LEARNING TO TEACH: EXAMINING THE BENEFITS AND CHALLENGES OF COTEACHING DURING STUDENT TEACHING

by

Stephanie A. Kotch-Jester

An executive position paper submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership

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ABSTRACT

Decades ago, the educational reform movement initiated discussions about teacher preparation. Several findings concurred that teaching programs failed to prepare teacher candidates for the realities of the classroom by not providing ample time or experience in the classroom (Bullough, 1990; Guyton & McIntyre, 1990; Griffin, 1989; Lanier & Little, 1986). Many teacher education programs also fail to support inquiry-oriented teaching and reflection (Howey & Zimpher, 1989). Today, researchers continue to question the traditional methods of teacher preparation, including the lack of preparation to teach in collaborative settings (Parker, Allen, McHatton & Rosa, 2010; Dieker & Murawski, 2003; Fennick & Liddy, 2001). My research explores the implementation of coteaching within national and international contexts as well as examining a self-designed coteaching model within an elementary student teaching experience. Teacher candidates' and cooperating teachers' perceptions of the coteaching experiences are captured through focus group interviews and individual interviews. The results of these findings are aimed at improving the University of Delaware Elementary Teacher Education program's student teaching experience.

Keywords: coteaching, collaborative teaching, student teaching experience

Chapter 1

INTRODUCTION

Overview

University of Delaware School of Education undergraduates complete pre-requisite course work and field experiences in preparation for the culminating field experience, student teaching. The Elementary Teacher Education (ETE) program employs six full-time clinical faculty members who each serve as field instructors for district specific cohorts. Each cohort comprises eight to twelve undergraduates who are completing their student teaching semester. The primary roles of the field instructors are to secure appropriate field placements for the undergraduates, to provide supervision and descriptive feedback throughout the field experience, and to provide support to the cooperative pairings (teacher candidates and cooperating teachers).

The capstone student teaching experience is based on a traditional method. In traditional methods of field experience classroom responsibilities are gradually released to teacher candidates as cooperating teachers' control is relinquished. According to Guyton and McIntyre (1990), this traditional model has remained stagnant since 1920. The structure of the ETE program's student teaching field experience is similar to traditional national models. According to the *University of Delaware ETE Student Teaching Manual* (2010), the traditional model steps the teacher candidates into the cooperating teachers' roles through a weekly sequence (Appendix A). During the first week, the teacher candidates mainly observe and assist

the cooperating teachers. This is followed by a sequential progression of planning and teaching one lesson per day during the second week of the field experience, two lessons a day for the third week, and so forth. Through this progression, the teacher candidates eventually assume responsibilities for teaching all lessons for a solo week.

In the traditional sequence, the cooperating teachers step back from the daily lesson planning and teaching, thus allowing the teacher candidates to assume increasing responsibilities for the classrooms' activities. Teacher candidates' transition out of the classrooms as the experience concludes. Cooperating teachers resume responsibilities for the classrooms' teaching and learning after the student teachers' solo week. This traditional method mimics nationwide historical practices of initiating teacher candidates into the teaching profession. This paper expresses concerns about the traditional method of the student teaching experience and proposes organizational improvement strategies for the ETE student teaching program based on a coteaching study.

Problem Statement

Elementary Teacher Education candidates, cooperating teachers, and district administrators, have raised concerns about the traditional method of the student teaching experience. Concerns raised by the teacher candidates indicate that the student teaching experience may not be preparing them for the challenges of today's classroom. Cooperating teachers expressed concerns in finding a balance in their roles in preparing the teacher candidates. Adding to these concerns are district administrators' worries about high stakes testing and pupils' test scores. The growing concerns about the traditional method of student teaching are problematic for maintaining quality clinical experiences for ETE teacher candidates. Perhaps a

method where experienced teachers relinquish their classrooms to inexperienced teachers is not the most effective method for the student teachers or pupils' learning.

Historical Context

I began my career as a field instructor for the ETE program in the fall of 2000. As a new field instructor, I felt comfortable with the ETE student teaching structure because it mirrored the same structure I experienced in 1987 as an undergraduate at Clarion State University. My shift in roles from an undergraduate teacher candidate, a classroom teacher, to a field instructor brought new perspectives about the traditional student teaching experience. The traditional method of student teaching supported some poor practices in the field demonstrated by both cooperating teachers and teacher candidates. I noticed teacher candidates disengaged during their nonteaching times. For example, during week one of student teaching, the majority of my teacher candidates sat quietly in the back of the classroom, somewhat disengaged from the rest of the classroom. During week two, teacher candidates emerged from their designated observation areas to teach their first lessons. When the lessons were over, the teacher candidates returned to their observatory positions. Many of the cooperating teachers' behavior mimicked the student teachers' behavior. When the teacher candidates began to teach their first lessons, the cooperating teachers took a break. Many cooperating teachers checked email and attended to daily duties. During these initial lessons, some of the cooperating teachers left the classrooms to make copies or attend to personal business. This practice was not due to lack of caring, it was due to tradition. Cooperating teachers assumed that they needed to remove themselves from the teacher candidates' practice teaching.

Inconsistencies also occurred during the student teaching experience. Teacher candidates had varied support for planning and teaching, and not all teacher candidates had equal opportunities to learn to teach. The cooperating teachers' support varied from little or no support to overbearing support. While some cooperating teachers would disengage from their classrooms during the first days of the teacher candidates' student teaching experience, other cooperating teachers would not relinquish any responsibilities to the teacher candidates.

Teacher candidates and cooperating teachers came to me with concerns about their field experiences. To codify these informally gathered concerns, I operated informal group discussions and individual conferences during August 2006 through May 2007. Approximately 19 teacher candidates and 20 cooperating teachers raised several concerns during these informal meetings regarding the University's traditional model of the student teaching field experience.

Apprehensions focused on uncertainty about teacher candidates' roles during cooperating teachers' lessons. Teacher candidates often questioned if they were to remain as observers or offer help. Many teacher candidates expressed a lack of confidence during initial lessons, particularly when the cooperating teachers left the room or was busy with other classroom duties. Due to the lack of involvement by many cooperating teachers, teacher candidates did not feel as if they were receiving sufficient feedback. Some teacher candidates shared that their cooperating teachers had unrealistic expectations of their teaching and management skills and felt their credibility was lost when the cooperating teachers would interrupt lessons and/or take control of lessons. The teacher candidates felt as if they needed more support and modeling of classroom management strategies before assuming solo roles.

The cooperating teachers also shared their challenges and sometimes their frustrations about working with a teacher candidate. The state accountability demands began to worry some of the cooperating teachers. Cooperating teachers worried that relinquishing their classroom instruction to teacher candidates disconnected them from their students and their students' progress. Several cooperating teachers didn't want to continue with the traditional method of giving up control of their classrooms. Just as the teacher candidates had questions about their roles during instruction so too did the cooperating teachers. The cooperating teachers questioned how much support to provide in planning, management, and instruction. Feelings of awkwardness surfaced when cooperating teachers had to correct teacher candidates' lessons or assist with management. Cooperating teachers also expressed a lack of clarity on understanding the teacher candidates' skill levels. Many cooperating teachers assumed that the teacher candidates were ready to handle the daily demands of a classroom after the university method's experiences.

As a field instructor, it was my responsibility to address the issues raised by the cooperating teachers and the teacher candidates. I worked with individual partnerships to negotiate and to find common ground for the cooperating teachers' and the teacher candidates' expectations. Ensuring a successful experience for all was a top priority in my role as a field instructor.

In addition to the challenges faced by the cooperating teachers and teacher candidates, school district administrators began to limit classroom access for field placements. Grade three, grade five, and grade eight became restricted during the spring semesters due to high stakes standardized testing. My role as a field instructor in the traditional model became exhausting. I began to question the student teaching

experience and my career as a field instructor. As I was reflecting on the challenges of the student teaching experience, the School of Education faculty was invited to attend a research discussion by Dr. Collette Murphy and Dr. Jim Beggs. Murphy and Beggs researched collaborative strategies through coteaching for their elementary science methods program in Belfast, Ireland. I also learned about local coteaching efforts in the University of Delaware's secondary science education program. The concepts of coteaching seemed to address many of the issues raised by the ETE cooperating teachers, the ETE teacher candidates and district administrators. Therefore, I submitted a proposal to the School of Education Director to pilot a coteaching model designed to address the challenges faced by cooperating teachers and teacher candidates in the traditional model of student teaching. The proposal was approved with the stipulation that the solo-week of experience was maintained.

Initial Coteaching Pilot

A small coteaching pilot was implemented from fall 2008 – spring 2009. Cooperating teachers and teacher candidates volunteered to implement coteaching in lieu of the traditional model. Student teaching pairings were established based on interest in coteaching. During this time frame, the model was a work in progress. I was developing my own understanding of coteaching through readings and through conversations with faculty from other institutions that were transitioning to a coteaching approach during methods and/or student teaching.

The coteaching pilot attempted to promote the active engagement of the cooperating teachers and the teacher candidates during the first five weeks of the field experience (Appendix B). Cooperating teachers were asked to model best practices for the first two weeks through cotaught lessons. The cooperating teachers and

teacher candidates were asked to coplan lessons with the intent to assign roles to the teacher candidates. These roles could include working with individual pupils; coinstructing a small part of a lesson; and assisting the cooperating teacher during instruction by monitoring pupils, assessing pupils, or managing pupils' behavior. The teacher candidates immediately became active participants in the classroom. Beginning week three, the teacher candidates assumed lead roles for one lesson per day while the cooperating teachers took on the support roles. The remainder of the day, lessons were cotaught to ensure active engagement of the teacher candidates and cooperating teachers at all times. Similar to the traditional model, the coteaching pilot continued with the teacher candidates sequentially stepping towards assuming all of the lead roles and responsibilities prior to assuming responsibilities for one week of solo planning and teaching. The cooperating teachers were expected to assume an observer role during the solo week. During the final week, the cooperating teachers re-engaged into the classroom through cotaught lessons.

Coteaching pilot participants (cooperating teachers and teacher candidates) provided informal feedback on the coteaching experience. I utilized informal feedback and further research on coteaching (see Chapter 2 Literature Review) to refine the structure of the eight-week student teaching experience. The coteaching model was formalized and introduced to an entire cohort of teacher candidates and cooperating teachers during the 2010 fall semester.

Purpose of the Study

The first objective of this Executive Position Paper is to examine the broader research base in reference to coteaching as a method for teacher preparation during the student teaching experience. Best practice literature from national and international contexts is presented in response to four fundamental questions about coteaching:

- What is coteaching and why are teacher education programs moving towards coteaching for teacher preparation?
- How are teacher education programs implementing coteaching as a method of teacher preparation?
- What benefits and/or challenges of coteaching have researchers identified?
- How do coteaching participants perceive their roles in a coteaching model?

The second objective of this Executive Position Paper is to investigate the benefits and/or challenges of coteaching as perceived by the cooperating teachers and teacher candidates who enacted coteaching during the 2010 fall semester. The research questions include:

- How do cooperating teachers and teacher candidates perceive coteaching as a method for learning to teach?
- How do coteaching participants view their roles in the coteaching model?

The results of these findings are aimed at improving the ETE program's student teaching experience.

Definition of Terms

Coteaching: Using coteaching as a single and not a hyphenated word stems from the work by Tobin and Roth (2002) to distinguish the act of coteaching from the act of team teaching or other models which use division of labor between two or more persons to teach. Tobin and Roth (2006) explain that the term coteaching "was constructed analogous to copiloting, a work situation in which both pilots take full responsibility for all aspects of work. In doing so, they learn from each other" (p. 3). Therefore, throughout this paper, you will see *coteaching* as a compound word versus the special education hyphenated version of co-teaching.

Cooperating teacher, *Clinical educator, Coop, CT:* Classroom teachers who mentor and supervise teacher candidates.

Coordinator and/or Field Instructor: Clinical faculty in the Elementary Teacher Education program responsible for coordinating field placements, collaborating with district administrators, cooperating teachers and teacher candidates, and supervising the teacher candidates.

Pupils: K-8 classroom learners.

Teacher candidate, Preservice coteacher: Undergraduate students in the Elementary Teacher Education program.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

A problem exists when concerns about the traditional method of student teaching continue to grow at the local and national levels. Maintaining quality clinical experiences for ETE teacher candidates has become challenging. University of Delaware's teacher education program implements an antiquated framework of field experience despite current research findings and several national panel recommendations (National Council of Accreditation of Teacher Education Panel Report, 2010; National Research Council, 2010) to transform teacher preparation. Many university programs are moving away from frameworks where an experienced teacher turns his/her classroom over to an inexperienced teacher for an increasing period of time. The University of Delaware's Elementary Teacher Education (ETE) program is in the throes of considering the implementation of coteaching as a method of teacher preparation. Before making this shift, it is important to understand the foundational groundwork of coteaching and the research findings to determine if coteaching would be an effective framework for the University of Delaware's ETE field experience program.

The first section of the literature review will examine the theoretical frameworks of coteaching. The second section of the literature review will present qualitative research, quantitative research and 'best practice' literature to answer the following questions:

- What is coteaching, and why are teacher education programs moving toward coteaching models for teacher preparation?
- How are teacher education programs implementing coteaching as a method of teacher preparation?
- What benefits and challenges of coteaching have researchers identified?
- How do coteaching participants perceive their roles within a coteaching model?

The review of literature is limited to research on *coteaching* as a method for teacher preparation. To maintain the focus on teacher preparation, research on *co-teaching* as a special education instructional strategy for inclusive classrooms has been excluded.

