



Co-Teaching in Clinical Practice Program

School of Education



Our goal is to prepare effective teachers for 21st century classrooms in ways that benefit both the university program and partnering schools as we collaborate in the preparation of future teachers (*The California Alliance for Teacher Education*, 2012).

Our co-teaching in clinical practice program is grounded in clinical practice and interwoven with academic coursework to create opportunities for teacher candidates to blend practitioner knowledge with academic knowledge as they learn by doing (*The Blue Ribbon Panel Report, NCATE, 2010, p. 8*).



Co-teaching is defined as two or more individuals sharing responsibility for all aspects of instruction (*Villa, Thousand and Nevin, 2013*).

In a co-teaching clinical practice-based program, a Cooperating Teacher (expert) and Teacher Candidate (novice) have an ongoing partnership in planning for and implementing instruction using four co-teaching approaches to collaboratively teach all students.

Benefits of Co-Teaching

Research has shown co-teaching is an effective strategy for increasing student achievement in K-12 classrooms, helping to close the achievement gap for English language learners, students with disabilities and the general student population overall (*Villa et al., 2013; Bacharach, Heck & Dahlberg, 2010*). Research at St. Cloud State University (*Teacher Quality Enhancement: St. Cloud State University, 2006*) where co-teaching in clinical practice was employed showed dramatic increases in student performance on statewide literacy and math assessment.

K - 6 LITERACY/MATH: Mean % proficient on statewide assessment (2004 - 2008)			
	No Candidate	Candidate without co-teaching	Candidate WITH co-teaching
Overall 4 year	67/64%	64/63%	78/73%
Sp. Ed.	53/55%	50/49%	75/72%
ELL	31/29%	26/27%	45/31%
Free/Reduced Lunch	53/47%	50/46%	65/54%

Co-teaching increases the sharing and exchange of knowledge and skills as cooperating teachers and credential candidates use shared language and understandings of collaborative planning and teaching. *Co-teaching provides more opportunity to differentiate instruction to increase student access to and performance in the general education curriculum in mixed-ability classrooms, inclusive of English learner.*

Teacher Quality Enhancement: St. Cloud State University. (2006). Reports and Executive Summaries. Retrieved from <http://www.stcloudstate.edu/soe/tqe/feedback/default.asp>.

Villa, R., Thousand, J., & Nevin, A. (2013) *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning*, 3rd Edition. Corwin Press, Thousand Oaks, CA. ISBN: 978-1-4522-5778-5