

WKU Co-Teaching Webinar

- This webinar will begin on Nov. 12 at 3:45 CST.
- TWO Days prior to the webinar check your connection by following these instructions:
 - http://www.wku.edu/it/adobeconnect/connect_pro_quickstart_participants.pdf
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Co-Teaching Model

Western Kentucky University

Welcome!



Welcome!

- Dr. Sam Evans
- Co-Teaching Training Team
 - Gail Kirby, BG and Webinar
 - Rachel Leer, BG
 - Patty Bertke, Owensboro
 - Gena Jeffries, Elizabethtown
 - Beckie Stobaugh, Elizabethtown
 - David Bell, Glasgow
 - Robyn Swanson, WKU Music
 - Allen White, BGHS
 - Lisa Loague, Briarwood Elementary

Presenter



- Previous principal and teacher
- Author on two books on assessing critical thinking
- Currently, Assistant Professor at WKU

Dr. Rebecca Stobaugh

Website: <http://create-excellence.com/aboutus/rebecca-stobaugh/>

ASSESSING CRITICAL THINKING in Middle and High Schools

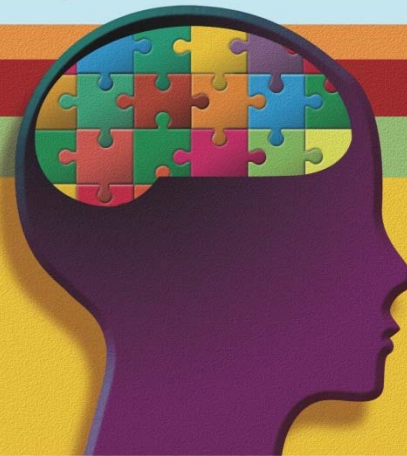
Meeting the Common Core



Rebecca Stobaugh

ASSESSING CRITICAL THINKING in Elementary Schools

Meeting the Common Core



Rebecca Stobaugh

EPSB: Selecting Co-Teaching as a Model For Kentucky

- St. Cloud State University
Minnesota



Educational Professional Standards Board

- **KRS: 16 KAR 5:040. Admission, placement, and supervision in student teaching.**

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the **student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school.**

Co-Teaching Defined

3 C-s of Co-Teaching

“Co-Teaching is when two educators **Co-Plan**, **Co-Instruct**, and **Co-Assess** a group of students with diverse needs in the same general education classroom”

- What does it mean to co-plan?
- What does it mean to co-instruct?
- What does it mean to co-assess?

Assumptions of Co-Teaching

- Two educators working collaboratively better meet the needs of learners.
 - How can 2 educators better meet the needs of learners?
- Close collaboration in the classroom can effectively prepare/mentor teacher candidates
 - How can collaborating better prepare teacher candidates?

What does this look like?

Teacher Candidates will be expected to:

- Contribute ideas from the very beginning of the experience
- Engage with students assisting with their learning from the very first day
- Be expected to take on full leadership in all 3 areas (planning, instruction & assessment)
- Demonstrate competencies as a teacher
- Have opportunities to teach alone

How is this different from what is happening currently?

Why Co-teach?

- Increased options for flexible grouping of students
- Enhanced collaboration skills for the teacher candidate and cooperating teacher
- Professional support for both the cooperating teacher and the teacher candidate
- Another set of eyes to watch and help problem solve
- Flexibility to try things you wouldn't be able to do alone
- Collaboration in classroom and lesson preparation
- Help with classroom management
- Diversity and size of today's classrooms
 - Reduce student/teacher ratio
 - Increase instructional options for all students
 - Diversity of instructional styles
 - Greater levels of student engaged time
 - Greater student participation

Why Co-teach?

- **Which reason is most compelling to you to switch to a co-teaching model?**

Co-Teaching Is Different. It Is NOT . . .

- A less rigorous student teaching experience
- Simply dividing the tasks and responsibilities among two people.
- For example, co-teaching is NOT:
 - One person teaching one subject followed by another who teaches a different subject
 - One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers' lounge
 - One person teaching while the other sits and watches
 - When one person's ideas prevail regarding what will be taught and how it will be taught
 - Someone is simply assigned to act as a tutor

St. Cloud University Data On Reading and Math Gains

St. Cloud University Data

- ♦ **P-12 Learners**
 - ♦ Academic Achievement (1-6)
 - ♦ 7-12 Survey
 - ♦ Focus Groups
- ♦ **Teacher Candidates**
 - ♦ Summative Assessment
 - ♦ End of Experience Survey
 - ♦ Focus Groups
- ♦ **Cooperating Teachers**
 - ♦ End of Experience Surveys
 - ♦ Focus Groups

Cumulative Data

Math Proficiency

- Minnesota Comprehensive Assessment
- Compares Co-Taught and Not Co-Taught student teaching settings

MCA Math Proficiency	Co-Taught	One Licensed Teacher	Non Co-Teaching Candidate	<i>P</i>
OVERALL (4 Year Cumulative)	72.9% N=1519	63.7% N=6467	63.0% N=597	< .001
Free/Reduced Lunch Eligible	54.2% N=513	47.3% N=2778	45.7% N=232	.032
Special Education Eligible	72.0% N=472	54.7% N=1906	48.9% N=180	< .001
English Language Learners	30.5% N=118	28.8% N=671	26.8% N=41	.656

Cumulative Data

Reading Proficiency

- Minnesota Comprehensive Assessment
- Compares Co-Taught and Not Co-Taught student teaching settings

