Clinical experiences have a track record of being disconnected from theory and meaningful experience. What is needed, as Darling-Hammon asserts, is an approach that moves teacher prep away from clinical experiences where prospective teachers practice the art of teaching with little guidance toward clinical experiences that allow candidates to “learn from expert modeling of practice.”

Co-teaching as student teaching provides a comprehensive and rigorous experience for student teachers, allows cooperating teachers the ability to remain actively involved, and improves the learning for p12 students.

The traditional model of student teaching has not changed significantly since the 1920s. Guyton & McIntyre, 1990

“According to an issue brief published by the Alliance for Excellent Education (2005), teachers cite a lack of support and poor working conditions as the primary factors leading to their departure from the profession.”

Smaller student-to-teacher ratio. While some schools are addressing the needs of students by adding more support staff to classrooms, the research on their effectiveness is concerning at worst, inconclusive at best. How about another staff member who not only has the training, but the time and incentive to co-plan and co-teach instead?


Greater student engagement. Co-teachers can hold two 15-student discussions instead of only one 30-student discussion.

Process-based differentiation is enhanced. Each teacher can be guiding students toward the standards with the differentiated scaffolds that best suit their needs.

At Kansas State, as the co-teaching program gained strength, parents started requesting co-taught classrooms, because of the observable benefits to students.

At St. Cloud State, they now have more willing cooperating teachers than student teachers that need placements. A dramatic reversal of a plaguing problem in programs of teacher education.

Maximizes the role of a teacher’s first mentor, the cooperating teacher, in helping to recruit and retain the next generation into the profession. A student teacher learns from Day 1 that their colleagues can support their growth and development.

OFFICE OF CLINICAL EXPERIENCES
Mary Overlie, Director * mary.overlie@bemidjistate.edu * 218.755.3733
Sabrina Erickson, Administrator * sabrina.erickson@bemidjistate.edu * 218.755.2930
www.bemidjistate.edu, search: Clinical Experiences