Frameworks for Understanding Coteaching

Much of the examined research on coteaching from 1998 – 2011 presents a commonality in either framing the study or explaining events in the study within a socio-cultural perspective (Beers, 2005; Carlisle 2010; Eick, Ware & Williams, 2003; Gallo-Fox, 2010; Gallo-Fox, Wassell & Scantlebury, 2007; Gallo-Fox, Wassell, Scantlebury & Juck, 2006; LaVan, 2004; LaVan & Beers, 2005; Murphy & Beggs, 2006; O'Conaill, 2010; Roth, Masciotra & Boyd, 1999; Roth, 2005; Roth & Tobin, 2002, 2005, 2006; Scantlebury, Gallo-Fox & Wassell, 2008; Tobin, 2005, 2006; Tobin & Roth, 2004, 2005, 2006; Wassell, 2005). The frameworks develop from the generalized ideas of theorists, such as Bandura (1977) and Lave and Wenger (1991), to a more sophisticated interpretations of coteaching episodes enacted in a classroom setting. A significant portion of research in coteaching (Eick, et al., 2003; Gallo-Fox, 2010; Gallo-Fox et al., 2007; Gallo-Fox, et al., 2006; Murphy & Beggs, 2006; O'Conaill, 2010; Roth et al., 1999; Roth & Tobin, 2002; Tobin & Roth, 2005, 2006)

has foundation in Lave and Wenger's (1991) view that learning is an "integral and inseparable aspect of social practice" (p. 31). Other literature proposes other plausible theoretical frameworks, such as Bourdieu's (1990) theory of practice and capital issues and Sewell's (1992) perspective on cultural sociology. Yet, the premise of communities of practice exists throughout several works and is valuable in reviewing the literature to understand the nature of coteaching.

Over 35 years ago, social learning theories began to capture researchers' interest. Bandura (1977) examined how people learned from others through observation, imitation, and modeling. Shortly after, a surge of research began to further investigate and argue that learning and cognition are fundamentally situated (Brown, Collins, Duguid, 1989; Lave, 1988; Lave & Wenger, 1991; Wenger 1998). This movement in research provoked a shift in thinking about learning from cognitive processes to social engagements that create opportunities for learning within communities of practice (Brown et al., 1989; Lave & Wenger, 1991).

Two essential ideas are presented in Lave and Wegner's (1991) theory that are often connected to the dynamics of coteaching. First, learning categorized as situational is described as a process of social participation within authentic contexts instead of individual acquisition of knowledge or disconnected collection of knowledge. This concept is applied in coteaching models to promote social engagement within classroom settings. Teacher candidates learning on their own or through a sink or swim philosophy is discouraged. Social engagement within authentic contexts is a process that evolves over time. *Legitimate peripheral participation* is the defining characteristic of this process (Lave & Wenger, 1991). Initially, legitimate peripheral participation affords participants opportunities to

engage in emotionally safe responsibilities within the community. Participants' confidence and knowledge is built overtime as they learn the dispositions and the language of the community, thus enabling the novice to become a causative member of the community. Coteaching models attempt to create pathways for engaging experiences that allow teacher candidates to move from the margins of the community to the epicenter.

The opportunities for advanced contributions within a community leads to Lave and Wenger's (1991) second essential idea of social participation. Social participation within a community can lead to the mastery of knowledge and skills if the novice advances from the periphery to full participation. Therefore, learners progress from legitimate peripheral participation to maximum participation as their competencies mature. In coteaching this process allows teacher candidates to move from minor roles in the classroom setting to key roles. For example, teacher candidates advance from monitoring pupils or assisting individual pupils during a learning segment directed by the cooperating teachers to leading learning segments or a portion of learning segments. Lave and Wenger (1991) note that the importance of legitimate peripheral participation lies in the empowerment of the participants as they advance in an integrative manner to full participation within a community. Conversely, novices within a community become disempowered if opportunities are not provided for them to participate fully within the community of practitioners. The potential for learning in practice increases as the result of favorable events within communities of practice that promote positive relations and authentic participation (Lave & Wenger, 1991).

Following Wenger's initial work with Lave, Wenger (1998) expanded on the understanding of a social theory of learning and the elucidation of the coined phrase *communities of practice*. Simply stated, communities of practice are groups of people who share a common interest or passion about something they do and together learn how to do it better. These communities form naturally through social interactions and promote the participants' greatest transformative learning through genuine membership. Wenger (1998) identifies *mutual engagement*, *joint enterprise,* and *shared repertoire* as important components that nurture community coherence. The implementation and practice of these components have a high degree of relevance in coteaching due to the interjection of a newcomer (the teacher candidate), into an already established community of practice.

First, *mutual engagement* is the inclusion of all participants in the critical components within the community of practice. *Mutual engagement* "draws on what we do and what we know, as well as our ability to connect meaningfully to what we don't do and what we don't know (Wenger, 1998, p. 76). Holmes and Meyerhoff (1999) view mutual engagement as an essential component of any practice and participants must do "whatever it takes" to make it happen (p. 85). The second critical element, *joint enterprise,* reflects mutual accountability among the participants. The participants create mutual accountability through *mutual engagement* (Wenger, 1998). In coteaching, *mutual accountability* is synonymous with the terms *collective responsibility* or *shared responsibility* (Murphy & Beggs, 2006; Tobin & Roth, 2005). Scantlebury et al. (2008) use the term coresponsibility to designate shared responsibility by all participants. The final critical dimension of *shared repertoire* is the product of a community of practice over time (Wenger, 1998). Artifacts of shared

repertoire may include "routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts the community had produced or adopted in the course of its existence and which have become part of its practice" (Wenger, 1998, p. 83). The dimensions of mutual engagement, joint enterprise, and shared repertoire do not stand as isolated domains within a community of practice. These characteristics are interlaced to generate "social energy" (Wenger, 1998 p. 85). Social energy can either catapult participants into a positive community of practitioners and of learning or the social energy can inhibit participants, thus stalling development and growth within the community of practice. This idea expands on Lave and Wenger's (1991) original work by defining optimal learning within communities of practice. It is this optimal *learning in practice* that is the essence of many educational researchers' rationale for grounding their coteaching work in Lave and Wenger's theory.

Earlier coteaching research also incorporate Bourdieu's (1990) theoretical perspective on practice to provide a framework and to make meaning of coteaching experiences. Research conducted by Roth and his colleagues (2002) in the early part of the decade cite Bourdieu's (1990) perspective in the development of *habitus* (Roth, Lawless, & Tobin, 2000; Roth & Tobin, 2002). Bourdieu (1990) suggests that knowledge is constructed rather than submissively recorded. *Habitus* is learned social dispositions, skills, and actions assimilated through experiences. It is developed through the participants' interactions with others who have already acquired habitus within the specific setting/field. Bourdieu (1992) further explains *habitus* as "an *open system of dispositions* that is constantly subjected to experiences, and therefore constantly affected by them in a way that either reinforces or modifies its structures" (p. 133). Bourdieu's work provides a foundation for coteaching researchers to view

the benefit of coteaching in its ability to develop habitus by *being-together-with another* versus developing habitus by trial and error or individual construction of *habitus* within the classroom setting (Roth et al., 2000). Teachers' decisions in the classroom are a result of tacit knowledge and skills that form habitus (Roth & Tobin, 2002; Beers, 2005). Beers (2005) noted that her coteaching preservice experience provided her with opportunities to experience the cooperating teacher's "instinct and habitus in action," which in turn provided her with the "greatest opportunity for learning how an experienced teacher can effectively engage the students in a meaningful way" (p. 82). Comparatively, developing habitus by trial and error is a frequented method established within the traditional models of teacher preparation. Bourdieu's (1986, 1992) perspective of social capital and Sewell's (1992) structure| agency framework are referenced when examining coteaching participants' practices of reproducing and producing culture and coteaching ocurrences in developing capital (Beers, 2005; Gallo-Fox et al., 2006; Murphy & Beggs, 2006, Scantlebury et al., 2008; Tobin, 2005c; Tobin & Roth, 2005; Wassell, 2005). Bourdieu (1990) views capital as the "energy of social physics" (p.122). Social relationships among participants produce social capital that when acknowledged by others generate symbolic capital or the ability to gain respect from others. A novice's agency is influenced by the absence of or minimal possession of social and symbolic capital within the community of practice (Scantlebury et al., 2008). The building of social and symbolic capital increases as the novice moves from the periphery to full engagement as described by Lave and Wenger (1991).

As Roth and Tobin's research continued, their writing shows a moderate shift in thinking and application of Sewell's (1992) theory of structure to explain events in

the coteaching setting. Roth and Tobin (2005) describe an equal value between structure and agency. Roth and Tobin (2005) explain, "In this approach, individual human actions derive from the dialectic of agency (the power to act and make conscious choices rather than merely reacting to the context) and (social and material) structure" (p. 5).

Roth (2005) proposes that coteaching moves participants beyond the process of mimesis and adaptation to reproduce classroom practices through a more sophisticated process of mutual entrainment. Mutual entrainment explains reproduction and production of classroom practices by both the novice and veteran teachers while coteaching (Roth, 2005). Roth (2005) argues that if new teachers strictly acquired their skills through the process of mimesis then they would only need to observe experienced teachers enacting their practice. These findings helped to support the work of other researchers who believe that teacher candidates learn to teach by teaching and not by observing an experienced teacher (Tobin & Roth, 2005; Wassell, 2005).

Later work by Sewell (1999) further explored the concepts of culture and reaffirmed Tobin & Roth's (2006) position that teaching is a form of enacting culture through participants' practices and accompanying schema. Sewell (1999) expressed his belief that culture is a category of social life entailing structures. Agency arises from the participants' knowledge of schemas. Sewell (1999) views schema and resources (human and non-human or materialistic) in a dialectic association with agency. It is through this connection to Sewell's work that many researchers have introduced coteaching into their teacher preparation programs in order to promote

participants' agency, particularly the teacher candidates (Murphy & Beggs, 2006; Scantlebury et al., 2008; Tobin, 2005c).

The research on coteaching demonstrates an evolution of researchers' thinking about the actual structure of coteaching and the events happening within the act of coteaching. To summarize, the past decade of coteaching research grounds its frameworks on ideals of communities of practice (Lave & Wenger, 1991; Wenger, 1998) and socio-cultural perspectives (Bourdieu, 1986, 1992; Sewell, 1992, 1999). These theorists' ideals have provided insights for developing coteaching frameworks and for delving into coteaching occurrences to better understand the phenomena occurring while a teacher candidate learns to teach. A synthesis of the theories provides a means for participants to move from legitimate peripheral participation to full engagement (Lave & Wenger, 1991) within communities of practice (Wenger, 1998). Moving towards mutual engagement provides opportunities for teacher candidates to utilize the material and human resources to enhance their agency (Sewell, 1992) in learning to teach. Coteaching frameworks can provide this dynamic.

Coteaching Defined

The early 1990s mark the inception of coteaching as a plausible method of field experience for methods and student teaching. Roth initiated the practice of coteaching in a Vancouver classroom to enhance the professional development of elementary science teachers paired with a science specialist. Later, in a case study, Roth (1998) explored knowing and learning during a three-month coteaching experience within an elementary science classroom. Though both coteachers were experienced to varying degrees, the study leads to the speculation that "the training of new teachers may be improved if the coparticipation with master teachers becomes an

important part of their preparation program" (Roth, 1998, p. 373). Soon, Roth with others (Roth et al., 2000) advocated for coteaching as a teacher development model for teacher candidates and experienced teachers. During this time, coteaching was described as a manner of teaching in which the core principal was *framed in being-together-with* (Roth, 1998a, 1998b; Roth & Boyd, 1999; Roth, Masciotra & Boyd, 1999; Roth & Tobin, 2000). Coteaching provides a means for two teachers to share responsibilities for planning and teaching instead of dividing the workload. In capturing the essence of coteaching, Tobin and Roth (2005) describe more opportunities for pupils to learn and opportunities for professional growth of the coteachers as a dual purpose of their coteaching framework.

As the development of coteaching frameworks gained momentum within national and international science teacher preparation programs, so did the theme of collaboration within coteaching. Murphy and Beggs (2005) defined coteaching as two or more teachers involved in planning, teaching, and evaluating lessons. Later, Murphy and Beggs (2010) described coteaching as opportunities for coteachers to learn from each other "without even attempting to do so" and opportunities for coteachers to "[bring] specific expertise to the lesson" (p. 12).

Scantlebury et al. (2008) uniquely described coteaching as "a strategy that can promote learning communities based on collective teaching, respect, and responsibility within classrooms and departments (p. 968). Scantlebury et al. (2008) also reported viewing coteaching as a "dialogic process that draws on reflective practice as a mechanism for making unconscious practice explicit" (p. 971). In action, coteaching occurs when "multiple teachers teach together in a classroom" and "share mutual responsibility for the teaching and preparation of classroom practice" (Scantlebury et

al., 2008, p. 971). Recent writings by Murphy and Scantlebury (2010) maintain that the essence of coteaching as "two or more teachers teaching together, sharing responsibility for meeting the learning needs of students" who have clearly defined the goals for the participants and the simultaneous "learning from each other" (p. 1). Carlisle (2010) agrees with this definition but also views coteaching as a "socially mediated activity" (p. 127).

All of the above definitions and/or descriptions of coteaching arise from science teacher education programs. For secondary science programs this means collaborating, teaching, and reflecting on instruction for different class periods within the same subject area. In elementary science education, coteaching focuses only on the allotted time period for science instruction. One exception in the research is the work conducted by Bacharach and her colleagues (2010) at St. Cloud State University. The teacher preparation program at St. Cloud State University pioneered coteaching that expands beyond science education to all curricular areas and is inclusive of general elementary education. Bacharach et al. (2010) describe coteaching as collaboration between a cooperating teacher and a teacher candidate "working together with groups of students sharing the planning, organization, delivery, and assessment of instruction as well as the physical space" (p. 2). In 2010, Bacharach and colleagues summarized the coteaching experience established at St. Cloud State University. In a cotaught student teaching experience, the cooperating teacher and teacher candidate collaboratively plan and deliver instruction from the very beginning of the experience. Cooperating teachers are taught to make their instructional decisions more explicit in order to make invisible workings of the classroom more

visible to the teacher candidate. Rather than giving away responsibility for the classroom, the cooperating teachers partner with the teacher candidates (p. 37). Though slight idiosyncrasies in language occur within the researchers' definitions or defining descriptions, there is common ground. Regardless of discipline, coteaching includes coparticipation of teacher candidates with experienced teachers in the professional domains of planning, teaching, assessing, and reflecting.