MCA Reading Proficiency	Co-Taught	One Licensed Teacher	Non Co-Teaching Candidate	<i>p</i>
OVERALL (4 Year Cumulative)	78.8% N=1461	67.2% N=6403	64.0% N=572	< .001
Free/Reduced Lunch Eligible	65.0% N=477	53.1% N=2684	49.5% N=222	< .001
Special Education Eligible	74.4% N=433	52.9% N=1945	46.4% N=179	< .001
English Language Learners	44.7% N=76	30.7% N=515	25.8% N=31	.069

Benefits to Teacher Candidates

Teacher Candidates indicated that Co-Teaching led to:

- Improved classroom management skills
- Increases collaboration skills
- More teaching time
- Increased confidence
- Deeper understanding of the curriculum
- More opportunities to ask questions/reflect

Co-Teaching Strategies

Task:

- On the Co-Teaching Strategies chart, summarize each strategy and think of one example of how the strategy could be used in a classroom.

Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Team Teaching

Co-teaching Strategies

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



Co-teaching Strategies

- **One Teach, One Assist** is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.



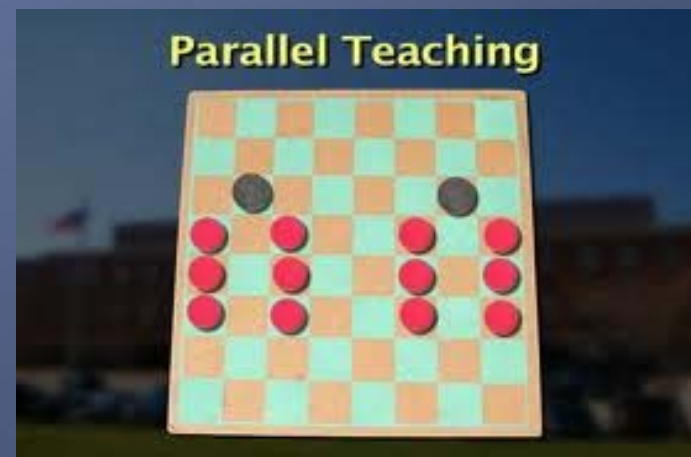
Co-teaching Strategies

- **Station Teaching** occurs when the Co-Teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher led stations.



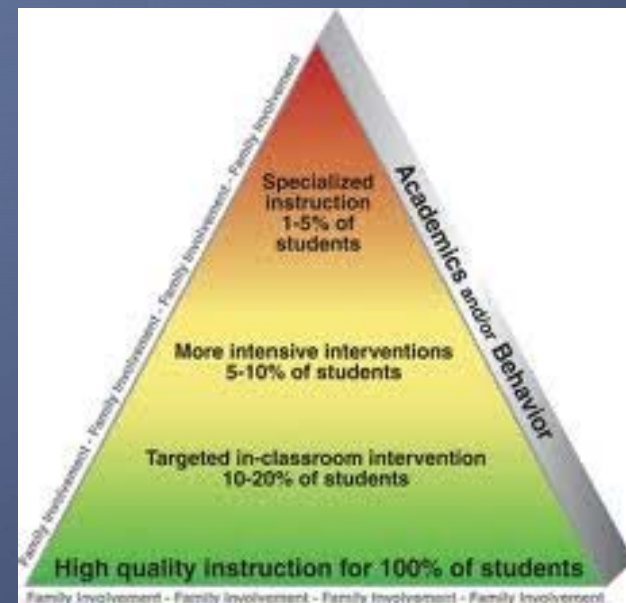
Co-Teaching Strategies

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



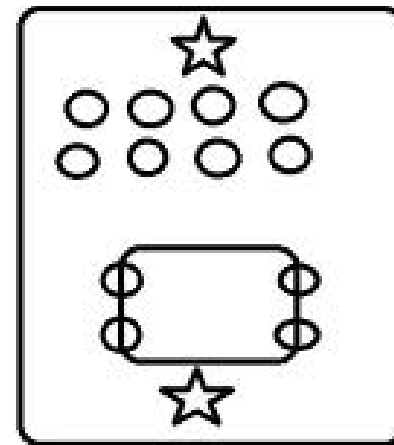
Co-teaching Strategies

- The Supplemental Teaching strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.



Co-teaching Strategies

- The Alternative Teaching strategy involves having two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.



Co-teaching Strategies

- Team Teaching incorporates well planned, team taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions



POLL

Which co-teaching strategy do you think has most potential for increasing student achievement?



POLL

Which co-teaching strategies are you most excited to try?



POLL

Which co-teaching strategy do you think will help teacher candidates improve their skills?



Frequently Asked Questions

- **What about solo weeks?**
 - **Teacher Candidates will still have solo weeks. In this case, they will be using the One Teach, One Observe model with the supervising teachers using the KY Teaching Standards to assess the teacher candidates' performance.**
- **Will this impact KTIP?**
 - **Probably not, but it will help teacher candidates be well prepared to collaborate with special education teachers.**

Think-CHAT-Share

- What changes in beliefs (or traditions) will this require?
- What do you think are the most positive elements of the co-teaching model for teacher candidates?
- How do you envision the co-teaching model positively impacting you?

Timeline

- Spring 2013 – P-12 Partners training
 - Cooperating teachers must also complete EPSB training on law (Coming 5/2013)
- Fall/Spring 2013/2014
 - Student teachers are engaged in co-teaching experiences.
 - All teacher candidates have 200 hours of field experiences prior to student teaching.

Upon What Does the Model Depend?

- Effective communication
- A gradual shifting of roles
- Constant focus on student learning

Questions?

Partnering for Success

WKU sincerely appreciates the
collaboration between our P-12
partner schools!

