stations are run independently by students or by teacher aides.)

Advantages

- Allows some students a chance to work at an accelerated pace or to work alone. Some students work well alone while others like a frequent change of activities.
- Motivates students to accomplish goals so they can move to the next station.
- Meets multiple *Standards of Learning* in Technology/English.

"This would work really well in art, especially when we cover a variety of techniques and materials for, say, a collage project. I like this idea!"

"Very useful in my P.E. classes. We really maximized the amount of activities the students could participate in one class period. Students loved it!"

- Provides for efficient use of time with a block schedule.
- Increases the quality and quantity of material covered.
- Minimizes discipline problems because students are actively engaged.
- Allows for mobility rather than confinement – great for concrete "hands-on" students (right-brainers) who like to get up and work together and make things, etc.
- Utilizes both teachers' content strengths at the same time.
- Gives ownership of the lesson to both the teacher and the student teacher.
- Is great after a "mini-lesson"--the students go to stations to works on skills, review, catch up, make corrections, or prepare for tests.
- Would be great when students need a lot of help, such as identifying structures under a microscope.
- Gives the more independent students a chance to work at an accelerated pace while other groups are engaged in some other activity/topic.

"Station teaching works extremely well in the secondary English class, only the stations don't have to be within the class. For the Standards of Learning on doing a research paper and using technology, with a student teacher we can reserve computer lab and library space and have students moving between the two locations as necessary. Otherwise, with just one teacher, everyone has to be done in one location before the class can move to the next stage of developing a project."

Concerns

- Helping students who were absent with make-up work would be difficult.
- Monitoring discipline may be a problem. Some students tend to be inattentive if not directly supervised.
- Space and noise issues are a consideration.
- Requires more time and planning than a more traditional class.
- All stations must be paced so that teaching ends at the same time.
- This may be difficult in a special education classroom because students aren't independent.
- May not accomplish the objective you are trying to teach unless there is an adult at every station--may require volunteers.

"Overall concept sounds good, but sometimes I think some students have more difficulty working independently. There can be confusion about what to do."

E. Team Teaching

(In this model, two teachers serve as one. Both teachers are actively involved in classroom management and instruction.)

"Teaching critique by this method would be great. We are two professionals contributing ideas to help the students also contribute as if in a friendly conversation. Student teachers often become nervous when presenting or critiquing orally--this teaching method would make them more comfortable."

"I worked with a student teacher who was older and had different political views than I, and we led the class in great discussions."

Advantages

- Allows both teachers to be active and take advantage of each other's strengths, especially if both teachers have different teaching/learning styles.
- Is a valuable experience for the student teacher, particularly at the end of student teaching.
- Provides varied channels to present information to students, allowing two teachers to approach the same information differently, thus increasing the learning.
- Doesn't undermine the authority of the student teacher, presents both teachers as equals, and helps the student teacher lose his/her beginner label.
- Provides practice in exploratory discussion for students who often discuss poorly because they have never seen this modeled.

Concerns

- Conversation, without lecture, doesn't move clearly and easily toward the *Standards of Learning*.
- Requires much planning.
- Planning for team teaching can be very time-consuming, which could prevent it from being used very often.
- Success depends on student teacher's knowledge, skills, and abilities.

General Comments About Co-Teaching Methods

Most secondary teachers liked the *One Teach, One Support* model because it does not require as much additional planning as other co-teaching methods. They believed it would work well in most subjects and most class settings. Many teachers felt *parallel teaching* would be unworkable in most secondary classrooms because both teachers would have to share the same space while teaching separately. They thought that *alternate teaching* would work best for special applications such as makeup work, special education, and other unique settings.

Most teachers felt *station teaching* would be impractical on a regular basis; its main limitations are time, materials, and space for the stations. *Team teaching* appealed to some teachers because "two heads are better than one." This method could actually reduce preparation time, and it gives teachers the opportunity to model desirable behaviors and expose students to different ideas. *Team teaching* requires content knowledge, well-defined roles, and cooperative planning.

Even if co-teaching methods are successful in enabling a student teacher and in enhancing student learning, it is still important for the student teacher to assume sole possession of, and responsibility for, the class during a portion of the experience. All of the co-teaching methods depend on the abilities and compatibility of the teacher and the student teacher. Ultimately each teacher must be the judge of which co-teaching method or combination of methods are appropriate for his/her own teaching style, particular subject area, students, and student teacher, as well as when to use them.

2. Case Study

After learning about the five co-teaching strategies at their Spring 1999 refresher workshop, clinical faculty in the secondary grades worked in small groups to discuss the case study below and respond to the five questions that follow. They were asked to consider the information contained in the case study, a suggested teaching schedule provided by the student teacher's supervisor, and the information on co-teaching strategies gained during the refresher workshop to set up a proposed teaching schedule and plan for this student teacher.