Teacher Education Programs' Movement Towards Coteaching

The rationales for implementing coteaching experience for the teacher candidates vary for each teacher preparation program, though similarities do exist in their reasoning. Examination of the literature revealed that not all studies provide a rationale for implementing coteaching. Some researchers cite the success of coteaching within other teacher education programs as the foundation for their implementation of coteaching (Murphy, Beggs, Carlisle & Greenwood, 2004). Roth & Tobin (2002) began to explore coteaching as an alternative form of teacher preparation to de-escalate administrative and classroom teachers' concerns about surrendering their classrooms to inexperienced teacher candidates and to build upon reform movements within communities of practice. In an urban secondary science setting, the classroom teachers feared losing their established learning environment and classroom control. Framing an experience that allowed teacher candidates to work along side of an experienced classroom teacher and teach together would potentially create communities of practice to promote collaborative teaching and reflection. Coteaching is also viewed as a method of closing the gap between theory and classroom practice (Roth et al., 1999; Roth & Tobin, 2002; Scantlebury et al., 2008).

Other institutions began to implement coteaching as the result of either cooperating teachers' concerns or administrators' concerns. Murphy and Beggs (2006), for example, responded to administrator concerns in primary science learning by recommending coteaching for science instruction. Their goal was to provide effective science instruction for children while the teacher candidates and the cooperating teachers had opportunities to learn together about effective instructional practices.

Though Roth and Tobin (2002) found administrators and cooperating teachers unwilling to relinquish the classroom, other researchers cited the lack of cooperating teacher involvement as the impetus for implementing coteaching (Bacharach et al., 2010). Cooperating teachers were not serving as 'learning to teach' role models or mentors for the teacher candidates. The baptism by fire approach was raising questions about effective teaching preparation. Coteaching affords the cooperating teacher the ability to remain active in the classroom and accountable for pupil learning, while working alongside a teacher candidate to build his or her professional skills.

In addition to administrators, cooperating teachers, and teacher educators, teacher candidates expressed concerns about the student teaching experience. Several studies cite teacher candidates' feelings of isolation as a critical reason for implementing coteaching (Bacharach et al., 2010; Carlisle 2010; Scantlebury et al., 2008). In many instances, the teacher candidates do not feel viewed as a *real teacher* and feel that they lack the social and cultural capital to be successful (Carlisle, 2010; Murphy & Beggs, 2010; Scantlebury et al., 2008). Coteaching is seen as a viable

framework for promoting agency and confidence within the student teaching experience.

Finally, the Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (2010) recognized the work of St. Cloud State University's coteaching model as a promising practice in teacher education. The result of this recognition has lead many institutions to examine their field experience model and the best practice literature; several institutions have modified their current program and adopted a coteaching model. The Co-Teaching Signature Program through the Renaissance Group (2011) has attracted over 30 participating higher education programs in their commitment to provide coteaching as their primary method of field experience for teacher candidates. In some programs, the implementation of the coteaching begins in methods field experience work and continues through student teaching. Other programs reserve the use of coteaching solely for the student teaching experience.

Coteaching As A Method Of Teacher Preparation

How teacher education programs are implementing coteaching as a method of teacher preparation is as unique as each institution. This section of the review will describe the various coteaching frameworks identified within the coteaching literature. The results of the studies in terms of benefits and challenges of coteaching will be discussed in the subsequent section. This review will begin with science education programs and end with St. Cloud State University's model.

Roth and Tobin joined forces from their individual experiences and research efforts to forge a path to examine coteaching as a method of teacher preparation. In Teaching Together, Learning Together, Roth and Tobin (2005) reminisce about the

initial experience with coteaching in the early 90's. Classroom teachers in Vancouver were paired with teacher candidates who specialized in science to enhance science instruction (Roth & Tobin, 2005). A few years later, Murphy et al. (2004) emulated the same framework to enhance science instruction in Northern Ireland. Similarly, building upon Tobin and Roth's initial ideas, Tobin (2005) implemented coteaching with secondary science teacher candidates. In Tobin's enhanced framework, the teacher candidates were paired with a cooperating teacher, and at times, two teacher candidates. In each instance, all individuals in the classroom actively coparticipated in the lessons through legitimate peripheral participation (Lave & Wegner, 1991) including university supervisors. Legitimate peripheral participation provides participants authentic roles in a learning segment (e.g., monitoring pupils for on-task behavior, checking for pupil understanding, and assisting pupils). Participation by all provides a means for powerful reflective discussions within cogens or cogenerative dialogues (Roth and Tobin, 2002). In this framework, the secondary pupils are also coteaching participants who engaged in cogenerative discussions about classroom learning. The focus of this model encompasses all domains within planning, instruction, management, and reflection.

Two models explore coteaching at the undergraduate level of teacher preparation in secondary science (Eick et al., 2003; Murphy et al., 2004; Scantlebury et al., 2008). Eick et al. (2003) describe an eight-week undergraduate science methods experience. One teacher candidate is paired with a cooperating teacher for a half-day experience. The teacher candidates employ peripheral participation roles during the first period of instruction lead by the cooperating teachers. During the second period of instruction, the teacher candidates assume the lead role for all or part of the

instruction with active assistance by the cooperating teachers. "Active assistance" is described as "ongoing verbal assistance and interjection throughout the entire lesson" (Eick et al., 2003, p. 78). In this coteaching experience, the focus is on teaching rather than planning.

A second example of coteaching in undergraduate secondary science is found in the work of Scantlebury et al. (2008). This model begins at the methods level and proceeds into the student teaching experience (typically two consecutive semesters – fall into spring). During the methods course work, coteaching strategies are modeled for the teacher candidates by university instructors and through field observations. In the field, the teacher candidates observe the cooperating teacher and sometimes meet the class of pupils that they will be working with during the student teaching experience. Once the student teaching experience begins, the teacher candidates immediately begin to coteach. The fifteen-week student teaching experience provides time for the teacher candidates to teach five class periods per day. The teacher candidates accept the individual responsibility for one class period to allow for solo teaching.

Murphy et al. (2004) conducted a coteaching study in Northern Ireland. This coteaching experience promotes planning, teaching, assessing and evaluating lessons. Coteaching takes place during undergraduate methods course work. Teacher candidates are paired with primary teachers to implement science and technology lessons for half days during a ten-week field experience. All participants (teacher candidates, classroom teachers, and university instructors) are encouraged to work as equals. To relieve the stress of external reviewers and/or inhibit creative practices, the

teacher candidates are not assessed on their performance. The coteaching continues into the student teaching semester following the above guidelines.

St. Cloud State University attempts to use coteaching within all of the content strands, unlike those discussed above which focused on the science content area only. In St. Cloud's coteaching experience, one teacher candidate is partnered with a cooperating teacher. From the initial day of the placement, the pair plans and implements lessons to meet pupils' needs. The expectation is that coteaching strategies will be used when appropriate for the lesson and for meeting pupils' needs. Over the course of the placement, the teacher candidate assumes the lead roles for planning and instruction. Time is provided for teacher candidates to experience solo planning, instruction and management. The experience also incorporates professional development for the cooperating teachers and teacher candidates in collaboration and implementing coteaching strategies.

A model developed by Goodnough et al. (2008) explores a triad model. In this model, two teacher candidates are placed with one cooperating teacher during the student teaching experience. This model allows for partnerships to evolve naturally among the three participants. A concern with this model is the limited guidance provided for implementing coteaching strategies and the leaving of the process to chance.

Though the majority of the coteaching frameworks summarized above are within the secondary and primary science education fields, St. Cloud State University's model shows promise for elementary teacher education, in part, because it uses coteaching across all content areas during student teaching. The structures of each of the coteaching frameworks described above are very similar. Teacher

candidates are paired with cooperating teachers either in individual placements, or with multiple cooperating teachers, or with multiple teacher candidates working collaboratively during the field experience. In some instances, the coteaching framework may begin as early as methods field experience, but consistent with all of the frameworks is implementation during the student teaching experience.

Benefits and Challenges of Coteaching

A decade of coteaching research has provided rich qualitative data on the benefits of a teacher preparation programs' use of a coteaching model. The benefits have been noted for teacher candidates, cooperating teachers, and pupils. To better organize this information this section will highlight the benefits for each participant beginning with teacher candidates, mutual benefits for teacher candidates and cooperating teachers, cooperating teacher only benefits, and pupil benefits. Following the summary of the coteaching benefits the challenges of coteaching will be discussed.

Benefits for Teacher Candidates

There are several benefits for teacher candidates who participate in a coteaching model during their field experiences. These benefits include gain of confidence, increased agency, risk-taking, learning in action, and benefits extending into the teacher candidates' professional careers. The following sub-sections will detail the benefits for teacher candidates as identified by the literature.

Gain confidence. Research suggests several benefits for teacher candidates who engage in coteaching practices during either their methods work or student teaching experiences. One of the main benefits of coteaching, cited by teacher

candidates and researchers, is the teacher candidates' confidence in the classroom (Eick et al., 2003; Murphy & Beggs, 2005; Murphy & Beggs, 2010; Roth & Tobin 2002; Scantlebury et al., 2008). A five-year study (Murphy & Beggs, 2005) of coteaching practices reported gains in teacher candidates' confidence is not limited to science instruction but also extends to other curricular areas. Researchers explained that teacher candidates' feelings of confidence were a result of the collaborative efforts expected during the coteaching experience in planning, teaching, and reflection. For example, as teacher candidates move into full engagement within a learning community, their gains in social and cultural capital are evident (Scantlebury et al., 2008).

Increased agency. The resources and the experiences the teacher candidates bring to the classroom are acknowledged in coteaching (Carlisle, 2010; Scantlebury et al., 2008), thus increasing teacher candidates' agency (Scantlebury et al., 2008). Coteaching provides opportunities for teacher candidates to share expertise, insights, and resources for instruction (Carlisle, 2010; O`Conaill, 2010; Scantlebury et al., 2008). This, in turn, provides a mutual benefit for teacher candidates and cooperating teachers through the sharing of ideas (Gallo-Fox, 2010; Murphy & Beggs, 2010; Scantlebury et al., 2008). Carlisle (2010) found that the sharing of ideas during coplanning sessions had the "potential for student teachers to feel more like class teachers who could contribute meaningfully to the lessons" (p.136). The teacher candidates also felt that the cooperating teachers valued their input during reflective discussions about the lesson (Carlisle, 2010), thus increasing the teacher candidates' agency.

Risk-taking. Gallo-Fox (2010) describes coteaching as nurturing both collective and individual risk-taking within the supportive learning environment (Scantlebury et al., 2008; Roth & Tobin, 2005). Risk-taking by teacher candidates can be viewed as an additional benefit of or harmonized with the first identified benefit of increased teacher candidate confidence. With the support of cooperating teachers, teacher candidates are much more willing to be risk-takers (Gallo-Fox, 2010). Initial steps towards risk-taking may include attempts to imitate best practices as modeled by cooperating teachers (Eick et al., 2003, Murphy & Beggs, 2010; Roth, 2005). Teacher candidates describe an increased comfort level with cooperating teachers' support during their methods teaching (Eick et al., 2003). Beers (2005) describes her coteaching experience as knowing that her cooperating teacher consistently supported her efforts and, as O`Conaill (2010) described, provided a "sense of having a safety net" (p. 184). The supportive learning environment created through collaboration of coteachers creates a sense of trust within the learning community and enhances the sense of collective responsibility (Beers, 2005; Gallo-Fox, 2010; Roth & Tobin, 2005; Tobin et al., 2003). Carlisle (2010) proposes that the supportive environment provides teacher candidates with more tools than they would experience with solo planning, lessening the teacher candidates' fear of isolation. Carlisle (2010) defines these tools as coplanning, coteaching, coevaluation, and cooperating teachers' knowledge of content and pedagogy. In coteaching, cooperating teachers provide teacher candidates with an environment of support versus isolationism in non-coteaching contexts (Bacharach et al., 2010).

Learning in action. Coteaching provides opportunities for teacher candidates to experience teacher decision-making in action (Beers, 2005; Eick et al., 2003; Gallo-

Fox, 2010; O`Conaill, 2010; Tobin & Roth, 2005). In addition, coteaching provides opportunities for teacher candidates to learn by example (Eick et al., 2003; O`Conaill, 2010). Beers (2005) describes her learning in action, "It allowed me to examine his [her cooperating teacher's] practice in the heat of the moment and incorporate some of his schema and practices into my own" (p. 79). Roth and Tobin (2002) describe a teacher candidate's success in learning to question pupils. This skill did not develop through a textbook procedural list but rather by enacting in practice with the cooperating teacher who modeled exemplary questioning techniques. Teacher candidates and cooperating teachers found learning on the spot was most beneficial, as well as having support to modify lessons in real time (Eick et al., 2003; Roth & Tobin, 2002). O'Conaill (2010) refers to these professional interactions between the experienced teachers and teacher candidates as opportunities to engage in "professional reasoning" (p. 185). Often times, professional reasoning and teacher decision-making is based on tacit knowledge. Coteaching provides opportunities to make experienced teachers' tacit knowledge explicit to teacher candidates (Bacharach et al., 2010; Roth, 1998; Tobin & Roth, 2005). Coteaching also provides teacher candidates with exposure to planning strategies, instructional strategies, management strategies, content knowledge, and assessment strategies. Beers (2005) found it beneficial to engage in dialogue and process ideas about curriculum with her coteachers. Teacher candidates are "no longer initiated into the complex profession of teaching by being left to figure things out on their own" (Bacharach et al., 2010, p. 46).

Application to first year of teaching. Very few studies have been conducted on the impact of coteaching on teacher candidates' first year of teaching. Juck,

Scantlebury, and Gallo-Fox (2006) found that their first-year teachers sought and established communities of practice to provide support for their teaching. Evidence from the study shows that coteaching values of corespect and coresponsibility were instilled and emulated during the first year of teaching. The participants in the study enacted their teacher agency to build collaborative efforts among team members within the school dynamics. The first-year teachers in this study veered away from the typical path of first-year teachers trying to survive in isolation (Britzman, 1986; Little, 1995; Lortie, 1975; Veenman, 1984). Wassell (2005) shared an excerpt from a teacher candidate's master portfolio that captured an interpretation of the coteaching experience.

