

Research and Results

A comparison of the MCA academic achievement scores in reading and math (grades 1-6) of students in co-taught classrooms (cooperating teacher and teacher candidate), students in a classroom with a single teacher, and classrooms where a non co-teaching model of student teaching was undertaken. Researchers reported that students in co-taught classrooms statistically outperformed students in either of the other settings.

MCA Reading Proficiency	Co-Taught Candidate	One Teacher	Non Co-Teaching Candidate	p	MCA Math Proficiency	Co-Taught Candidate	One Teacher	Non Co-Teaching Candidate	p
2004-2005	82.1% N=318	75.7% N=934	65.3% N=101	.002	2004-2005	82.3% N=317	75.8% N=927	70.5% N=105	.016
2005-2006	78.7% N=484	73.5% N=1597	65.0% N=160	.002	2005-2006	68.9% N=524	64.7% N=1660	57.9% N=171	.025
2006-2007	<i>Insufficient data to analyze</i>				2006-2007	<i>Insufficient data to analyze</i>			
2007-2008	80.8% N=261	61.4% N=1977	62.1% N=269	<.001	2007-2008	74.5% N=314	59.5% N=1939	62.6% N=278	<.001

Four Year Cumulative Data

MCA Reading Proficiency	Co-Taught Candidate	One Teacher	Non Co-Teaching Candidate	p	MCA Math Proficiency	Co-Taught	One Teacher	Non Co-Teaching Candidate	p
OVERALL 4 Year Cumulative	78.8% N=1461	67.2% N=6403	64.0% N=572	<.001	OVERALL 4 Year Cumulative	72.9% N=1519	63.7% N=6467	63.0% N=597	<.001
Free/Reduced Lunch Eligible	65.0% N=477	53.1% N=2684	49.5% N=222	<.001	Free/Reduced Lunch Eligible	54.2% N=513	47.3% N=277	45.7% N=23	.032
Special Education Eligible	74.4% N=433	52.9% N=1945	46.4% N=179	<.001	Special Education Eligible	72.0% N=472	54.7% N=190	48.9% N=18	<.001
English Language Learners	44.7% N=76	30.7% N=515	25.8% N=31	.069	English Language Learners	30.5% N=118	28.8% N=671	26.8% N=41	.656

Reported Benefits

<p style="text-align: center;">Practicing Teachers who co-taught in student teaching report:</p> <p>They are comfortable and capable of collaborating effectively; They are equipped to deal with classroom management issues; They are eager to receive feedback and seek opportunities to reflect; They are able to effectively differentiate instruction; They feel knowledgeable in ways to maximize the human resources available, including paraprofessionals, and volunteers.</p>	<p style="text-align: center;">Benefits to Cooperating Teachers:</p> <p>In an end of experience survey (N=279), cooperating teachers agreed they benefited from co-teaching in the following ways:</p> <p>Being able to reach high need students 94.5% Better relationship with teacher candidate 92.3% Professional growth through co-planning 90.5% Enhanced energy for teaching 89.0%</p>
<p style="text-align: center;">Benefits to Teacher Candidates:</p> <p>In an end of experience survey (N=249), teacher candidates agreed they had benefited from co-teaching in the following ways:</p> <p>Improved classroom management skills 92.4% Increased collaboration skills 92.0% Taught more 90.0% Deeper understanding of the curriculum 89.2% More opportunities for self reflection 88.8%</p>	<p style="text-align: center;">Benefits to K-12 Students:</p> <p>In focus groups (N=546), K-12 students reported that in co-taught classrooms:</p> <p>Students became more engaged by working in smaller groups; They received more individual attention; They got their questions answered faster; They got papers, assignments, and grades back faster; Students behaved better.</p>