

Implementation Evaluation of the Co-Teaching Model in an Innovative Teacher Preparation Program

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Purpose

- To examine co-teaching trends for pre-service teachers over a year long residency program
 - By semester
 - By major
- Discuss the implications of providing the information to faculty and staff

Innovative Teacher Preparation Model

- Student-teaching placements are year-long (four days per week) and within school-district cohorts
- Embedded coursework
- Structured and purposeful orientation for both teacher candidates and mentor teachers prior to start of school-year
- Comprehensive performance observation process, including pre- and post- conferencing with teacher candidate reflection
- Coursework emphasizes teacher candidates' use of data to track pk-12 student progress

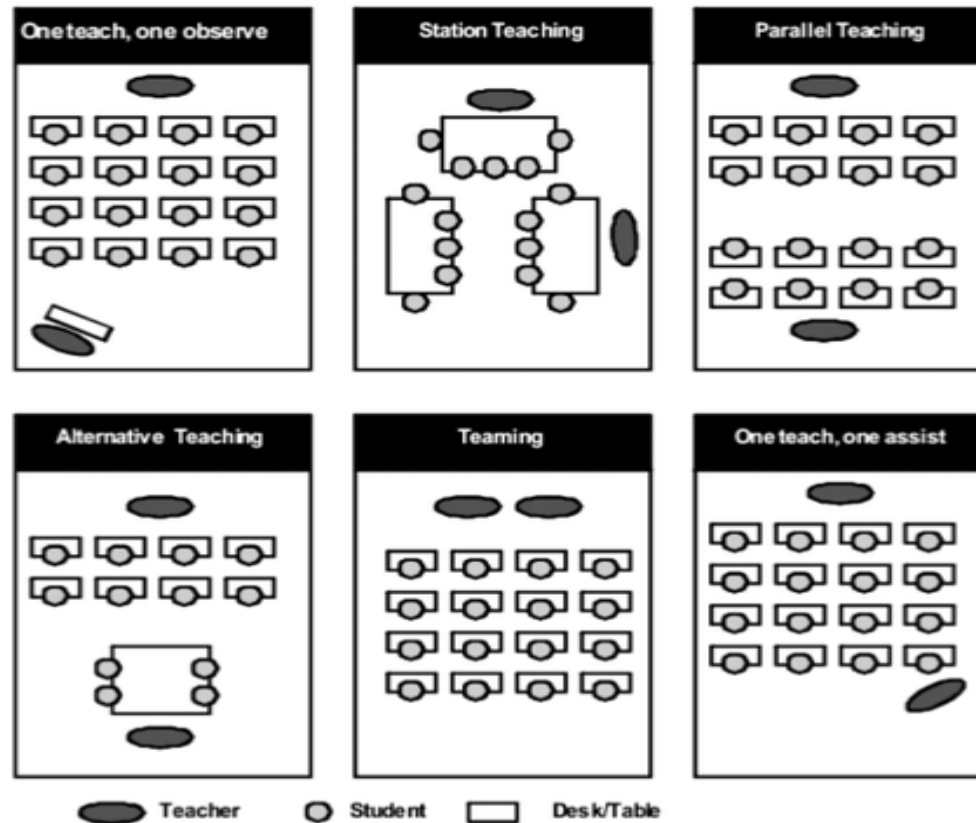
Research Supporting Co-Teaching

- Research demonstrates that a co-teaching approach is more effective than traditional “sink or swim” models when preparing highly effective special education and elementary education teachers
- Using a co-teaching model has proven positive benefits to both student teachers and the PreK-12 students
- Classrooms, especially those with diverse learner groups, have been found to benefit from a co-teaching approach
- Using the co-teaching model, it has been suggested that teacher candidates start teaching sooner and have more opportunity to observe a variety of skills and practice those skills

(Friend, 2008; Graziano & Navarrete, 2012; Heck & Bacharach, 2010; Upfront Consulting, 2009)

Co-Teaching Models

The six types (Cook & Friend, 1995) that are documented, moving from less to more responsibility are: (1) one teach, one observe; (2) one teach, one assist; (3) parallel teaching; (4) station teaching; (5) alternative teaching (one teacher works with a large group and one with a small group); and (6) team teaching.