> Coteaching also made me aware of how much I might miss if I were the only teacher, therefore, it has helped me not only in the sense of preparing me for traditional single teaching but also has made me aware of aspects I would have missed otherwise. (Ian's Master's Portfolio Essay, 2003, p. 137)

Benefits for Teacher Candidates and Cooperating Teachers

Three mutual benefits emerged in the literature for both coteaching participants. This section will discuss the development of pedagogical repertoire, enhanced reflective skills, and professional development.

Development of pedagogical repertoire. Some of the benefits of coteaching described in the previous section are equally as applicable to both teacher candidates and cooperating teachers. For example, the second benefit described is increased agency, which resulted in the sharing of ideas among coteachers. As noted by Gallo-Fox (2010), coteaching participants (teacher candidates, and cooperating teachers) expanded their pedagogical repertoire and developed new ways to support student

learning (p. 122). Of the 249 teacher candidates who were surveyed in the St. Cloud State University study (2010), 88% of the teacher candidates expressed an increased confidence in understanding pedagogy and content as a result of coplanning sessions. The community of practice formed in coteaching provides continuing learning opportunities for cooperating teachers and teacher candidates (Tobin & Roth, 2005). Teacher candidates learn content in new and different ways and learn how to teach the content by teaching with the cooperating teachers (Roth, Tobin, Zimmermann, Bryant, & Davis, 2002).

Enhanced reflective skills. The ability to stay actively engaged when teacher candidates lead lessons creates opportunities for cooperating teachers to observe their pupils in action and reflect on pupils' learning (Goodnough et al., 2008; Murphy & Beggs, 2010; Tobin et al., 2003; Wassell, 2005). Coplanning provides coteachers with a venue to reflect on teaching practices and impact on pupils' learning to inform future instruction (Carlisle, 2010; Wassell, 2005). The ability to collaborate with coteachers and reflect upon shared experiences creates a rich reflective dialogue for learning to teach and enhancing teaching skills (Beers, 2005; Tobin & Roth, 2006). According to Tobin and Roth (2006), "the perspectives of others become objects for reflection on what happens and possible ways to improve learning environments" (p. 81). Cooperating teachers also report a sense of improved professional development and reflective practice by remaining engaged with teacher candidates (Bacharach et al., 2010; Murphy & Beggs, 2010).

The St. Cloud State University study (2010) provides quantitative data to support the qualitative claims of other coteaching researchers. Teacher candidates' summative assessment scores measuring the professional standards (e.g., reflection

and professional development) revealed that the coteaching teacher candidates out performed the non-coteaching teacher candidates (Bacharach et al., 2010).

Professional development. Even though coteaching was intended as a progressive method for teacher candidates to learn to teach, there have been documented benefits not only in teacher candidates' professional development, but also in cooperating teachers' professional development. Coplanning, co-instruction, and coreflecting in cogenerative dialogues have produced multiple learning opportunities for cooperating teachers (Bacharach et al., 2010; Scantlebury et al., 2008). Gallo-Fox (2010) found that the coteaching experience broke cooperating teachers' sense of isolation and provided the cooperating teachers with an increased sense of self. In addition, coteaching supported the cooperating teachers' development as a school-based teacher educator (Fieman-Nemser, 1998, as cited in Scantlebury et al., 2008).

Benefits for Pupils

The literature provides evidence that pupils' learning is supported in coteaching classrooms. The main benefits include increased teacher resources, quality of instruction, and impact on learning. This section will discuss the coteaching literature themes that support pupils' learning.

Increased teacher resources. Coteaching provides pupils with increased access to teacher resources through increased one-on-one interactions, small-group interactions, and whole-class monitoring (Carlisle, 2010; Gallo-Fox, 2010; Goodnough et al., 2008; O'Conaill, 2010; Tobin, 2005). In addition, teachers can provide increased attention to high-needs pupils (Bacharach et al., 2010). Coteaching reduces the pupil-to-teacher ratio allowing for expanded opportunities for more

individualized and differentiated instruction. Pupils are able to access or pursue teacher assistance when it is needed (Bacharach et al., 2010; Roth & Tobin, 2002). The collective responsibility of coplanning and co-instructing lessons enhances pupils' learning experiences (Carlisle, 2010; Murphy & Beggs, 2005; Murphy et al., 2004).

Quality of instruction. Valid concerns of teacher accountability discourage some excellent teachers from serving as cooperating teachers and discourage administrators from forming university partnerships (Bacharach et al., 2010; Murphy & Beggs, 2006; Roth & Tobin, 2002). Implementing coteaching provides a means by which the quality of instruction is not lost for the pupils (Gallo-Fox, 2010). Coteaching with experienced teachers aids in bridging the teacher candidates' content and pedagogical gaps for continued support of pupils' learning (O'Conaill, 2010). Bacharach et al. (2010) interviewed 546, K-12 pupils in their four-year study of a coteaching model. Pupils cited their willingness to ask questions because they perceived that one of the coteachers were able to assist them in their learning. Pupils in the St. Cloud State University study (Bacharach et al., 2010) also viewed the variety of learning activities within a coteaching setting as enhancing instruction by making school more engaging. In terms of making the content understandable to a variety of learners, a large number of pupils in the St. Cloud State University study (2010) cited that having coteachers in the classroom to explain content in multiple ways helped them to understand the material.

Impact on pupils' learning. St. Cloud State University provides evidence for impact on pupils' learning. The four-year study finds that pupils in cotaught classrooms have better academic outcomes in reading and math than their peers in single teacher classrooms and classrooms with a teacher candidate in a traditional

model. Quantitative data evidenced statistically significant academic gains each of the four years within a coteaching model of teacher preparation compared to a single teacher classroom setting or a traditional model teacher preparation classroom (Bacharach et al., 2010). The data also show that pupils in single classrooms without a teacher candidate out performed their peers within a classroom with a teacher candidate in a traditional model where coteaching was not used.

Challenges with Coteaching

When coteaching is implemented poorly, no one benefits—not teacher candidates, cooperating teachers, or pupils. A review of the literature revealed a few difficulties experienced during coteaching. The difficulties impact the coteachers as well as the pupils. The following section will highlight these challenges.

Pairings. One of the most critical challenges found within coteaching were personality conflicts (Murphy & Beggs, 2010; Tobin, 2005). Murphy and Beggs (2010) found that arbitrarily selecting coteaching partnerships was not appropriate. A non-collaborative pairing is a dilemma that disrupts collaboration and ultimately disrupts pupils' learning. For example, Carlisle (2010) documented that issues occurred when the cooperating teachers did not want to give up control and would take over a lesson. To address the issues of personality conflicts and non-collaborative pairings, Murphy and Beggs (2010) joined forces with the administration to select more thoughtful pairings based on cooperating teacher and teacher candidate traits.

Coplanning time. A second challenge that appeared as a theme throughout the research was finding time for coplanning among the coteachers (Carlisle, 2010;

O'Conaill, 2010; Scantlebury et al., 2008). O'Conaill (2010) cites the coteachers' concerns with the extensive amount of time needed to coplan and coreflect.

Mixed messages. The St. Cloud State University study provides the only quantitative data on pupils' thinking about difficulties experienced during coteaching. Pupils' responses indicate a sense of mixed messages between coteachers and pupils. Bacharach et al. (2010) reported that 19% of the pupils interviewed found having multiple explanations to an idea or concept confusing, 12% cited issues with grading policies between two teachers, and 10% of the pupils surveyed said that the coteachers interrupted each other.

Cooperating Teachers' and Teacher Candidates' Roles

Best practice literature indicates that coteaching not only transforms the roles of the cooperating teachers but also the roles of the teacher candidates (Carlisle, 2010; Murphy & Beggs, 2006, 2010; Roth & Tobin, 2002; Scantlebury et al., 2008; Tobin, 2005) compared to the traditional experience. Guyton and McIntyre's (1990) description of traditional field experiences transition the teacher candidates into the classrooms as the cooperating teachers relinquishes ownership and responsibilities to the teacher candidates. As the teacher candidates teach lessons, the cooperating teachers tend to be in observer roles. When the cooperating teachers are teaching lessons, the teacher candidates tend to assume observer roles. Lavoie and Roth (2001) found that in traditional experiences, the teacher candidates conducted lessons solo or observed the cooperating teachers in action. The defined roles for the teacher candidates and the cooperating teachers are at extremes of possible participation. The teacher candidates' and cooperating teachers' roles function either as observers or as lead teachers. Few opportunities are provided for the teacher candidates to develop

their skills along side experienced cooperating teachers. Instead, traditional experiences provide a means for the cooperating teachers to "hand off" their roles to the teacher candidates.

Defining teacher candidates' roles within new classroom settings can be difficult without a course of action. Bacharach and her colleagues (2010) describe a "power differential" that can occur in student teaching experiences between the cooperating teachers and the teacher candidates (p. 38). To alleviate the disparity, best practice coteaching experiences structure the roles for the cooperating teachers and teacher candidates to promote collaboration and shared responsibility also referred to as collective responsibility (Bacharach et al., 2010; Carlisle, 2010; Murphy & Beggs 2006, 2010; Roth & Tobin, 2002; Scantlebury et al., 2008; Tobin, 2005).

The large-scale study conducted by Murphy and Beggs (2006) investigated how the cooperating teachers' roles and the teacher candidates' roles fostered "harmonious coteaching" (p. 20). The elementary science-coteaching model identifies three role expectations for each lesson. Jointly, the cooperating teachers and teacher candidates must plan, instruct, and reflect. Ethnographic data indicates that teacher candidates find the most harmonious coteaching when the cooperating teachers' roles and teacher candidates' roles are perceived as equal and least harmonious when the cooperating teachers' roles were dominant. Examples cited by teacher candidates indicated the most harmonious state include role awareness, coplanning, shared responsibility, positive interactions, sharing of ideas, and co-ownership of lessons (Murphy & Beggs, 2006). A discordant state was indicated when the cooperating teachers interrupted the teacher candidates when speaking during lessons, the pairs failed to jointly plan or did not allow enough time for planning, the roles for teacher candidates were not clearly

defined, and/or the teacher candidates' ideas were not valued by the cooperating teachers (Murphy & Beggs, 2006). The study conducted by Murphy and Beggs (2006) served as the impetus for Carlisle (2010) to examine the roles of the cooperating teachers and the teacher candidates during the enactment of coteaching. Carlisle (2010) observed that the roles of the cooperating teachers and the teacher candidates evolved throughout the coteaching experience from peripheral participation by the teacher candidates to shared responsibility for all facets of the classroom. Carlisle's observations support previous work done by several other researchers (e.g., Eick et al., 2003; Tobin & Roth, 2006; Scantlebury, 2005). The coteachers' roles shift depending upon the structure of the lesson and the pupils' learning needs. The initial role delineation is the cooperating teachers in lead roles while the teacher candidates are in the periphery. Eick and his colleagues (2003) describe this initial role as "peripheral participation" (p. 78). As the field experience unfolds, the teacher candidates and the cooperating teachers implement pre-planned components of the same lesson or one coteacher leads as the other coteacher supports instruction. Both of these examples require the cooperating teachers and the teacher candidates to maintain active roles in the lessons. This second phase of coteaching is described as "active assistance" (Eick et al., 2003, p. 78). The defined roles for both the cooperating teachers and the teacher candidates are to remain engaged in the lessons to provide instructional support. Tobin (2005) describes five active participation roles for coteachers: attending, scanning, monitoring, tutoring, and zoning.

> "The roles enacted by the "support" coteachers include *attending* to what is being said, *scanning* the students for signs of confusion or requests for assistance, and *monitoring* the participation of students. *Tutoring* is when one

or a few students show a need for one-on-one assistance. *Zoning* is when tutoring occurs with larger groups of students." (p. 2)

In order for the active assistance roles to be successful, the cooperating teachers and the teacher candidates need to develop professional working relationships. Scantlebury and her colleagues (2008) recognize the time and effort needed to develop professional working relationships or "social networks between individuals for successful coteaching" (p. 978). Carlisle (2010) viewed this necessity as a democratic working relationship. The working relationship between the cooperating teachers and the teacher candidates emerges through the negotiation of roles (Carlisle 2010). Through successful negotiation of roles, lead instructional roles can be passed back and forth during the lesson. Tobin (2005) refers to this process as passing the baton or stepping forward and stepping back (p. 146).

Two main themes emerge from current coteaching research regarding cooperating teacher roles and teacher candidate roles. First, roles are defined within coteaching for the cooperating teachers and teacher candidates. Second, successful negotiation of roles creates a harmonious partnership.

Conclusion

Educational research on coteaching as a method for teacher preparation approximately began in 1998. The concept of coteaching as a method for teacher preparation continues to gain momentum as a national topic and trend for many institutions of higher education. The majorities of the studies are grounded in the theoretical framework of Lave and Wenger's community of practice and examine the enactment of coteaching; role development; and benefits to pupils, cooperating teachers, and teacher candidates. This best practice literature has potential to inform

teacher education practices for teacher preparation within a coteaching model by developing field experiences to emphasize opportunities for active, mutual engagement of the cooperating teachers and teacher candidates in planning, instruction, assessment, and reflection. Variations of coteaching are found within each of the studies yet yielded similar benefits for cooperating teachers, pupils, and teacher candidates. Therefore, coteaching may be structured in a variety of ways to provide teacher education programs with the potential to develop frameworks that meet their unique needs and not be restricted to a one size fits all philosophy.

Chapter 3

DESIGN OF THE QUALITATIVE STUDY

Introduction

The literature section examined the coteaching research base as a method of teacher preparation. In this section, I will describe the design of the study to address the second objective of this Executive Position Paper: to investigate the benefits and challenges of coteaching for teacher candidates, cooperating teachers, and elementary pupils from University of Delaware Elementary Teacher Education (ETE) coteachers' (cooperating teachers and teacher candidates) perspectives. The cooperating teachers' and teacher candidates' perceptions of their roles in planning, instruction, and reflection will be examined. Research questions include the following:

- How do cooperating teachers and teacher candidates perceive coteaching as a method for learning to teach?
- How do coteaching participants view their roles in coteaching?

