Fall 2014

Effectiveness of Co-Teaching

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Effectiveness of Co-Teaching

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Keywords
Education, Co-Teaching, IDEA

Abstract
Co-Teaching is a model of teaching that was implemented to respond to the evolving policy that requires students to be instructed by highly qualified teachers in the least restrictive environment. Often this means providing special education support in the general education classroom. This poster examines the effectiveness of Co-Teaching by focusing on academic achievement, student reported benefits and parent perspectives. It also provides models and tips for educators to make their Co-Teaching more effective.

Comments
This poster was presented as part of Prof. Divonna Stebick’s course, Educ 340: Teaching Students with Diverse Needs, Fall 2014.

This poster is available at The Cupola: Scholarship at Gettysburg College: http://cupola.gettysburg.edu/student_scholarship/267
Effectiveness of Co-Teaching

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Achievement

- Between 2003 to 2009 there was a 10% increase in placement of students with disabilities in co-taught, less restrictive environments.
- During the same time period, there was a 22% increase in the amount of students scoring proficient or advanced in reading and math.

Definition

- Co-teaching is defined as the partnering of a general education teacher and a special education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting (Cook, Hurley-Chamberlain, & Shamberger, 2010).

Background

- Co-teaching as a service delivery model has responded to evolving educational policy requiring increased access to general education curriculum and research based instruction by highly qualified, content certified teachers.
- No Child Left Behind Act, 2001
- Individuals with Disabilities Education Act, 2004

Types

Co-Teaching Teams

- More positive teacher perceptions were associated with administrative support, additional planning time, similar beliefs about teaching and mutual respect for one another.
- Successful co-teaching teams qualities:
  - Collaboration
  - Outstanding working relationships
  - Time spent co-planning
  - Effective instructional skills
  - Exceptional disability-specific teaching adaptations
  - Expertise in content area
  - Mutual trust and respect for one another

Tips

- Make time for co-planning
- It’s “we,” not “I”
- Be on the same page
- Vary the way you group students
- Develop a productive flow
- Open dialogue in front of students.
- Divide up to-do’s
- Do check ins

Perceptions

Student Perceptions

- Students reported that they favored co-teaching, received better grades in those classes, more help was available, multiple instructional approaches were used, standards were higher and they could not get away with anything.
- Students with disabilities reported that co-taught classes provided higher levels of abstraction, concept development, literacy skills and greater levels of social acceptance.

Parent Perceptions

- Parents of students with and without disabilities expressed overall satisfaction with the co-teaching model.
- In general, parents were satisfied with the student to staff ratio, which they believed would lead to more individualized attention.
- Parents of students with IEPs expressed gratitude for the opportunities which they perceived came from this model: more individual attention for child, better behavioral control in the classroom and better access to peers without disabilities.
- Parents of students with and without disabilities expressed overall satisfaction with the co-teaching model. In general, parents were satisfied with the student to staff ratio, which they believed would lead to more individualized attention.

What are the students saying?

- “I like how there is double the help.”
- “Sometimes it’s confusing because they cut each other off all the time and I don’t always know what they’re talking about.”
- “It is usually a good thing because if one teacher is confusing there is a second teacher there to help you understand.”
- “One good thing is there is double the help. One bad thing is you can never slack off without being seen.”
- “I personally feel like it is very important to have a second teacher in the room. While one teacher is teaching the class, the other teacher can make the rounds and help single students at a time if they don’t get the subject.”

Co-Teaching Teams

- Planning: Curriculum Knowledge, Planning Time, Allocation Level of Trust, Philosophical Agreement
- Adapting: Alternating Teaching, Teacher Teaching, Parallel Teaching, Station Teaching, Bilateral Teaching, Lead and Support

Policy

- Policy requires that schools demonstrate adequate yearly progress with all student groups, including students with disabilities.
- Co-teaching models have been closing the gap between scores of students with disabilities and the overall scores in reading and math.

Acknowledgments


References