Initial Evaluation Questions

- What types of co-teaching methods are being captured in walk-throughs
- Do co-teaching methods differ by semester?
- Do co-teaching methods differ by major?

Participants

- 455 undergraduate students
 - 92% females
 - 72% Caucasian, 18% Hispanic/Latino, 4% Asian, 2% African American, 1% Native American, 1% Two or More Race, and 1% N/A
 - 50% Elementary Education Majors
 - 33% Special Education Majors
 - 17% Early Childhood Education Majors

Co-Teaching Strategies: By Semester

Type	Fall 2012		Spring 2013	
	Mentor Teacher	Teacher Candidate	Mentor Teacher	Teacher Candidate
One Teach/One Observe	21	153	20	151
One Teach/One Assist	44	61	55	43
Station Teaching	26	32	30	21
Parallel Teaching	11	2	6	1
Alternative Teaching	15	12	13	17
Team Teaching	21	10	34	4

Co-Teaching Strategies: By Major

Spring 2013	Early Childhood Education		Elementary Education		Special Education	
Type	Mentor Teacher	Teacher Candidate	Mentor Teacher	Teacher Candidate	Mentor Teacher	Teacher Candidate
One Teach/One Observe	1	23	13	85	6	43
One Teach/One Assist	6	7	32	25	16	11
Station Teaching	10	12	8	3	12	6
Parallel Teaching	1	1	4	0	1	0
Alternative Teaching	0	0	5	10	8	7
Team Teaching	1	2	22	3	9	1

Differences in Co-Teaching

Using a One-Way ANOVA with LSD post-hoc comparison

- Special Education majors more likely than Elementary majors to use One Observe/One Teach ($F=4.86; p < .01$)
- Early Childhood and Special Education majors more likely than Elementary majors to use Station Teaching ($F=21.84; p < .001$)
- Early Childhood majors more likely than Elementary majors to use Alternative Teaching ($F = 3.13; p < .05$)

Reinforcements

Fall 2012	Frequency	Percent
Instructional plans	15	1.6
Standards and Objectives	31	3.4
Teacher Content Knowledge	31	3.4
Teacher Knowledge of Students	79	8.6
“Select One:”	88	9.6
Missing	94	10.2
Activities and Materials	130	14.2
Presenting Instructional Content	137	14.9
Managing student Behavior	146	15.9
Academic Feedback	167	18.2

Spring 2013	Frequency	Percent
Instructional plans	7	1.5
Teacher Content Knowledge	16	3.5
Standards and Objectives	18	3.9
“Select One”	40	8.6
Teacher Knowledge of Students	42	9.1
Missing	58	12.5
Activities and Materials	65	14.0
Managing student Behavior	65	14.0
Presenting Instructional Content	73	15.8
Academic Feedback	79	17.1

Refinements

Fall 2012	Frequency	Percent
Teacher Content Knowledge	33	3.6
Instructional Plans	36	3.9
Teacher Knowledge of Students	36	3.9
Presenting Instructional Content	69	7.5
Activities and Materials	72	7.8
Standards and Objectives	73	8.0
Missing	94	10.2
Academic Feedback	109	11.9
Managing Student Behavior	135	14.7
“Select One”	261	28.4

Spring 2013	Frequency	Percent
Instructional Plans	16	3.5
Teacher Knowledge of Students	18	3.9
Teacher Content Knowledge	21	4.5
Activities and Materials	35	7.6
Presenting Instructional Content	36	7.8
Academic Feedback	37	8.0
Standards and Objectives	40	8.6
Missing	58	12.5
Managing Student Behavior	64	13.8
“Select One”	138	29.8