Context

This study was conducted within two elementary school settings that serve as partner schools for the University of Delaware's Elementary Teacher Education ETE) program clinical experiences. Ridge Elementary School (RES) was built in 2009 to service approximately 700 pupils in grades 1-5 within the rapidly growing River School District. The fall 2010 semester was the first opportunity for RES to host ETE teacher candidates. A total of six university teacher candidates were assigned to RES

for their first eight-week placement. Clay Elementary School (CES), the second school setting, also is located in River School District. Clay Elementary has had a long-standing partnership with the University of Delaware. Similar to RES, CES services approximately 600 pupils in grades 1-5. A total of seven ETE university teacher candidates were assigned to CES for their first eight-week placement during fall 2010.

The 13 teacher candidates participated in two days of orientation sessions prior to the first day of school. The orientation sessions included routine information on policies and procedures for the student teaching semester. In addition to the routine directives, the teacher candidates participated in a two-hour instructional session about coteaching as a method for teacher preparation. During this session, I used instructional coteaching materials that I had created and resources shared by coteaching model colleagues from Salisbury University. To reinforce the information presented in the orientation session, the teacher candidates also participated in the cooperating teachers' orientation. A sixty-minute group orientation session was held at each school setting. The orientation session reviewed UD student teaching policies and procedures, as well as the coteaching format and my expectations for the implementation of coteaching. In addition, I provided consultation and guidance throughout the field experience when the teacher candidates or cooperating teachers needed clarification or additional assistance implementing coteaching.

Study Design

This study was designed from an emic perspective to delve into the perceptions of the cooperating teachers and teacher candidates who enacted a coteaching model, one that I had designed (Appendix B). The cooperating teachers and teacher

candidates brought their valued insights to this coteaching experience. Understanding the participants from their personal frame of reference is fundamental to the phenomenological position (Fetterman, 2010; Given, 2008; Taylor & Bogdan, 1998). Multiple realties are addressed within this perspective by affording a voice to each of the participants to express their lived experiences (Given, 2008). I used the qualitative method of semi-structured interviewing as the data-gathering tool; conducting teacher candidate focus groups (Appendix C), individual teacher candidate interviews (Appendix D), and cooperating teacher individual interviews (Appendix E). According to Patton (2002), two or more types of participants provide multiple data sources yielding data triangulation. Varied grade levels, two settings, and diverse experience serving as a cooperating teacher also distinguished the multiple sources. I chose to use interviews as the qualitative data-gathering tool as the route to uncovering phenomenon for which observation likely was not the best qualitative method (Taylor & Bogdan, 1998). Observation was not viewed as a viable data-collecting tool due to my potential bias and influence in the classroom.

Self-disclosure

As the researcher, I have spent several years developing and refining a coteaching model. I did not want my vested interest in coteaching to sway the perceptions of the participants enacting the model. My goal was to aim for authentic and untainted feedback. I also had concerns about the influence of my presence in the classrooms in terms of the positive or negative impact it may have on the enactment of coteaching. Therefore, I focused my roles during the scheduled formative observation sessions on my duties as the teacher candidates' field instructor. I provided the teacher candidates with feedback and guidance on their planning, teaching, and

assessing of the pupils only. Conversations about coteaching were not included during the formative observation post-conferences. When required, coteaching assistance was provided during a time frame separate from the formative observations and post-conferences. All interviews were conducted following the end of the eight-week field experiences. This allowed participants time to reflect on their experiences, and it served to separate my role as the researcher from my role as the UD field instructor. My intent was to ensure that neither the cooperating teachers nor the teacher candidates perceived that their implementation of coteaching was being critiqued.

Participant Description

The first eight-week fall 2010 elementary placement afforded 27 possible participants for the study, 13 teacher candidates and 14 cooperating teachers. The additional cooperating teacher was the result of an inclusive setting; both the general education teacher and the special education teacher shared the cooperating teachers' responsibilities. I contacted the cooperating teachers and the teacher candidates via email to invite them to participate in the study. Following Institutional Review Board Approval (Appendix F), cooperating teachers' consent forms (Appendix G) and teacher candidates' consent forms (Appendix H) were attached to the email. I offered the teacher candidates and cooperating teachers the opportunity to speak with me in person or via email regarding any questions or concerns with the proposed study. I did not require that both participants (cooperating teacher and teacher candidate) volunteer to participate in the study; all decisions to participate in the study were independently made and were kept confidential.

Teacher Candidates

Overall, teacher candidates' participation rate was approximately 85%, with some variations from full participation to partial participation. Eight teacher candidates participated in both a focus group session and an individual interview. One teacher candidate participated in a focus group discussion, but did not agree to participate in the individual interview. An additional two teacher candidates participated in an individual interview, but were not able to attend the focus group session. For these two teacher candidates, I incorporated the focus group questions into the individual interview semi-structured protocol. Therefore, 85% of the teacher candidates responded to the focus group questions. Only two teacher candidates chose not to participate in the study.

Cooperating Teachers

A demanding school year brought challenges to recruiting cooperating teachers to participate in the study. Nine of the 14 cooperating teachers participated in the study. One of the placements was an inclusive setting that allowed the teacher candidate to remain in the classroom for 16 weeks. Eight of the 13 field placements were represented via cooperating teachers' perspectives. Because a common time could not be scheduled for the cooperating teachers' focus group, the interview protocol was modified and the focus group questions were asked at the end of the individual interview questions. In most instances, interview time was limited to a 30-minute lunch period or a 40-minute planning time. All of the participating cooperating teachers responded to the individual interview questions, not all responded to the focus group questions. The priority was working within the scheduling constraints as close to the coteaching experiences as possible.

Consequently, the cooperating teachers' responses to the focus group's protocol were not analyzed for this study due to inconsistencies in execution of the protocol.

In Table 1, information on teacher candidates' and cooperating teachers' participation within each school setting and level of participation is presented. Cooperating teachers are listed if they participated in the study. Nonparticipating cooperating teachers are represented by a dash symbol. In eight of the 13 coteaching partnerships, both the teacher candidate and cooperating teacher participated in the study. Only one partnership was not represented in the study.

Table 1 Participant Overview

Teacher Candidate	Grade	Focus Group	Interview	Cooperating Teacher
Rhonda	1	Yes	Yes	Ms. S & D
Amy	1	Yes	Yes	Ms. B
Pat	2	Yes	Yes	Ms. G
Faye	2	Yes	Yes	-
Megan	3	Yes	No	Ms. L
Erin	3	No*	Yes	-
Jane	3	Yes	Yes	Ms. P
Kathy	2	Yes	Yes	Mr. C
Mary	3	Yes	Yes	-
Carla	3	Yes	Yes	Ms. J
Riley	3	No	No	-
Barb	4	No*	Yes	-
Lynn	4	No	No	Ms. M

* Responded to focus group semi-structured protocol during individual interview

Data Collection

The following section explains the data collection process for the teacher candidates and cooperating teachers.

Teacher Candidates

The data collection for the teacher candidates began with an invitation to participate in a focus group discussion. Patton (2002) suggests "a clear advantage of using focus groups is that the method reveals the evolution of perceptions in a social context" (p.155). I invited the teacher candidates to participate in the focus group session with the peers from their school setting. I arranged two one-hour evening sessions, one per school, for these teacher candidates' focus group discussions. By random assignment, I met with the teacher candidates from CES first and met with the teacher candidates from RES second. The sessions were arranged on the same

evening with a one-hour gap between sessions. The one-hour gap was pre-planned in case the first session extended beyond the one-hour time frame. Seven teacher candidates participated in the first session: six from CES and one from RES. The participation rate for the CES teacher candidates was six out of seven. The RES teacher candidate had a transportation conflict for the second session and requested permission to participate in the first session. The one CES teacher candidate who could not make either focus group session offered to respond to the focus group semi-structured protocol during her individual interview session. Therefore, seven out of the seven teacher candidates from CES responded to the focus group questions. The second session for RES yielded a lower participation rate. Only two of the remaining five RES teacher candidates attended the focus group session. Including the RES teacher candidate who attended the CES focus group, the RES participation rate was three out of six. One of the RES teacher candidates who could not make either session offered to respond to the focus group protocol during her individual interview session. This yielded a four out of six RES participation rate. Both focus group sessions were recorded via audiotape.

Following the focus group sessions, I arranged individual interviews with the teacher candidate participants. Individual interviews were conducted at the end of the field experiences. I submitted all student teacher final evaluation documents to the Office of Clinical Studies prior to scheduling the individual interviews. Thus, the participants were aware that their responses would not impact their final evaluation scores or summative narratives from the student teaching experience.

Ten of the 13 teacher candidates volunteered for the individual interview session, six of the seven CES and four of six the RES teacher candidates. Each

teacher candidate selected a preferred location for the interview. The individual interviews followed the semi-structured interview protocol and were audiotaped. Each audiotape was labeled with the participant's pseudonym, school site, and grade level in preparation for transcribing.

Cooperating Teachers

The data collection for the cooperating teachers proved to be much more complex than anticipated. As described in the Participant Description section, modifications to the data collection had to be made to accommodate the cooperating teachers' time demands. Six of the seven CES cooperating teachers participated in the individual interviews, while only three of the seven of the RES cooperating teachers participated in the individual interviews.

I conducted the individual interviews within one week of the end of the field experience on site either before, during, or after-school. I followed the individual interview semi-structured protocol and audiotaped each interview. I labeled each audiotape with the participant's pseudonym, school site, and grade level in preparation for transcribing.

Data Analysis

I transcribed verbatim the teacher candidates' focus group sessions, teacher candidates' individual interviews, and cooperating teachers' individual interviews' audiotapes into singular Word documents. To ensure quality control, I randomly selected 25% of the audiotapes to verify accurate transcriptions. Each of the randomly selected audiotapes matched original transcriptions at 100% accuracy.

Prior to coding, each transcription was first read and reflected upon using analytic memos. Following the first read and compilation of the analytic memos, I labeled each transcription using pre-defined codes for systematic analysis (Table 2).

Table 2 Pre-defined Codes

Code	Description of Code
B	Benefit of coteaching model
B/TC	Benefit for teacher candidate
B/CT	Benefit for cooperating teacher
B/P	Benefit for pupil
NB	Non-benefit or challenge of coteaching model
NB/TC	Non-benefit or challenge for teacher candidate
NB/CT	Non-benefit or challenge for cooperating teacher
NB/P	Non-benefit or challenge for pupil
GF	General feeling about the model
P/f	Planning format
I/f	Instructional format
R/f	Reflection format
R/CT	Role of cooperating teacher
R/TC	Role of teacher candidate
Crespon-	Coresponsibility
Crespect	Corespect
IR	Individual responsibility
Rec-	Recommendations

Themes began to develop following the second read and use of the pre-defined coding scheme. Sub-categories were developed to capture the themes during the third read's line-by-line analysis (Table 3).

Table 3 Sub-Categories

Code	Description of Code
B/TC/a	Benefit for teacher candidate-agency
B/TC/ar	Benefit for teacher candidate-active role
B/TC/rb	Benefit for teacher candidate-relationship building
B/TC/cs	Benefit for teacher candidate-collaborative support
B/CT/ar	Benefit for cooperating teacher-active role
B/CT/pl	Benefit for cooperating teacher-pupil learning
B/P/l	Benefit for pupil-learning
B/P/r	Benefit for pupil-relationships
NB/TC/a	Non-benefit or challenge for teacher candidate-agency
GF/p	General feeling about the model-pacing
GF/r	General feeling about the model-relationships

During the third phase of the analysis, emerging themes became apparent. I developed and recorded new codes to depict these themes (Table 4).

Table 4 Emergent Codes

Code	Description of Code
MB/CT-TC	Mutual benefit for cooperating teacher & teacher candidate
R/c	Role confusion
R/d	Role development
CT/c	Cooperating teacher characteristics
C/t	Change over time
TM/c	Traditional model comparison

Following these three coding sessions, I sorted the data by code. This allowed me to organize the data by themes and to align the findings with my two research questions:

- How do cooperating teachers and teacher candidates perceive coteaching as a method for learning to teach?
- How do the coteaching participants view their roles in coteaching?

Dependability and Trustworthiness

Patten (2009) utilizes dependability and trustworthiness as qualitative terms that resemble the terms reliability and validity in quantitative research. During the data collection process, I planned for multiple data sources by recruiting teacher candidates and cooperating teachers to ensure data triangulation. The teacher candidates' participation in two methods of data collection provided triangulation for the teacher candidates' data. Unfortunately, I was not able to achieve triangulation with the cooperating teachers' data due to the inability to conduct the focus group sessions or to consistently incorporate all of the focus group questions into the individual interviews (See Participant Description – Cooperating Teachers).

To ensure quality control during the data analysis process two strategies were implemented. First, 25% of the transcriptions were randomly selected and coded by an external reviewer. Utilizing the codes provided in Tables 2 through 4, the external reviewer independently coded according to the pre-defined codes but was also encouraged to define new codes. The external reviewer identified no new codes. Minor differences between the external reviewer's and my coding arose in determining the sub-category of a benefit. In these instances, we collaboratively reviewed the transcripts and came to an agreement on the coding.

To establish interpretive validity, the participants' scenarios and thoughts were maintained as verbatim throughout the entire data analysis process. Low inference descriptors supplemented the synthesis of the cooperating teachers' and teacher candidates' experiences. Johnson (1997) described verbatim as the lowest inference descriptor of all that brings personal meaning to the data. Johnson (1997) found that "readers of a report can experience for themselves the participants' perspectives" (p.286). The premise of this study was to explore cooperating teachers' and teacher candidates' perceptions of coteaching and their roles within the model. The true nature and voice of their perspectives was maintained throughout the data collection and data analysis.