You have agreed to work with a fall student teacher in secondary social studies. Your school division began classes on August 24th and operates on a 4x4 block schedule. Your schedule includes one section of World History to 1000 AD, one section of AP U.S. History, and one section of U.S. Government. Your student teacher will begin a twelve-week student teaching experience on September 28th. *Standards of Learning* testing is scheduled for November 2-3.

Virginia licensure regulations require student teachers to have at least 150 hours in "providing direct instruction," and most national accreditation guidelines call for an "extensive" and "intensive" student teaching experience. On the other hand, you are beginning to have strong concerns about having a student teacher because your principal has said that you will be held accountable for the performance of your students on the *Standards of Learning* tests. In addition, the principal has received a phone call from a parent concerned about having a student teacher in her son's AP History class.

1. What are the major issues you need to address?

- Determine the breadth of content to be covered in a survey course, including coverage of all *Standards of Learning*, as determined in the pacing guide.
- Determine the student teacher's familiarity with course content and the specific *Standards of Learning*.
- Clarify the student teacher's assumption of responsibility for classroom management and enforcing discipline.
- Clarify the student teacher's accountability for grades, coverage of the *Standards of Learning*, and classroom management.
- Ensure that the student teacher will get adequate instructional time, including meeting the university minimum requirement and adequate opportunities to teach on his/her own.
- Address student, parent, and school community confidence in the student teacher.

2. What will your proposed schedule look like?

- A sequence that begins with a school orientation, moves the student teacher quickly into

supporting and teaching roles in all three classes, and finally leads to independent teaching in one or more classes as appropriate.

-
- Have the student teacher teach a long "solo" unit in just one class.
- Assign teaching units to the student teacher six or seven weeks ahead of placement.
- Have the student teacher begin with the material with which he/she is most comfortable; have the clinical faculty monitor to assure a focus on *Standards of Learning* content.

3. What specific co-teaching models might you and your student teacher use?

- *Team Teaching* generally is not appropriate for advanced placement classes.
- Arrange three courses as follows:
  - *AP History*: Clinical faculty teaches and student teacher supports; *Station Teaching* implemented when student teacher feels comfortable with content.
  - *Government*: *One Teach, One Support* with *Team Teaching* and *Station Teaching* implemented as appropriate.
  - *World History*: *One Teach, One Support*, with some *Team Teaching* to ensure *Standards of Learning* coverage (very little solo student teacher teaching).

4. Will there be any changes in how you observe your student teacher's performance?

- Observe more closely how the student teacher deals with issues that arise in a classroom, including discipline and classroom management, the *Standards of Learning*, interruptions, and other factors affecting instruction.
- Stay in the classroom more.
- Conduct more day-to-day observations instead of only a few major observations to ensure that plans are implemented and problems addressed early.
- Make *Standards of Learning* coverage a part of the observation agenda.
- Focus more on the student teacher's ability to interact with students and clinical faculty simultaneously, as required by the co-teaching models.

5. What specific planning and conferencing strategies might you and your student teacher use?

- Use a three-stage process:
  - Pre-planning: Discuss Pacing Guide to ensure *Standards of Learning* coverage.
  - Pre-presentation: Review written lesson plans.
  - Post-presentation: Assess the lesson's effectiveness using Pacing Guide and student teacher's daily plans.
- Maintain regular contact with university supervisors.
- Emphasize student teacher's knowledge of content area *Standards of Learning*.
- Hold daily conferences and team planning.
- Use a coach or mentor model in conferencing.

3. Strategies

This section identifies strategies to foster pupil achievement that clinical faculty in the secondary grades have already successfully used with their student teachers. Each strategy has been assigned to one of four categories used on the ***Assessment of Student Teaching Performance****: A. Planning; B. Climate; C. Teaching;* and *D. Reflecting, Communicating, Evaluating*. There was limited input on the fifth assessment category *(E. Professional Development)* because clinical faculty discussions during the Spring 1999 refresher workshops focused on strategies for the teaching/learning process itself. The strategies in this section have been ordered from most to least frequently mentioned. Duplicate items have been combined, and unclear items have been reworded or deleted.

A. Planning for Student Learning

- Share *Standards of Learning* requirements and content pacing guidelines with your student teacher.
- Share effective strategies and lesson plans with your student teacher prior to his/her student teaching experience.
- Work as a team to create course, lesson, and unit plans to match *Standards of Learning* objectives and pacing guides.
- Prepare your student teacher for co-teaching experiences.
- Develop lesson plans for team teaching.
- Develop activities that encourage both group and individual accountability.
- Require that your student teacher submit detailed lesson plans for approval prior to teaching the lesson.
- Develop a timeline for your student teacher to assume primary responsibility for instruction.
- Share your grading expectations and procedures.
- Design assessments using *Standards of Learning* question format.

