Sharing the Classroom: Collaborative Teaching for the 21st Century
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**Context**
- Problem: As Wisconsin moved into state-wide Educator Effectiveness policies to measure teacher effectiveness, the number of teachers willing to host university students declined.
- Previous Research: Co-teaching research from St. Cloud State University emphasizes the positive student outcomes from implementing a co-teaching model between teacher candidates and cooperating teachers.

**Philosophy**

*Co-teaching is an act of sharing the classroom and the students.*

*The main focus of co-teaching is to find ways to keep both teachers actively engaged with students and their learning.*

**Methods**

Phase 1
- Teacher Education faculty trained at 2-day workshop in July 2014 in St. Cloud, MN.
- 34 teachers trained by student research team.
- Phase 2
- Presentation to Teacher Education faculty.
- 5 Teacher Education faculty trained at 2-day workshop in July 2014 in St. Cloud, MN.
- Phase 3
- Phase 1: Workshops involved activities for teacher candidates and cooperating teachers to develop rapport and begin planning.
- Phase 2: Workshops involved activities for teacher candidates and cooperating teachers to develop rapport and begin planning.
- Focus groups and interviews with participating teachers.
- Qualitative data collection through interviews with participating teachers.
- Quantitative data collection through pre- and post-surveys.

**Workshop**

Chippewa Falls, Madison (Dec. 17), St. Cloud (Feb. 18)

**Acknowledgements**

Special thanks to the University of Wisconsin-Eau Claire Office of Research and Sponsored Programs for funding the faculty student collaborative project.

**Cooperative Teaching Focus Group Responses**

*All not matching grades. Their attitude is better*

*Most respondents were secondary teachers. Secondary cooperating teachers are more accustomed to whole group lessons.*

*The failure in my 8th grade science class has gone from 5 students to one. The student still failing is a TR3 student. Even his grades have improved.*

*We saw a large amount of shared ownership, such as assigning grades and addressing parent/guardian concerns together.*

*The strategies used required planning time and would be easier to implement.*

**Next Steps**

- Develop a schedule for these future workshop opportunities.
- Develop a schedule for future co-teaching workshops.
- Contact local area school districts to determine interest for a future co-teaching workshop in their school with faculty and staff.
- Acknowledging the decline of teachers interested in hosting teacher candidates, many host teachers found that the student teaching experience was more beneficial than it was in the past.

**Cooperative Teaching Focus Group Responses**

*Adapting to the introduction of the co-teaching model to the classroom between the teacher candidate and the cooperating teacher. They teach each other.*

*Working with a TC that does not have the same experience might create a higher risk situation for small group work.*

*When lessons are planned together, everyone knows what is happening. So, if someone gets interrupted, the other one can jump in.*

*Another set of eyes when something could be seen by the local teacher.*

**Frequency of Co-Teaching Strategies**

<table>
<thead>
<tr>
<th>Co-Teaching Strategies</th>
<th>Frequency</th>
<th>Has co-teaching occurred between the CT and the TC?</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>All/Daily/Everyday</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Almost all</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Most lessons</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Five quarters of lessons taught</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>A multitude</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

**Teacher Candidate Focus Group Responses**

*The failure in my 8th grade science class has gone from 5 students to one. The student still failing is a TR3 student. Even his grades have improved.*

*Helping students to see the other side of an issue.*

*The strategies used required planning time and would be easier to implement.*

**Qualitative Comments from the Survey**

Many lessons have been co-taught?

- All/Daily/Everyday
- Almost all
- Most lessons
- These quarters of all lessons taught
- A multitude
- About half
- Over one hundred
- Many lessons
- 40
- 50 or greater
- Several

**Language Use**

*Children not doing well have improved, their attitude is better.*

*Improved homework completion because they are accountable to more than one person.*

*Kids are more engaged and less likely to misbehave with two teachers in the room.*

*You engage all your students in the classroom. You can build better relationships with your own kids because you can talk on a different level.*

*It has helped me personally to have another professional in the room – two great minds to help, especially out in the rural areas.*

*These great conversations were between the TC, SPED teacher. Differentiated instruction was seen from different perspectives. It was a rich experience everyone learned from.*

**Cooperating Teacher Focus Group Responses**

*When lessons are planned together, everyone knows what is happening. So, if someone gets interrupted, the other one can jump in.*

*“The failure in my 8th grade science class has gone from 5 students to one. The student still failing is a TR3 student. Even his grades have improved.”*

*“I allow lessons to flow because you can send struggling students to get extra help and not stop the instruction.”*

*Another set of eyes when something could be seen by the local teacher.*

*“A variety of instruction can provide more than one point of view or type of instruction. Better ability to describe the same thing in a different way.”*

**Cooperative Teaching Focus Group Responses**

*Adapting to the introduction of the co-teaching model to the classroom between the teacher candidate and the cooperating teacher. They teach each other.*

*Working with a TC that does not have the same experience might create a higher risk situation for small group work.*

*When lessons are planned together, everyone knows what is happening. So, if someone gets interrupted, the other one can jump in.*

*Another set of eyes when something could be seen by the local teacher.*

*“A variety of instruction can provide more than one point of view or type of instruction. Better ability to describe the same thing in a different way.”*