Limitations of the Study

There are three limitations to this study. First, limited access to the cooperating teachers to create focus group sessions derailed my original data collection plan. Time constraints due to a district-wide curriculum shift, new demands on teachers' planning time, and before-school time and after-school activities left no options for creating a social atmosphere to discuss their experiences. While the data collected during the individual interviews allowed me to address my research questions, the focus group semi-structured protocol may have provided richer data from the cooperating teachers' perspectives.

The second limitation is the low participation rate from CES, particularly for the cooperating teachers. The participation rate was less than 50%. The nature of qualitative research lends itself to small sample sizes, but a small sample size reduces valuable perspectives and data. In total, 64% of the participating cooperating teachers provided rich descriptors and scenarios of their experiences.

My multiple roles was a third limitation. During this study, I served as the developer of the model, researcher, field instructor, and evaluator of the teacher candidates' performance. I attempted to minimize the overlap throughout the course of the field experience and research study by compartmentalizing my roles. I also assured teacher candidates' that final evaluative data was submitted to the Office of Clinical Studies prior to gathering the qualitative data.

Chapter 4

FINDINGS

Introduction

The literature review section described others' findings regarding coteaching as a method for teacher preparation. Benefits for teacher candidates included building confidence, increased agency, supportive environment, enhanced risk-taking, learning in action, and positive application of the coteaching experience to the first year of teaching. Mutual benefits for teacher candidates and cooperating teachers included development of pedagogical repertoire, enhanced reflective skills, and professional development. The research also showed evidence of pupil benefits for increased teacher resources, quality of instruction, and positive impact on learning. This chapter will detail the findings of my study for the research questions:

1. How do cooperating teachers and teacher candidates perceive coteaching as a method for learning to teach?
2. How do coteaching participants view their roles in the coteaching model?

To offer readers a more concrete understanding of the participants' experiences and perceptions of coteaching the voices of the participants are interwoven into the findings. As a result, it is my intention to create what Emerson, Fretz & Shaw (1995) describe as a "good ethnography" in which the anticipated reader can hear not only my summarizing voice but also the voices from the coteaching experience speaking in synchronized fashion and not with dissonance.

Teacher Candidates' Perspectives of Coteaching Benefits

Benefits for Teacher Candidates

During the focus group sessions, teacher candidates were asked if they thought coteaching or some modified form should continue to be used. All of the teacher candidates replied in a positive manner. The teacher candidates identified many benefits that paralleled the literature research findings. These benefits will be organized and discussed in the ensuing subsections.

I begin by sharing some of the teacher candidates' perspectives on coteaching that surfaced during the conversations. I find these perspectives valuable in providing insights into the impact of the model. Kathy, who might be described as having great energy and an intense passion for teaching, was very anxious about student teaching. Kathy was assigned to a second-grade classroom at RES. She spoke enthusiastically about her positive experience:

> *It was a tag team. I think it was really awesome! The way the coteaching model worked, it built you right up to that level and you were able to walk into the classroom and do it* (teach) *no problem!*

During Kathy's individual interview, I was interested in clarifying her enthusiasm for the model. She referenced her peers' experiences at other universities:

> *They go to a different university, and they do the traditional model and stuff. By solo week, they're ripping their hair out, because they just have to do a whole day, and they feel like the teachers are just kind of like "here!"*

Throughout our conversations, she consistently reminded me: *I think it's awesome! You're going to be working with people in your classroom beside you!* Mary, another teacher candidate at RES, was assigned to a third-grade classroom. Mary was very

self-assured about her teaching abilities and was not intimidated by student teaching. Mary's positive feelings about the coteaching model seemed to be derived by comparing her coteaching experience to a UD peer student teaching in the traditional model:

> *Lessons and objectives, you can pretty much figure out but it's really hard when you have to work with somebody* (a cooperating teacher*) who isn't giving you any type of response as to what you are doing in that classroom. I just find it very frustrating that someone* (peer's cooperating teacher) *would wait until the end to say; "Well, if you would have done this, it would have gone a lot better." To me it's not helping that person to fix the problem or reflect on the problem or change it; however, it needs to be changed. It's more like, "Well, too bad, you're out of time. When you get your own classroom; you can do that, but not here." It's just very interesting to me that people* (peer's cooperating teacher) *can expect someone* (peer teacher candidate) *to come into their classroom and then* (the peer's cooperating teacher) *just leave and not worry about how they* (peer teacher candidate) *are going to react to the class, how they are going to form that relationship. I'm definitely very happy that I was in this model!*

Across town, another teacher candidate completed her field experience within the same district but different school setting. Jane's elementary experience took place in a third-grade classroom at CES. One of Jane's goals for the teaching semester was to improve her self-confidence within the classroom. As a result of her timid personality, Jane questioned her teaching decision-making. Going into the student

teaching semester, she was very nervous and anxious. Jane shared her thoughts about the coteaching experience following her elementary placement:

> *I think it really made student teaching easier. I was so nervous for it because I thought it was going to be: "Ok, stand up and teach your lesson, and you're on your own." "If you screw up, sorry…try harder next time." I definitely felt comfortable with the model, knowing that right off the bat, I'm going to be working with the kids and getting that rapport with them and my teacher. I think it really made it less nerve-wracking because by the time the solo week came…you know the dreaded solo week! I was so scared before I started…by the time solo week came; it was like, "Oh …one more lesson, no big deal." I can do this! It wasn't like "you are on your own, have fun." It made it a lot easier.*

A fourth candidate was quite different from Jane. Rhonda was a very assured, confident, and previously successful teacher candidate. Yet, she recognized that she had room to grow and to learn. Rhonda was placed in a first grade inclusive setting at CES. She shared:

> *It was so fun! Student teaching may have been a practice run for me, but it was definitely not a practice run for my students. If my cooperating teachers did not help me with planning this unit or if they did not take a supporting role when I taught this unit, the students may have received lower-quality instruction. Because I had the support and guidance of my cooperating teachers, the students achieved the objectives of the unit.*

The comments above are reflective of all of the participating ETE student teachers' perspectives on the benefits of the coteaching model. All of the teacher

candidates unanimously responded in a positive manner to coteaching as a method for teacher preparation. The above examples highlight specific aspects of the model that appealed to both the confident and hesitant teacher candidates. Collectively, their zest for the model stemmed from their personal experiences and sometimes a comparison to their peers' traditional experience. A common theme through the four examples is the support they received during the teaching experiences that provided them with the confidence to teach successfully. In addition to positive general feelings towards coteaching, the teacher candidates recognized benefits of coteaching for themselves, the cooperating teachers, and the pupils.

Collaborative support. The most predominantly cited personal benefit perceived by the teacher candidates revolved around collaborative support. For this study, collaborative support is defined as the safety net or assurances from the cooperating teacher(s) and other professionals within the classroom setting. In response to the focus group question: *"Do you think there were any benefits to you as teacher candidates by doing the coteaching model?"* Eight of the nine teacher candidates who participated in the focus group provided evidence of collaborative support, leading to positive feelings of a fail-safe environment, confidence within instructional roles, and a sense of ease in developing cooperative professional relationships.

Fail-safe environment. Coteaching provides opportunities for social engagement within a community of learners. As teacher candidates interact with cooperating teachers, classroom aides, para-professionals, support staff, and pupils, they progress from periphery participation to fuller legitimate participation (Lave & Wegner, 1991). The transition from peripheral participation to full legitimate

participation occurs with opportunities for the teacher candidates to engage in emotionally safe roles and to assume responsibilities. Often, teacher candidates are anxious about making mistakes or being criticized by their cooperating teachers when assuming roles and responsibilities.

The teacher candidates in this study expressed feelings of ease and comfort when working with their cooperating teachers and other professionals in the classroom. For example, Jane (Grade 3, CES) described her experience and feelings of security during instruction: *You would always prepare for your lessons, but knowing in the back of your mind that I really can't bomb this because there's always going to be that person helping.* Carla (Grade 3, RES) also shared with the focus group:

> *When you are explaining something, you don't see what you may be explaining wrong until someone else (cooperating teacher) is listening to you. It's easier to see where kids are misunderstanding. Sometimes having an extra ear to fix your mistakes, or even feeding off of each other. It's just a sense of security.*

Megan (Grade 3, CES) agreed with Jane and Carla: *I thought it definitely benefited my teaching because it wasn't just letting my lesson go down the drain. Coteaching was good because there is someone else helping you.* Megan's positive feelings towards the model are of critical importance. Megan initially expressed self-doubt and lacked the confidence needed to lead instruction or maintain the daily procedures of a classroom teacher. Coteaching provided her with the emotional safety net that she needed to be successful.

Confidence. Megan shared the importance of having the cooperating teacher actively engaged in the lesson to provide collaborative support: *She* (cooperating

teacher) *would say something and the students would automatically get it. That was confidence for me because "Oh! Now I know!"* Megan was referring to the cooperating teacher's modeling of instructional strategies to help pupils to understand a concept. Within this coteaching model, when the experienced cooperating teachers and the novice teacher candidates are coparticipating in the lessons, opportunities arise for the cooperating teachers to model strategies and to help make connections to previous learning. This aspect of coteaching is also a benefit for pupils, but this example captures the importance of coparticipation in building the confidence of the teacher candidates through learning in action. Megan was able to take advantage of collaborative support to build her schema and improve her knowledge of instruction.

Mary (Grade 3, RES) also conveyed the assurance she felt while learning in action:

> *We got to see our teachers teaching and modeling how they wanted us to do it, rather than just kind of being thrown in and saying, "Teach this one lesson." We could feed off of their style, see what they liked, see how they taught, and then kind of do it our way or mold into how they did it. It gave me confidence to teach with her.*

Barb (Grade 4, RES) had already moved into her second field placement for special education when she participated in the individual interview. The elementary coteaching field experience gave her confidence as she transitioned into her new inclusive field placement. Barb reflected:

> *As a special education concentration, I definitely think coteaching helped me in the sense that this is what it's like. In the classroom, I'm in now, they*

coteach all the time. I'm so comfortable with it already, 'cause I've already done it and just watching them like that is a huge part of a lot of classrooms.

Barb felt very confident of her roles and responsibilities in the new inclusive coteaching setting.

Cooperative relationships. The self-proclaimed, faint-hearted Megan (Grade 3, CES) explained to the focus group her thoughts on her relationship with her cooperating teacher:

> *I liked it* (coteaching model) *because I am a very shy person when I don't know people. I'm very timid, and I felt with the coteaching model, I had no problem going up to my cooperating teacher. I felt that she* (the cooperating teacher) *was more approachable because we were working together, and it wasn't just me going up there and giving a lesson and sitting back down. Since we were working together, it was easier to go to her and ask for feedback, which benefited both of us.*

This model is not without its issues. Erin's (Grade 3, CES) cooperating teacher had a difficult time making the transition from the traditional model to the coteaching model. In my field instructor's role, I sought to help both the cooperating teacher and Erin negotiate common planning times for the coplanning sessions. At first, during the coplanning sessions, it was difficult for the cooperating teacher to collaborate with Erin. The cooperating teacher approached planning with the viewpoint: *This is what I planned; this is what you will do. I have other things to do.* As time progressed, the coplanning sessions became more collaborative in nature. Erin shared her feelings about the professional relationship with her cooperating teacher:

> *You can build a better relationship with your teacher through it. I feel that it is not as awkward if you are planning together and are both on the same page about where you are at in the curriculum. They* (pupils) *don't view you as much as a student teacher, just because you are constantly working with the other teacher.*

Comparing Erin's experience with that of her peers, it was evident that Erin had a more tumultuous experience. Yet, she still experienced the benefits of the model. Erin viewed the coteaching model as providing a structure to help promote collaborative support for her through coplanning and coparticipation with her cooperating teacher.

Kathy (Grade 2, RES) shared a unique perspective regarding building collaborative relationships. Kathy considered connections beyond the elementary field experience and related the coteaching experience to the realities of today's classrooms:

> *I think it is definitely more realistic to how teaching is now a-days. There are so many professionals in the room with you or they are popping in. So, for me, it was very helpful to work with others in the classroom.*

The collaborative support provided by the coteaching model yielded positive feedback from the teacher candidates. Having an experience in fail-safe environment with adequate support and modeling from the cooperating teacher was highly rated. The collaborative environment also seemed to produce teacher candidates who were confident in carrying out their roles and responsibilities. The teacher candidates valued the cooperative professional relationships that developed during their experience. Despite initial barriers, the collaborative opportunities afforded in

coteaching helped build professional relationships in the teacher candidates' current placement and potentially in future settings.

Agency. Coinciding with the theme of collaborative support is the sense of agency that developed during the teacher candidates' experiences. In earlier discussions of the frameworks for understanding coteaching, I discussed the dynamic of mutual engagement affording opportunities for teacher candidates to utilize the material and human resources to enhance their agency (Sewell, 1992) in learning to teach. Becoming active and contributing members of the classroom community generates the ability for the teacher candidates to gain the respect of others and to gain social capital within the classroom setting. Several of the teacher candidates shared sense of agency experiences.

Megan (CES, Grade 3) described herself as being transformed from a timorous university student teacher to a confident coteacher. Megan boasted about assuming lead roles in her classroom. She was self-assured in handling the situation due to her collaborative experiences with her cooperating teacher:

> *It was so nice because we have a child in the class that had a lot of issues. Say my teacher had to deal with it and you couldn't expect what was going to happen and she would be like "Ok, you teach this." It wasn't like OMG! If I was in the traditional model and I hadn't taught that subject yet, I would be, like, "I don't know what to do." But since I was doing it with her the whole time, I was like, "Ok, here's the manual. I know we are learning about weight today." It didn't bother me if a problem did arise, and she had to leave or something happened.*

For Megan, this was a noticeable increase in her sense of agency within the classroom.