Practical Implications

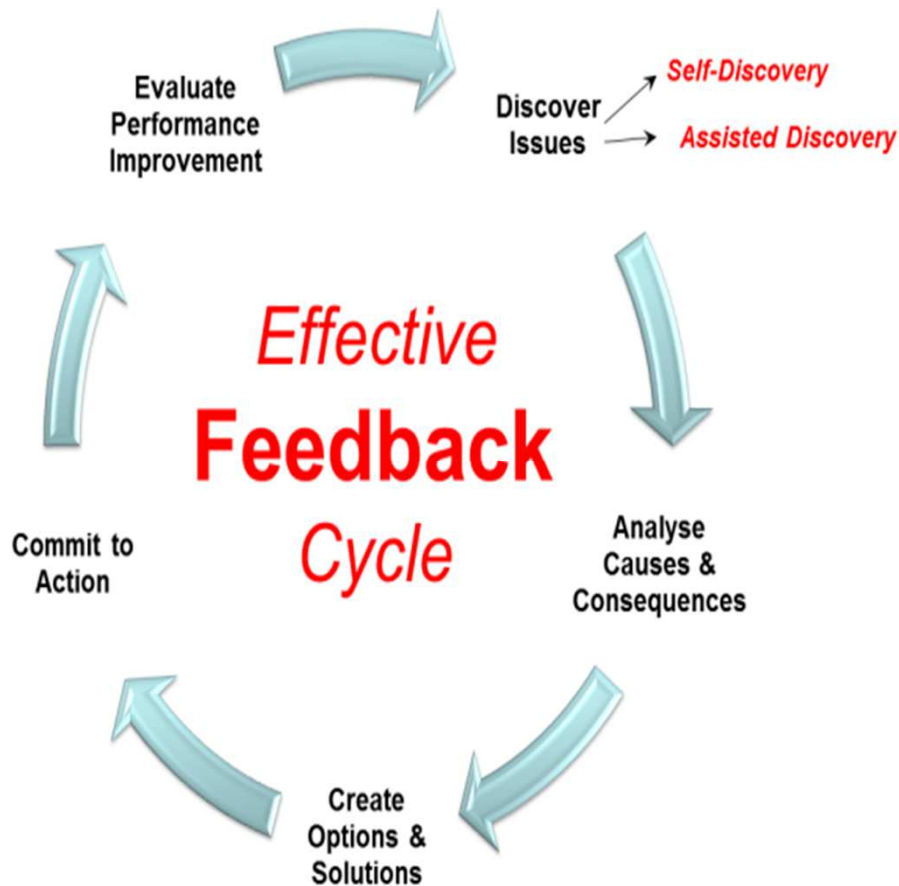
- As a result of presenting these results, practices changes across settings
 - The computer program was updated to accommodate information in a different manner
 - Coordinators entered data in a different format
 - Coordinators/faculty members now show evidence of using these data
- Next Steps
 - Encouraging Coordinators, faculty members, and pre-service teachers to use these data to make changes in teaching practice

Implementation of Feedback Cycle for Co-Teaching

The Feedback Cycle will:

- Increase variety of co-teaching types being implemented
- Allow for collaboration in planning for co-teaching
- Encourage selection of the co-teaching strategy most likely to produce desired academic outcome

