Question 3.6.6 - How has the co-teaching model improved the performance of candidates?

Co-Teaching provides a comprehensive and rigorous experience for interns and enhances the quality of learning for P-12 students. The Co-Teaching partnership enables clinical teachers to provide consistent mentoring, giving interns the time and support necessary to gain skills and the confidence required to teach successfully.

The seven strategies used in the ECU model of Co-teaching are:
1. One Teach, One Observe
2. One Teach, One Assist
3. Station Teaching
4. Parallel Teaching
5. Supplemental Teaching
6. Alternative (Differentiated) Teaching
7. Team Teaching

This video created by ECU Co-Teaching Faculty Leads helps to explain Co-Teaching to all members of the professional community, including candidates, clinical teachers, university supervisors, professional education faculty, and P-12 partners.

Co-Teaching has improved the performance of candidates in several impactful ways as documented in Co-Teaching evidence in the Institutional Report and in new evidence linked below. Evidence of the positive impact of the Co-Teaching model on interns, clinical teachers, and graduates, is emerging through the research led by the Co-Teaching Faculty Liaisons. Highlights from recent faculty research on the performance of candidates and clinical teachers in Co-Teaching settings include:

- Co-Teaching candidates report increased confidence in teaching;
- Co-Teaching candidates increased collaboration skills;
- Co-Teaching candidates deeper understanding of the curriculum through co-planning, and increased differentiation of instruction;
- Co-Teaching candidates report that they are recognized as the “real” teacher early in the internship through an equal partnership with the clinical teacher;
- Interns and clinical teachers who participated in the co-teaching model develop stronger relationships with their co-teachers;
- Interns in the Co-Teaching treatment group felt better able to differentiate than their non-Co-Teaching peers;
- Clinical teachers noted that having extra teachers in the classroom minimized behavioral issues by keeping students on task, lowered the student-teacher ratio, and cut out wait time;
Co-teaching offers opportunities for differentiation resulting in positive student growth and valuable experience for interns.

Another example of how the Co-Teaching model improved candidate performance was highlighted in a recent presentation to the ECU Provost’s Council on Teacher Education, linked below. The excerpted slide below highlights the statistically significantly higher scores Co-Teaching interns received on certain edTPA rubrics than their non-Co-Teaching peers (among Elementary Education candidates only). Co-Teaching Faculty Leads were very positive about these findings because across the EPP overall, candidates tend to score lower on Task 3 assessment rubrics, like Rubric 15. Co-Teaching Lead Faculty hypothesize that elements of the Co-Teaching model support candidate development of subject specific pedagogy and candidate ability to use assessment data to inform future instruction; additional research in this area is needed.

Examples of recent faculty research include the presentations and proposals linked below:

Faculty Research Presentations and Presentation Proposals

National Presentations/Proposals

- Adopting a Co-Teaching Model of Student Teaching to Meet the Needs of Diverse Learners, AERA 2015
- “It’s Kind of a Utopian”: Introducing the 2:1 Model of Co-Teaching, AERA 2015
- The Co-Teaching Model of Student Teaching: New Directions in Teacher Preparation, 2015
- Co-Teaching: A mutually beneficial school-university partnership for preparing teacher candidates, AACTE 2015 Local Presentations
- Model of Co-Teaching, College of Education Research Committee Poster Session, November 2014
Co-Teaching, ECU Provost’s Council on Teacher Education, November 2014

Co-Teaching Interviews

- **David Cary**, 4th grade teacher at Wintergreen Intermediate School
  Clinical teacher

- **Justin Huber**, 3rd grade teacher at Wintergreen Intermediate School
  Co-teaching internship graduate

- **Seth Brown**, Pitt County Schools administrator, Beginning Teacher Support
  Latham Clinical Schools Network Liaison