Mary (Grade 3, RES) also confidently spoke about her role in the classroom:

> *I had some weaknesses where my teacher had strengths, and she also had weaknesses where I had strengths. I was thinking about the different specialties everyone has now, education has become you learn a certain part of it whether it be middle school or special education. If you work with a cooperating teacher who doesn't necessarily have that background that is another thing you bring to the table.*

Mary was referring to her course work and experience in her specialty area of special education. Mary's cooperating teacher was a tenth-year teacher and a former graduate from the University of Delaware. Her background was general education. At the time of this study, RES instituted a new model of fully inclusive classrooms for the majority of classrooms. In Mary's classroom, three to four pupils were identified with learning disabilities, and one student was identified as having Down's syndrome. The classroom setting and circumstances provided an opportunity for Mary to share her knowledge of special education and increase her agency. Mary explained:

> *She* (the cooperating teacher) *never had special education experience, and this year she was informed that she had a student with Down's syndrome. I could definitely tell during some lessons that at some points she didn't know how to respond in certain situations. So it was nice that I could jump into this situation. I know what to do. I would do that.*

Carla (Grade 3, RES) agreed with Mary's thoughts about sharing her knowledge with the cooperating teacher. Carla's specialty area was middle school math. Therefore, she was most confident in terms of math content. Coteaching

provided her with the opportunity to bring her knowledge and skills to the classroom as a new resource for her cooperating teacher. Carla shared:

> *I completely agree, because my cooperating teacher said she is "not a math person" and that was the first subject I took over* (lead role). *She really appreciated that, and saw that I was most confident in teaching math. She said she could see it right away. So just her feedback and some of the activities that I do, she said she would even use it again. I think it helps her, like she said, since I have that specialty. It's helping her out in areas that she is weaker in.*

Carla spoke proudly of the cooperating teacher's feedback holding value of her mathematical knowledge and the value of Carla's lesson ideas for future implementation. These examples provide clear indications of Carla's sense of agency within the classroom.

Pat (Grade 2, CES) spoke about her sense of agency in terms of becoming part of the grade-level community by making contributions to the team, worthy of being noticed by her cooperating teacher:

> *Coteaching with my cooperating teacher made me feel more part of the second-grade team. My coop would say: "Pat did this." or "We talked about this." or "How did you think this went?" Because I was coteaching, I was able to sit in on a meeting for one of the children who we were trying to get special accommodations. I was able to sit there and look at the data my teacher and I had compiled together. Basically we did* (data collection) *from the very beginning, and I was able to give meaningful advice and thoughts about it. That was because I was involved from the very beginning. If I wouldn't have*

been involved from the very beginning, then I may not have noticed all of the behaviors that this kid did have.

In this statement, Pat is attributing her active role and/or active engagement from the very beginning of the experience to her meaningful contributions to the second-grade team. Pat noted the value she interpreted her cooperating teacher and the other grade-level members ascribed to her contributions as a member of the team. Amy (Grade 1, CES) exuded pride when she shared: *I think that it just boosts your self-esteem; too, because…when we would meet for planning, I would contribute ideas too.* Megan (Grade 3, CES), Jane (Grade 3, CES), and Faye (Grade 2, CES) also attributed their active roles in developing a sense of respect with pupils. Megan explained: *They* (pupils) *see us both as the teacher. If they need help and they see my coop was busy, they wouldn't hesitate to come over to me and say: "Ms. X, can you come over and help me?"* Jane concurred: *You were always working with students so they respected you as a teacher.* Faye had similar thoughts: *The kids look at you as a teacher, not just someone in the classroom watching.* Amy's (Grade 1, CES) sense of agency came directly from her cooperating teacher defining her role within the classroom: *They give us authority from day one!*

For each of these teacher candidates, social capital was produced through the social relationships between the cooperating teachers and/or the pupils who acknowledged the teacher candidates' active roles and contributions. The teacher candidates' sense of agency within the classroom increased as they sensed the respect from others.

The teacher candidates' sense of agency within the school setting has a strong relationship to the active roles assumed by the teacher candidates from the first day of

the student teaching experience. Carla (Grade 3, RES) expressed how she perceived the active roles as a benefit to her experience.

> *You start with an active role; you can only get more active as you go. When you have it* (active role) *from the beginning, the more respect they* (pupils) *will give you, the more attention they will give you, and it will be easier for you too, because you are getting used to taking not just one lesson at a time and working up, but taking on more and more roles as the time goes on. You learn more by doing than by passively watching. The more you are up and applying things, the more you are going to understand it,* [and] *the more you are going to be able to apply it.*

Carla's sentiment about her experience suggests that the coteaching model provides opportunities for active engagement that lead to the development of a sense of agency in the classroom. It also indicates the teacher candidates' value of learning in action. Rhonda's (Grade 1, CES) comments provide evidence of how active engagement had a positive impact on her sense of agency:

> *I was fully engaged in the planning process. I did not need to try and guess where each lesson was going, and thus I was able to concentrate more on helping and teaching the students. There is no doubt in my mind that I had such a positive experience due to the coteaching model. From day one, I felt as though I was not an observer, but that I was a part of the classroom.*

The mutual engagement (Wenger, 1998) of Rhonda into the joint enterprise (Wenger, 1998) of planning provided not only positive learning experiences but also experiences in which Rhonda felt that her energies were spent on the most important participants - the pupils.

Though this was a small qualitative study, the data provides evidence to indicate a positive impact on pupils' learning as a result of the teacher candidates' active roles. Faye (Grade 2, CES) shared:

> *I know there were times where there would be this one child who liked special attention a lot of the times, so she* (cooperating teacher) *would pull him to the back table in the middle of instruction. Since I knew what was going on, I could take over, instruct from there. She wouldn't need to worry about keeping the children calm and collecting and doing their work, because I would be there to go around and do that.*

Faye was very proud of the fact that she could take over a lesson to permit the cooperating teacher to deal with a behavioral issue. Faye's active role in the lessons helped to develop her sense of agency within the classroom as an integral part of pupil learning.

Benefits for Cooperating Teachers

The teacher candidates expressed perceived benefits to the cooperating teachers based on their elementary coteaching experience. Jane (Grade 3, CES) was the most vocal in terms of perceived cooperating teacher benefits:

> *She* (cooperating teacher) *had told me previously that she did like the coteaching model because she was nervous that, if it were any other program, she would have to give me everything at the beginning of the school year…she was still able to get to know the kids and do the things she wanted.*

The coteaching model provides opportunities for the teacher candidates to be actively engaged in the classroom and it affords the cooperating teachers the opportunity to remain as active participants within their classrooms. Jane felt that the

coteaching model was a benefit for her cooperating teacher through shared responsibility of the workload: *I think that because I was there to help her plan it, we worked together on things and had less materials she needed to do because I was helping her. I think stress-wise it made it easier for her.* Megan (Grade 3, CES) thought that a cooperating teacher benefit was providing security for the cooperating teacher: *I think it gave her assurance also. For her, she doesn't just have to be a spectator. It gave her the confidence, too, that I wasn't going to mess up everything that she had tried to teach them.*

Rhonda (Grade 1, CES) also viewed *not giving up their classroom* as the most important benefit for cooperating teachers. Mary (Grade 3, RES) perceived the benefits for the cooperating teachers as two-fold. First, Mary felt that active engagement in the classroom provided the cooperating teachers with new perspectives. For example, Mary was able to provide the cooperating teacher with academic and behavior intervention strategies for special needs students because of her university course work in special education. Secondly, Mary believed her cooperating teacher was able to try new strategies because of the additional instructional support. Mary shared: *My cooperating teacher was really psyched about doing centers! She had tried them in the past, but had trouble doing them by herself.*

The teacher candidates had a difficult time seeing the coteaching model from the cooperating teachers' perspective. Discussion was limited even with some probing questions to elicit more in-depth responses. The above teacher candidate responses resonate with the theme of active engagement as a benefit for cooperating teachers. The active engagement then leads to various opportunities within the classroom setting. Some examples include maintaining classroom control, sharing

responsibilities, lessening stress, gaining new perspectives, and implementing new strategies.

Benefit for Pupils

The teacher candidates focused on relationship building and enhanced learning as the main benefits for pupils as a result of enacting coteaching during their student teaching experience. The following section will review teacher candidates' thoughts on relationship building and the opportunities to improve pupils' learning through coteaching. The opportunities include: increased teacher resources, individualized attention, collaborative efforts and maintenance of high quality instruction.

Relationship building. Seven of the eleven participating teacher candidates cited examples of pupils' learning as a benefit of this model. Mary (Grade 3, RES) and Kathy (Grade 2, RES) referenced the pupils' affective domain as a benefit of coteaching. Mary cited her active engagement as an important component of coteaching in relation to the pupils:

> *Getting actively involved with them* (pupils) *from the get-go and not that they are in a fish bowl and you are watching them. It makes them* (pupils) *more comfortable working with you whether it is you helping with a worksheet or you are doing whole class instruction. They* (pupil*s) feel more like you are a part of their teacher than a stranger in the room.*

Kathy believed that the *power of two* in coteaching was a benefit for pupils: *Kids want more, the more people they can make proud of them, the better!*

Enhancing pupils' learning. Coteaching brings more human resources into the classroom. Teacher resources for pupils increased. Faye (Grade 2, CES) provided specific examples of how increased teacher resources impacted pupils' learning:

> *I think the individualized attention. I think it's good. Small groups, like reading groups, we would break up and have differentiated instruction. She* (cooperating teacher) *would have the lower kids, I would have the higher kids, and they both would be getting the instruction that they needed but it was different. She didn't have to split our time. We could do the whole reading time. I could work with this one group, and she could work with the other. So I thought that benefited them* (pupils) *cause they were getting the instruction they needed.*

Faye also cited additional examples of increased teacher resources serving the learning needs of the pupils:

> *It's just like extra hands so it takes less time if she* (cooperating teacher) *is doing one side of the room that has questions and I'm doing the other side. It's just always helpful to have more hands around the classroom. And this way more kids get more specialized attention. They* (pupils with lower reading scores) *would only get 20 minutes* (without coteaching) *as opposed to a full hour* (with coteaching). *I thought that was good.*

Faye and her cooperating teacher were able to provide differentiated instruction to small groups of pupils for longer periods of time. Over the course of the eight-week experience, the pupils with lower reading scores received an additional 40 minutes of reading instruction per day.

Mary (Grade 3, RES) also referred to the collaborative effort between herself and the cooperating teacher in meeting the learning needs of pupils:

> *With the coteaching model, you can work with each other* (cooperating teacher and teacher candidate) *to reach more kids. You have that ability. If you* (the

pupil) *don't understand the way, so and so explains it, then here is a different way to think about it. We would play off of that, and I think it definitely helps with at least some of the kids in the classroom. It was nice for the lower ability group to be able to get more focus on whatever it may be that week.*

Three other teacher candidates also attested to individualized attention as a pupil benefit. Rhonda (Grade 1, CES) expressed: *Because of the coteaching model, all students were able to receive more individualized attention and support which benefited all students - both with and without disabilities.* Megan (Grade 3, CES) agreed that all pupils benefited by the addition of a coteacher in the classroom:

So I feel like it's all the kids. It's easier to give them all attention. Even if one kid is getting individual attention, the others will be getting attention from a teacher and asking questions so that they could do their work, too.

Pat (Grade 2, CES) concurred with the above statements, simply stating: *This way, kids get more individualized attention.*

Besides the ability to reach more pupils, Mary raised the point of multiple explanations for pupils with increased teacher resources. Barb (Grade 4, RES) also viewed her collaboration with the cooperating teacher during instruction as an asset for pupil learning:

If there's an idea and if I'm the one teaching and my coop knew a different way to explain it, instead of just watching me do the wrong thing or explain it in a more confusing way, she could jump right in and they (pupils) *obviously benefit from that.*

Barb identified an important pupil benefit found in the coteaching literature. A coteaching model has the potential to maintain the high quality instruction presented

by the cooperating teachers (Gallo-Fox, 2010; O'Conaill, 2010). Megan (Grade 3, CES) provided an example of how her cooperating teacher maintained high quality instruction as Megan assumed lead roles:

> *When we were doing something and if it was going downhill or if she* (cooperating teacher) *knew of something that related to something she already taught, then she would be like, "Oh remember class, remember we learned this".... and the kids aren't like the teacher is jumping in because they already saw us as partners.*

Megan shared this example during the focus group interview. All of the focus group participants agreed with Megan either with verbal *"Oh, yes!"* or noticeable head nodding in agreement. The teacher candidates agreed that their gaps in content knowledge or pedagogical knowledge were addressed during the lessons through the active engagement of the cooperating teachers. The teacher candidates unanimously agreed that this was a benefit for them in learning to teach, but more a benefit for pupils' learning. Rhonda (Grade 1, CES) viewed the opportunity for a cooperating teacher to coteach with a novice teacher as a means for providing consistency for high-quality pupil instruction.

In summary, the teacher candidates perceived benefits for themselves, the cooperating teachers, and for the pupils through the implementation of coteaching. Teacher candidate benefits include collaborative support between the teacher candidates and the cooperating teachers. Teacher candidates perceive that collaborative support provided them with fail-safe environments, confidence, and cooperative professional relationships. The teacher candidates also provided examples of developing agency through active engagement.

Limited perspectives were shared when thinking about benefits for the cooperating teachers. Mainly, the teacher candidates agreed that the cooperating teachers' active engagement was the benefit.

Benefits for pupils focused on positive relationship building and increased opportunities to enhance pupils' learning. Teacher candidates conveyed active engagement and agency within the classrooms enabled them to easily build professional relationships with pupils. Enhanced learning opportunities for pupils resulted from increased teacher resources, individualized attention, collaborative efforts, and high quality instruction.

Cooperating Teachers' Perspectives of Coteaching Benefits

Similar to the initial question posed to the teacher candidates, the cooperating teachers were asked if the coteaching model was worth repeating. Without hesitation, all of the cooperating teachers (n=9) supported coteaching. In several cases, the cooperating teachers indicated that they preferred the coteaching model to the traditional model.