Successful Implementation of Feedback Cycle for Co-Teaching

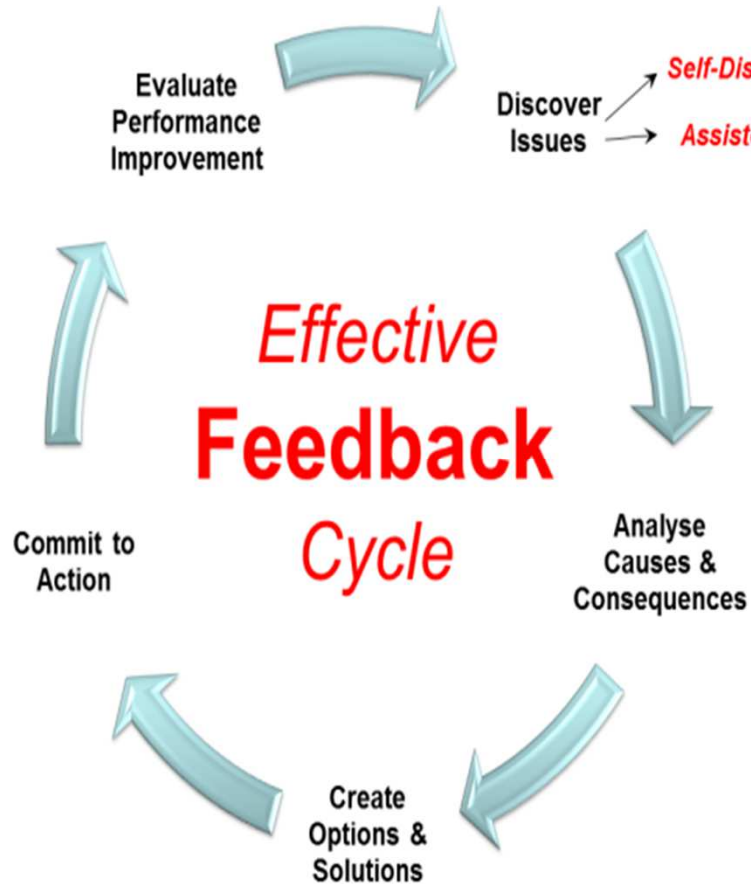


- Discover Issues:

Working together, the Mentor, Student Teacher, and University Faculty will:

- identify specific instructional goals in subjects currently co-taught
- - Through exploration of student academic data, identify trends, needs, and strengths for specific students, groups of students, classrooms, and grade levels

Successful Implementation of Feedback Cycle for Co-Teaching

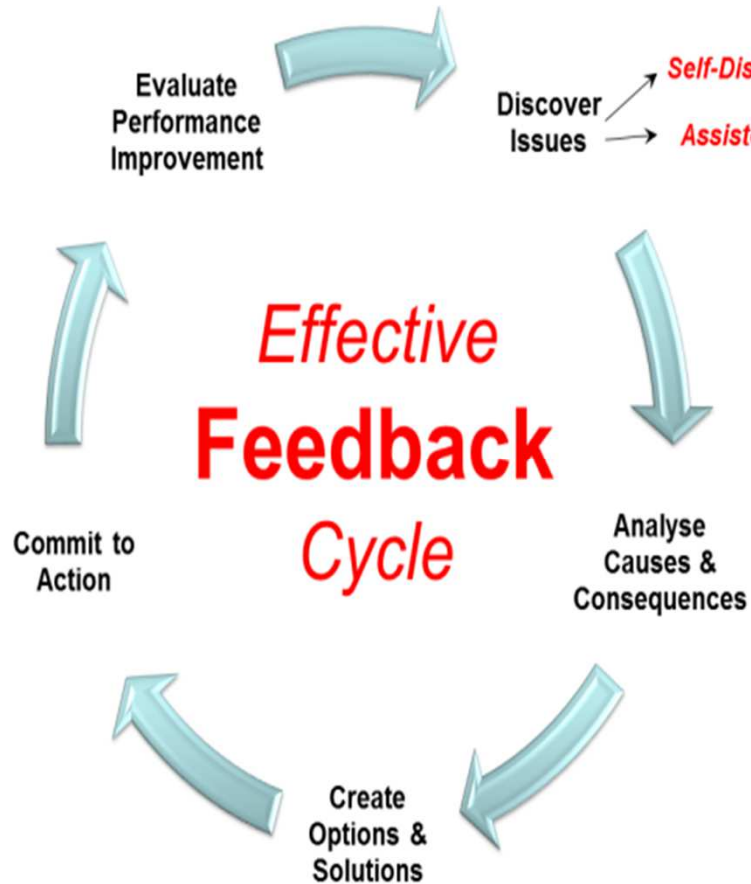


- Analyze Causes and Consequences:

Working together, the Mentor, Student Teacher, and University Faculty will:

- Determine potential underlying causes for students not mastering expected achievement outcomes (e.g. lack of baseline skills, not enough one on one support, learning style, etc.)

