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.

### Research and Results

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

### Four Year Cumulative Data

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

### Reported Benefits

**Practicing Teachers who co-taught in student teaching report:**
- 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.

**Benefits to Cooperating Teachers:**
- In an end of experience survey (N=279), cooperating teachers agreed they benefited from co-teaching in the following ways:
  - 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%

**Benefits to Teacher Candidates:**
- In an end of experience survey (N=249), teacher candidates agreed they had benefited from co-teaching in the following ways:
  - 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%

**Benefits to K-12 Students:**
- In focus groups (N=546), K-12 students reported that in co-taught classrooms:
  - 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.