

FINDING THE BEST CO-TEACHING MODEL FOR BOTH TEACHERS

by

Diane Engebretson

A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Education.

Hamline University

Saint Paul, Minnesota

May, 2018

Capstone Project Facilitator: Julie Scullen

Content Expert: Karena Hunt

Project Summary

This project was created because of my experience of working with multiple co-teachers over the years and their successes and failures. I wanted to create a project that could be useful to fellow co-teachers who are working together to try and find the best co-teaching model to use in their classroom. It provides an opportunity to learn about effective co-teaching models while utilizing both teachers in the classroom.

The project provides a professional development session that identifies effective co-teaching models that can be used in their co-taught classrooms. It answers the following research question: How can teachers choose the best co-teaching model to support all of their students? The primary focus of this project is on teaching co-teachers the different models used in a co-taught classroom and how they can be utilized effectively to meet the needs of their students.

The professional development session should be offered to staff members who are currently or will be co-teaching in one or multiple classrooms. It should be performed in a comfortable location, with access to a computer, with a time length of approximately three hours. It would be most effective for co-teachers who attended in teams with the other teacher they will be working with. It should be offered at the beginning of the school year, during the workshop week. So that teachers are able to reflect on previous co-taught years and any goals they have for the current school year. Malcolm Knowles (1973), implies that adult learners often come motivated to learn new concepts when they have a current problem and are looking for a new

strategy to apply immediately (p. 48). Reflecting on the previous school year, specifically the co-taught classrooms, teachers will know what they want to improve on or change for the following year and have some goals when going into the professional development session.

The session uses a PowerPoint to provide information to staff and also some handouts for visuals and individual reflections that they were able to take with them for an additional resource. The PowerPoint provides visuals of four common co-teaching models: One-Teach, One-Assist; Station Teaching; Team Teaching; and Alternative Teaching. Team teachers should also be provided opportunities to engage with one another about teaching practices throughout the presentation. During the PowerPoint there are questions that team co-teachers can discuss to get more information about their teaching styles and goals.

At the end of the session, participants should be reflective on what they learned and be provided resources to continue their next steps. One way to do that is to work with instructional coaches at their school. They can provide their areas of expertise and ways to support staff moving forward.

Project

Link to PowerPoint Presentation:

https://docs.google.com/presentation/d/1eKdXkzJdctqyA0S_xjT6JjCAoqL1LlgW9OqH9vZUzco/edit#slide=id.g361d4b9b77_0_0

Outcome:

Co-teaching teachers will have an opportunity to learn about common co-teaching models. They will have time to plan and think about how to implement them in their classrooms. Bates & Morgan (2018), suggests the impact positive that collaboration can have on professional learning. Malcolm Knowles (1973), implies that adult learners often come motivated to learn new concepts when they have a current problem and are looking for a new strategy to apply immediately (p. 48).

Participants:

Teachers who co-teach, attend together with co-teacher as partner.

Setting/Timeline:

Will be held in Media Center during Workshop week of 2018/2019 School Year. Half Day AM Session from 8am to 11am.

Schedule:

8:00 - 8:10 Introduction and preview of the workshop
8:10 - 8:45 Common Methods, Benefits/Drawbacks, Discussion Questions
8:45 - 9:30 One Teach, One Assist & Team Teaching
9:30 - 9:45 Break
9:45 - 10:30 Station Teaching, Alternative Teaching
10:30 - 10:45 Reflection/Next Steps
10:45 - 11:00 Conclusion and Q&A

Materials:

Email Flyer to staff to request interest level

Provide Pens/Pencils and Handouts for each table. Handouts attached to PowerPoint Slides.

Provide bottled water and small snacks

Sign-in sheet for staff participants

Assessment of Participant Learning:

At end of session, participants will be provided a 15 minute break to work alone or with co-teacher on a reflection of their learning today and what their next steps could be. Reflection is an essential part of PD (Bates & Morgan, 2018).

Following session, co-teachers will have the option to work with a coach from our school on a specific goal that involves co-teaching. Working with a literacy coach or another instructional leader can help provide support and create more learning experiences (Bates & Morgan, 2018).

Script:

Included in Notes section of PowerPoint slides

Public Scholarship:

?

Strategies:

- Collaboration with Co-Teacher (Bates & Morgan, 2018)
- Reflection at end of PD (Bates & Morgan, 2018)
- Ongoing work with Instructional Coaches (Bates & Morgan, 2018)
- Problem-Centered Orientation to learn (Knowles, 1973)

References

Bacharach, N., Heck, T. W., & Dahlberg, K. (2008). Co-teaching in higher education. *Journal of College Teaching & Learning*, 5(3), 9-16.

Bates, C. C., & Morgan, D. N. (2018). Seven Elements of Effective Professional Development. *The Reading Teacher*, 71(5), 623-626.

Knowles, M. (1973). *The adult learner: a neglected species*. Houston, TX: Gulf Publishing Company.

Sileo, J. M. (2011). Co-teaching: Getting to know your Partner. *Teaching Exceptional Children*, 43(5), 32-38. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=keh&AN=60449153&site=ehost-live>.