B. Climate for Student Learning

- Encourage your student teacher to develop a positive personal and professional rapport with each student.
- Develop your student teacher's awareness of cultural and ethnic diversities within assigned classes and their impact on instruction.

- Develop your student teacher's awareness of students' individual differences, special needs, and learning styles.

- Share classroom management expectations with your student teacher.

- Allow your student teacher to manage student behavior and support reasonable discipline decisions.

C. Teaching for Student Learning

- Model effective classroom management practices and pacing.

- Allow your student teacher to observe and co-administer the *Standards of Learning* tests in his/her own subject area if possible.

- Use co-teaching strategies to differentiate instruction for large groups, small groups, and individual students.

- Utilize assessment using the *Standards of Learning* question format.

- Rotate teaching/observation to encourage reflection.

- Model a class lesson that your student teacher will teach to a later class.

D. Reflecting, Communicating, Collaborating for Student Learning

- Provide time for daily communication and reflection with your student teacher.

- Aid your student teacher in assessing his/her own classroom management skills.

- Provide stress management strategies to help your student teacher cope with the pressures of teaching.

- Encourage your student teacher to collaborate with other department members and to participate in professional development opportunities.

- Communicate immediate feedback to your student teacher after teaching a lesson.

- Encourage on-going communication with parents.

- Develop an improvement checklist based on your student teacher's classroom practice.

4. Voices from the Field

A number of clinical faculty, student teacher, and college/university supervisor triads in the MidValley Consortium for Teacher Education volunteered to pilot a variety of co-teaching strategies during their Spring 2000 student teaching experiences. Following is a summary of the evaluation comments and suggestions from participants at the secondary level:

1. How did revising your student teaching schedule or using one or more of the co-teaching strategies enhance pupil learning in your classroom?

One cooperating teacher noted that sharing the teaching load allowed more time to be spent on preparation and planning, which was especially valuable because of an unusually large number of preparations she faced that semester. Student teachers agreed that students benefited from the use of co-teaching strategies due to increased interaction with teachers and decreased student/teacher ratios. One student teacher noted that co-teaching strategies enabled the students to observe different teaching styles using the same materials. Another student teacher stated that individualization of instruction resulted from dividing the class into two sections and from teaching separately in two different classrooms.

"This way, neither lesson was disturbed. Both teachers walked around and answered any questions." ~~ Student Teacher

"Strategies used gave students the benefit of working with the cooperating teacher and student teacher simultaneously, providing students with more interaction time with instructors and allowing teachers to complete more activities together than either teacher could do on her own." ~~ University Supervisor

2. Which co-teaching strategy was most effective? Why?

One Teach, One Support and *Alternative Teaching* were the most effective strategies used. *One Teach, One Support* was used most often and allowed more resources to be utilized in the classroom. One student teacher noted that team teaching was particularly effective at the beginning of his student teaching experience. Another noted that *Parallel Teaching* narrowed the size of the groups for a lower student/teacher ratio and more individualized attention.

" We were able to team and work in several small group settings (each of us) in one period, giving the needed information to select groups," ~~ Clinical Faculty

"Alternative Teaching in two locations was used to test oral skills and to simultaneously conduct test review for a written exam scheduled for the next day. This procedure was used repeatedly and successfully for unit tests during the course of the 12-week student teaching block." ~~ University Supervisor

3. Identify any factors that inhibited pupil learning.

Few, if any, inhibiting factors were identified by cooperating teachers and university supervisors. Student teachers, however, were concerned about the possibility that students might be distracted in *parallel teaching* situations.

4. What will you do differently in your first teaching position as a result of redesigning your student teaching schedule or using co-teaching strategies?

As a whole, the feedback from student teachers supported the use of co-teaching strategies. However, some student teachers offered several practical suggestions. One was to allow more time to cover the material and another was to plan activities more carefully to facilitate better pacing.

"I would have more interaction/planning with the other teacher." ~~ Student Teacher

5. What will you do differently the next time you have a student teacher?

Clinical faculty who responded to this question felt they would use co-teaching strategies again with their student teachers. One stated he might try some *Station Teaching* to help with *Standards of Learning* preparation.

"*Nothing. This has been a great experience, and a good model for next time."* ~~ Clinical Faculty

6. How did redesigning your student teacher's schedule or using co-teaching strategies change the way that you supervised him/her?

In most cases, the university supervisor and cooperating teacher saw little need for major changes in the way they supervised the student teacher in a co-teaching environment.

"*No change in supervision procedures resulted from the use of co-teaching strategies."*
~~ University Supervisor

"I had to be sure to be present for the one co-teaching class and see the whole block and allow ample time to observe and talk to all teachers involved." ~~ University Supervisor