Successful Implementation of Feedback Cycle for Co-Teaching

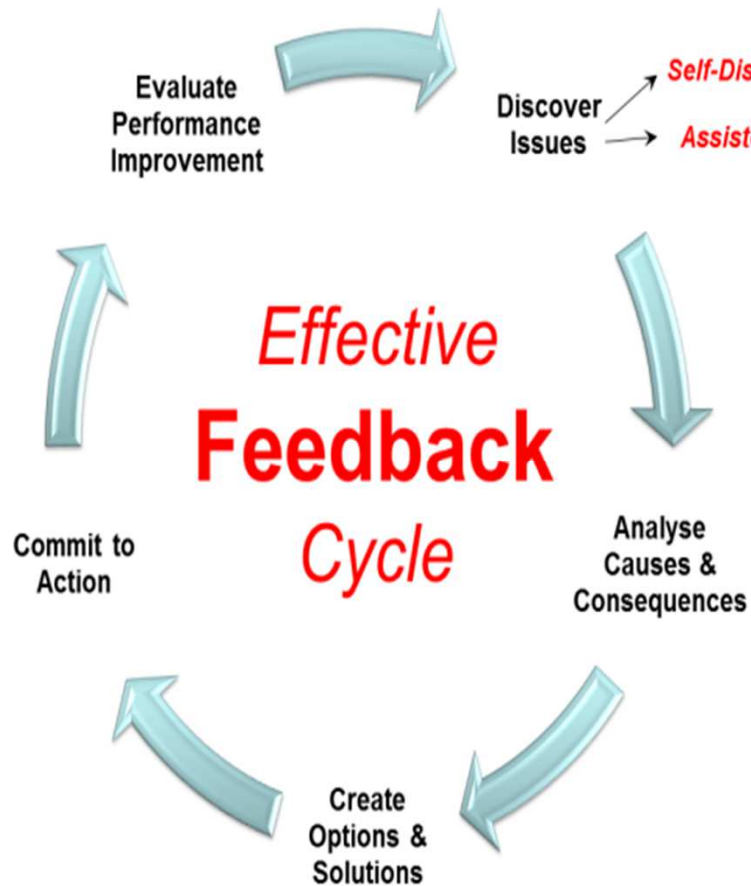


- Create Options and Solutions:

Working together, the Mentor, Student Teacher, and University Faculty will:

- Identify the co-teaching model that best addresses the needs identified for individuals and groups

Successful Implementation of Feedback Cycle for Co-Teaching

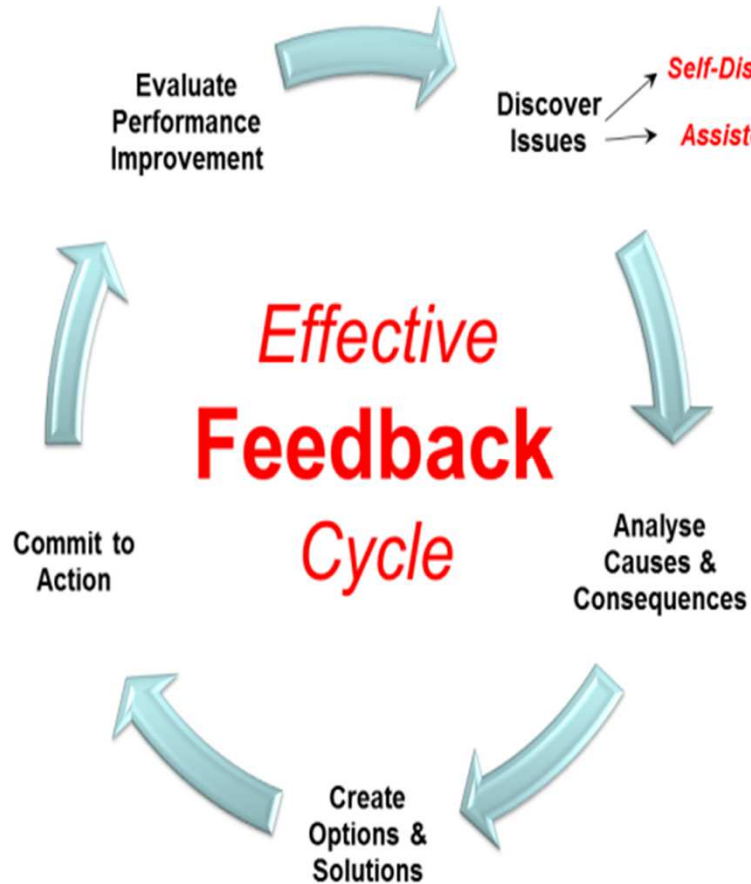


- **Commit to Action:**

Working together, the Mentor, Student Teacher, and University Faculty will:

- Implement the co-teaching model
- Give a formative or summative assessment at the conclusion of each lesson

Successful Implementation of Feedback Cycle for Co-Teaching



- **Evaluate Performance Improvement:**

Working together, the Mentor, Student Teacher, and University Faculty will:

- Evaluate student achievement data to determine effect of co-teaching model on the classroom

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