Co-teaching helps teacher candidates become competent more quickly, because they don’t feel like they’re just out there alone. They’ve got support right from the beginning. They feel like they are teaming instead of being observed all the time.

~ Participating Cooperating Teacher

I like that my cooperating teacher helped me along with planning. At the beginning we sat down and planned together, but now that it’s coming towards the end, I’m in charge and I’m telling her what I want to do. It’s really great with my teacher because she gives me so much freedom. She says, “This is your time... Tell me what you want me to do. You be in charge and let me be your assistant.”

~ Participating Student Teacher

I still write notes, but it’s harder to pass them because there are eyes everywhere.

~ Participating Elementary Student

Teachers seems to like co-teaching. They also seem to be in a better mood.

~ Participating High School Student

Our candidates that co-plan and co-teach progress through the stages of student teaching at a faster rate than those that don’t.

~ Participating University Faculty

I think that it’s really good for my student teacher to be able to tell me, “You’re going to do this today.” That way, she has the confidence later to delegate rather than feeling like she doesn’t know how.

~ Participating Cooperating Teacher

Cooperating teachers worry that when they put their classrooms in the hands of an student teacher, their students will not get the best experience. The co-teaching data helps them realize that together the student teacher and teacher can make an even bigger impact.

~ Participating University Faculty

SCSU completed a 4-year study of over 800 teaching pairs.

Results included:

- Co-taught students statistically outperform their peers on the Math and Reading MCAs.
- Student surveys and interviews revealed that students see:
  - Increased opportunities to work in small groups
  - More individual attention
  - Questions answered faster
  - Papers and grades returned more quickly
  - Better behavior from their peers
  - Fewer classroom disruptions
  - More creative lessons
  - Assignments graded and returned faster
  - Better discussions
  - More in-depth knowledge about the content
- Student teachers reported an increase in:
  - Classroom management skills
  - Collaboration skills
  - Actual teaching time
  - Deeper understanding of standards and curriculum through co-planning
  - Opportunities to ask questions and reflect
  - Confidence
- Cooperating teachers reported:
  - More help for students with high needs
  - A better relationship with the student teacher than in a traditional model
  - Professional growth through co-planning
  - Enhanced energy for teaching
  - Ability to host candidate without giving up the classroom

Because the kids have two people to ask questions of, they get confusing issues that they’re dealing with fixed right away and can move on. They can get help immediately rather than waiting for me to get around to all 30+ kids. It’s faster.

~ Participating Cooperating Teacher

I enjoyed have my student teaching experience set up this way. Being able to reflect, plan and lead the classroom as a team built my confidence. My cooperating teacher and I had a great partnership and that helped me develop my professional skills.

~ Participating Student Teacher

I plan and developed incredible units and did a lot of wonderful learning activities with the kids that they would not have benefitted from had we not co-taught.

~ Participating Student Teacher

I most enjoyed the daily musings that my teacher candidate and I would share. She would often have a different insight on a situation with a student, and we could almost always collaborate to come up with a good solution.

~ Participating Student Teacher

Lessons from St. Cloud State

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