

## **Efficacy of the Co-teaching Model of Student Teaching**

### **Action Research**

### **Initial Report**

**Dr. Anita Reynolds**  
**Concord University**

**Dr. Michael Bean**  
**Concord University**

#### ***Theoretical Perspective:***

Student teaching has long been the capstone of teacher education programs. The traditional model of student teaching typically involves a 12-15 week placement in a public school classroom with the classroom teacher (cooperating teacher). The placement involves an initial phase-in period, during which time the student teacher gradually takes over the role of the cooperating teacher. Subsequently, the student teacher assumes the primary role in the classroom and the cooperating teacher assumes a supervisory role. The placement concludes with a phase-out period during which the cooperating teacher resumes the lead role in the classroom.

In 2016 Concord University transitioned to a co-teaching model for the student teaching placement. Recognized as a best-practice, the active co-participation of the cooperating teacher and the student teacher in a single classroom offers numerous advantages, but, also, specific challenges. The primary differences between the traditional and the co-teaching models include primary involvement of both teachers, degree of preparation, a mixture of leading and full-time instruction, collaborative planning strategies, team modeling and coaching roles, and a more equal power differential (St. Cloud University, 2010).

The documented benefits of co-teaching are numerous. According to research by St. Cloud University (2010) the primary benefits include increased instructional options for all students, a variety of approaches addressing the diversity and size of a classroom, increased one-on-one instructional options for all students, enhanced classroom management, provision of mentoring and guidance throughout the experience, expanded opportunities to plan, teach, and evaluate as a team, development of knowledge, skills, and dispositions for teaching, and improved academic performance of students in the classroom.

The purpose of this study is to determine the efficacy of the co-teaching model in the public school classrooms where Concord University places student teachers. The results of the research will be used to improve the implementation of the co-teaching model, to maximize the achievement of public school students with two teachers in the classroom, and ultimately to more effectively prepare future teachers for the profession.

***Procedures:***

Participants of the research included student teachers from Concord University and the public school teachers with whom they were placed in the public school classrooms.

Data was collected via a two-part survey. Specific items of co-teaching were rated by participants using a Likert scale. Also, open-ended questions allowed participants to identify advantages and disadvantages based upon their experiences with the co-teaching model.

The data was collected across three semester, Spring 2018, Fall 2018, and Spring 2019.

***Contribution/Rationale:***

While the co-teaching model is accepted as a best practice with documented advantages for all constituents, it is critical to determine if these findings hold true in other settings, The service region for Concord University has a high density of low SES families, a large percentage of transient students, and a significant number of students living in foster care or with extended family. The results of this research will be used to determine the efficacy of the co-teaching model in these specific conditions, and to improve the outcomes of this model during the student teaching experience.

**References:**

St. Cloud State University. Co-teaching in student teaching. St. Cloud University. Teacher Enhancement Center, 2010.

Cooperating Teachers (CT)=26 Student Teachers (ST)=76	Effect of co-teaching on student learning	Effect of co-teaching on student engagement	Effect of co-teaching on student motivation	Effect of co-teaching on students' class participation	Effect of co-teaching on classroom management	Effect of co-teaching on ability to address curriculum standards	Effect of co-teaching on creating and utilizing effective assessments	Effect of co-teaching on effectively using assessment data to guide instruction	Effect of co-teaching on developing differentiated instruction to meet the needs of all students	Effect of co-teaching on planning and preparation of effective lessons
5 Greatest Effect	65%	68%	52%	63%	67%	55%	47%	47%	68%	68%
	43%	56%	49%	53%	73%	56%	53%	63%	68%	63%
4	26%	29%	31%	26%	28%	18%	33%	29%	23%	23%
	34%	31%	30%	25%	20%	26%	29%	22%	20%	19%
3	10%	0%	18%	12%	6%	21%	15%	21%	7%	10%
	16%	10%	12%	18%	7%	14%	16%	12%	10%	10%
2	0%	3%	0%	0%	0%	7%	7%	3%	3%	0%
	0%	1%	4%	3%	0%	3%	1%	3%	0%	1%
1 Least Effect	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2%	2%	4%	0%	0%	1%	0%	0%	1%	1%

Data: Spring 2018-Spring 2019

### Elements of Survey Scoring Highest Percentage for Greatest Effect (5)

The first most significant benefit identified from the data is “**Effect of Co-teaching and Classroom Management**”. The benefit was rated a “5” (greatest effect) by 73% of student teachers and 67% of cooperating teachers. Comments provided by student teachers and cooperating teachers relative to this benefit include:

- Improved classroom management.
- Students positive behavior increased.
- Improved classroom culture as a whole.

The second most significant benefit identified from the data is “**Effect of Co-teaching on Differentiated Instruction**” to meet the needs of all students. The benefit was rated a “5” (greatest effect) by 68% of student teachers and 68% of cooperating teachers. Comments provided by student teachers and cooperating teachers relative to this benefit include:

- Meeting the instructional needs of all students.
- Helping all students grow academically.
- Helping students to meet curricular standards.

The third most significant benefit identified from the data is “**Effect of Co-teaching on Planning and Preparation of Effective Lessons**”. This benefit was rated as “5” (greatest effect) by 63% of student teachers and 68% of cooperating teachers. Comments provided by student teachers and cooperating teachers relative to this benefit include:

- Increased scaffolding activities for students.
- Increased variety of learning experiences.
- Improved workload.
- Improved scheduling of lesson content and activities.

The fourth most significant benefit identified from the data is “**Effects of Co-teaching on Student Engagement**”. This benefit was rated as “5” (greatest effect) by 56% of student teachers and 68% of cooperating teachers. Comments provided by student teachers and cooperating teachers relative to this benefit include:

- Increased enthusiasm of students
- Increased student co-learning
- Increased student engagement
- Increased personalized instruction

The fifth most significant benefit identified from the data is “**Effects of Co-teaching on Students’ Class Participation**”. This benefit was rated as “5” (greatest effect) by 53% of student teachers and 63% of cooperating teachers. Comments provided by student teachers and cooperating teachers relative to this benefit include:

- Increased opportunity to receive extra help in real-time
- Increased personalized instruction
- Increased academic success

Survey participants were also provided with an opportunity to share their thoughts on their perceived disadvantages of co-teaching. This feedback is based upon actual co-teaching in classrooms within Concord University’s service area and will be used to improve the co-teaching model of student teaching.

Comments of potential disadvantages included: Different styles/philosophies

- Disinterest in co-teaching
- Overwhelms students initially
- Student-teacher may become dependent upon a co-teacher
- Requires compromises on control
- Students uncertain of roles, which may confuse/distract students
- Students may favor one over the other