Several of the cooperating teachers provided their general feelings about the model during the individual interview session, providing valuable insights as authentic participants in the model. Mr. C (Grade 2, RES) was a first-time cooperating teacher for the university program. Previously, he had worked with another local university's field experience program. Mr. C was excited to share his thoughts about the experience:

> *I definitely think coteaching is worth doing again. Because it was coteaching, both of us were their* (the pupils') *teacher on day one. It's more of a real-world experience. When I heard about this* (coteaching model), *I was like "Oh*

yeah, that's what I thought was the right thing to do when I would have student teachers before." To get more of a partnership in planning and talk more about stuff instead of me just dictating what we were doing. When I heard about this, it was like, ok, this is really right for me, because that's what I wanted to do previously (with another university). *I think it* (coteaching model) *is on the right track. I really do…I wish that's what my cooperating teacher did with me. With me, I wasn't told exactly* ***why****; I was just told* ***what*** *do. It was "you do this, you figure it out." It was more the cooperating teacher was unapproachable. You were given orders. They were the boss and not the coworker. It shouldn't be a boss and employee…it should be coworkers, that's what I feel works and that's why I think coteaching is good because …it's supposed to be, "we are both teachers". It just happens that I have more experience.*

Mr. C brought in his personal experience from nine years ago when he was a student teacher, using his past student teaching experience and his current role as a cooperating teacher as points of comparison. His feelings about the coteaching model were very positive with an accentuation on the collaboration between the teacher candidate and himself. He felt this collaboration was missing from his own student teaching experience. The coteaching model also fits into his personal philosophy a for field experience framework.

Several cooperating teachers who participated in this study transitioned from the traditional model to the coteaching model. Their perspectives on the coteaching model were framed from their past experiences as traditional model cooperating teachers and current experience as cooperating coteachers. Ms. L (Grade 3, CES) is a

Nationally Board Certified teacher, and cooperating teacher. Ms. L has served as a university cooperating teacher for over 16 years. This was the first semester in which Ms. L agreed to serve as a coteaching cooperating teacher. Ms. L shared her feelings of the coteaching model:

> *When we first switched over to this model, I felt at odds with the idea that a university student would be my partner, particularly when the candidates had not been trained to act as equals. Now, I believe that the candidates are receiving better training* (with the field experience) *in pedagogy, assessment* [and] *management, and are becoming more flexible in dealing with situations in the classroom. I also believe that by treating the candidates as equals, they are getting a more valid picture of the state of education today. When they leave my placement, they will have held parent conferences, entered HOURS of data, used formative assessment to determine instruction, designed lessons that use the new technology, and jumped feet first into the requirements of teaching in the 21st century.*

Ms. L's response indicated that she valued coteaching in comparison with the traditional method. Her comments provided evidence that she found the coteaching experience to be a more authentic experience for the teacher candidates in facing the demands of today's classroom. The move to coteaching has repositioned the teacher candidates from the periphery of the classroom into more active roles, especially during the early weeks of the experience. Ms. L stated that the teacher candidates are *now receiving better training*. Ms. L and Mr. C agree that the coteaching model provided the teacher candidates with more authentic experiences.

Ms. M (Grade 4, RES) is another veteran teacher of 25 years. She had served as a traditional model cooperating teacher for the university and other universities. Initially, Ms. M declined the offer to serve as a cooperating teacher due to accountability issues. She shared: *Having a student teacher in the classroom was becoming too risky*. One of the RES administrators convinced Ms. M to serve as a cooperating teacher for the coteaching model. After the experience, Ms. M shared her thoughts:

> *I think it is more appealing, and I think it fits classroom teachers' temperament; it's a control thing. I think it's a way to have the best of both worlds. When you get a student teacher, there is also that risk with the old models that you had to leave your little darlings. That they* (the pupils) *weren't being provided with the structure or the content they needed to keep current*. In the coteaching model, *I still had touch with my classroom and knew what was going on, but she* (the teacher candidate) *still had that ownership. So I think that it worked out nicely. I think it* (coteaching model) *was actually all bonuses for pupils, and the parents were pleased. I always think it is a good thermometer of what is going on…because if the parents are happy, the kids are happy, then usually you know. I just felt it wasn't those days in which you headed to the teachers' lounge for weeks with all your stuff. I would sign up to do it again.*

The cooperating teachers' reflections shows promise that coteaching is advantageous to a variety of teachers. In all instances, the cooperating teachers had positive feelings about coteaching; whether the cooperating teacher was new to the university program and coteaching, if the cooperating teacher was hesitant about

transitioning into coteaching, or if the cooperating teacher was hesitant from a previously bad experience.

In addition to the positive feelings, the interview data also indicated benefits for the teacher candidates, cooperating teachers, and pupils from the cooperating teachers' point of view. In the following sections, I will summarize the findings from the cooperating teachers' individual interviews, beginning with cooperating teachers' views on benefits for the teacher candidates, for themselves as cooperating teachers, and for the pupils.

Teacher Candidate Benefits

The cooperating teachers perceived three main benefits for the teacher candidates. Each of the benefits will be discussed in this section. The benefits include fail-safe environment, active engagement, and classroom agency.

Fail-Safe Environment. The interview data revealed parallels between cooperating teachers' and teacher candidates' perceptions. As described above, the teacher candidates refer to an environment in which they felt supported and did not fear failure. Cooperating teachers also shared their thoughts about the structure provided by the coteaching model. From cooperating teachers' perspectives, the environment created by coteaching is conducive for teacher candidates' learning and learning to teach. Ms. J (Grade 3, RES) is an experienced teacher and university graduate. She was a student teacher over 10 years ago in the traditional model. Her insights comparing her experience in the traditional model to the new coteaching model were valuable: *It steps them* (teacher candidates) *through different things rather than coming in blind and not knowing what to do.*

Ms. L (Grade 3, CES) also viewed the structure as a benefit for the teacher candidates: *More responsibility is given to candidates with a safety net of having a partner there as much as they need.* Ms. L described what I defined earlier as a collaborative support theme within the teacher candidates' perceptions of the coteaching model. Though cooperating teachers did not mention collaborative support as often the teacher candidates, it was a theme within the cooperating teachers' responses.

Active engagement. The data revealed that cooperating teachers highlighted the teacher candidates' active roles with the greatest frequency. Six out of the nine cooperating teachers spoke about the student teachers' active roles or active engagement in the classroom as a coteaching model benefit. For example, Mr. C (Grade 2, CES) shared:

> *It wasn't "Ok, let me hang in the back and observe for a while and then slowly work it." The teacher candidate seemed like they were part of the whole class and part of the school from the very beginning, and the kids didn't know any different.*

Ms. J (Grade 4, RES) had similar thoughts about the teacher candidates having more of a presence in the classroom from the beginning:

> *So they're not sitting in the back being stiff; they're ready to go as soon as they get there. So when it does become time to teach on their own, they're ready for it. They get their feet wet right away. So they might observe and see what you're doing, but they learn better by doing. That's what we always say about students, so even adults, I would think, you would learn better by doing than watching.*

Ms. S (Grade 1, CES) also noted the active roles as a benefit for the teacher candidates, even with two other adults in the classroom (general education teacher and para-professional): *I think they* (teacher candidates) *are forced to get involved right away when they come in and I like that. It's so hands on.* The active engagement of the teacher candidates from the initial days of the field experience provided opportunities for learning in action versus passive learning through observation.

Agency. In addition to the opportunities to learn in action, active engagement also had an impact on teacher candidates' agency. This is an important finding of the study. Not only did the teacher candidates perceive a greater sense of agency in the classroom, but the cooperating teachers also perceived the teacher candidates as having a greater sense of agency.

Ms. L (Grade 3, CES) shared her point of view from working with Megan. She connected active engagement with sense of agency by sharing a perceived benefit as: *more respect from students and other teachers in the building because the candidates are placed in a position of responsibility right off.* The theme of respect and development of agency was mentioned by other cooperating teachers. Ms. J (Grade 3, RES) noted: *They get right into it so, the kids **do** look at them as a teacher and not just a student. The kids give them more respect.* Ms. B (Grade 1, CES) agreed: *Everybody gets respect; everybody gets that role of being the teacher.* Mr. C (Grade 2, RES) also viewed the impact of active engagement on the pupils' perceptions of the teacher candidate: *We were both teachers.*

Benefits for Cooperating Teachers

The cooperating teachers also provided examples of how coteaching was beneficial for them. The teacher candidates referred mainly to the active roles of the

cooperating teachers in the model as the main benefit. The coteaching model provided opportunities for cooperating teachers to remain actively engaged in their classrooms. The active roles also brought opportunities for shared responsibility, and new perspectives, and some teacher candidates perceived it as less stress for the cooperating teachers. The study found similar perceptions among the cooperating teachers.

Collaborative relationships. Mr. C (Grade 2, CES) focused his discussion of the cooperating teacher benefits on having a collaborative relationship with his teacher candidate and gaining new perspectives:

> *It's great to have more of a cooperative relationship because you get some fresh ideas, instead of being the one "Ok, this is my idea; we are going to go with it." Hearing their input helps you to make your teaching more exciting and fresh and more out of the routine than usual. You can really, really take lessons to a degree where you know if you were doing it as a solo teacher it would take a whole lot of extra time, and management would be difficult. It was a great benefit from their ideas of "Here's what I did last year. What do you think I should do in setting up the room this year? What do you see as you walk into this room?" Getting a fresh pair of eyes on it. Basically, two brains are better than one when it comes to planning and set up.*

Ms. L's (Grade 3, CES) response was in direct alignment with Mr. C's (Grade 2, RES) thinking of collaborative relationships, new perspectives, and the power of two. Ms. L found value in the collaborative relationships: *Oh, gosh! I get a partner to plan with, to coteach with, to problem solve, to help set the room up, to file and grade with, and new ideas from the candidate that keep me current in my pedagogy.*

Ms. B (Grade 1, CES) shared her views of gaining new insights but from a different perspective. Ms. B noted the benefit for her occurred when the teacher candidate assumed the lead roles for instruction:

> *When we back off a little bit more, not only does that benefit them because I get to watch my teacher candidate in action, but **I** get to pick up some things, and I get to be reminded of how I wanted to teach.*

Ms. M (Grade 4, RES) responses were similar to the thoughts of the previous cooperating teachers in terms of developing new perspectives:

> *Having a very energetic, younger teacher that has lots of experience with the technology and new ideas, of course, I am always learning, and it helps me. I think, really, it was very helpful to me and beneficial to me because I could have the control, but have another eager teacher in the room, and also bringing her new ideas and technology. There is a higher percentage that I will gain and my students will gain, rather than lose, whereas, in the other model, you didn't know.*

The cooperating teachers found their active roles during coteaching provided them with opportunities to have collaborative relationships, develop new perspectives, and utilize the additional human resources. Each of the above cooperating teachers spoke about how their learning was also shaped as a result of coteaching, and mentioned pupil gains from the experience. In the next section, I will summarize the cooperating teachers' perspectives of the impact of coteaching on pupils' learning.

Benefits for Pupils

All of the cooperating teachers thought the coteaching model was beneficial for their pupils and, in some instances, more beneficial than the traditional model of

field experience. This perspective is consistent with the findings previously reported in the literature: Coteaching has a positive impact on pupil learning.

Enhancing pupils' learning. Mr. C (Grade 2, RES) provided two examples of how the pupils benefited from coteaching: increased teacher resources in the classroom and expanded ability meet pupils' individualized learning needs. Mr. C shared:

> *Having an extra person in the room to ask questions, to help along the way. I think the pupils benefited immensely. I think that it benefited them* (pupils) *that there was another person in the room, but it benefited them for the person's* (teacher candidate's) *personality and their* (teacher candidate's) *input and the amount of creativity she brought. It allowed us to cater the lessons more to the students instead of just "Ok, this is the lesson; this is how we are going to do it."*

The increase of human resources by having teacher candidates actively engaged in the classroom was a strong theme throughout all of the discussions. The coteaching model and active engagement of the teacher candidates provided opportunities to work with pupils in smaller group settings and to implement a variety of learning experiences that solo classroom teachers may not be able to execute. Ms. L (Grade 3, CES) shared: *There is more teacher/pupil/small group time.*

Ms. B (Grade 1, CES) also expressed:

> *I can have my student teacher set up small groups, and she set up book clubs for me, which I would not have normally been able to do. Probably within a day or two, she was able to set it up and lead it. Just that one-on-one or small*

group that I'm not able to provide to the whole entire classroom the whole entire time.

Ms. J (Grade 3, RES) and Ms. G (Grade 2, CES) were also excited about the opportunities for smaller groups. Ms. J commented: *We could do small groups right away, so smaller group sizes and more individualized attention.* Ms. G (Grade 2, CES) spoke of the interchangeable roles of creating small groups: *She* (teacher candidate) *would monitor and pull small groups, and then I would switch during her lead roles – monitor and pull small groups.*

Ms. M (Grade 4, RES), Ms. P (Grade 3, CES), and Ms. S (Grade 1, CES) also associated the additional human/teacher resources to the positive impact on meeting pupils' learning needs. Ms. M (Grade 4, RES) stated: *Just that brainstorming and different approaches and ideas. I think meeting the needs of all the kids. You have two heads thinking of ways to accommodate them or extend them.*

Ms. P (Grade 3, CES) shared: *I think the more help and hands that you have in the classroom to help kids get what you are trying to teach; it's good.* Ms. S (Grade 1, CES) saw the benefit as: *Another set of eyes watching them* (pupils) *during a lesson.*

All of the cooperating teachers cited evidence of coteaching benefits for pupil learning. The themes focused on collaborating with the additional teacher resource to meet individual pupil's learning needs through small group instruction.

In summary, the cooperating teachers acknowledged benefits for teacher candidates, for themselves, and for the pupils through the implementation of the coteaching. Cooperating teachers perceived collaborative support as the main benefit for teacher candidates. Collaborative support provided a fail-safe environment and opportunities to learn in action through active engagement. The combination of these

coteaching components benefited the teacher candidates' sense of agency. Examples on how coteaching benefited the cooperating teachers were supplied. Cooperating teachers appreciated the active engagement and collaborative relationships that developed as a result of coteaching. The teacher candidates were perceived as additional resources with new perspectives to enhance the classroom environment and pupils' learning. Finally, cooperating teachers perceived benefits for pupils' learning as a result of implementing coteaching. The individualized attention, small group instruction and enhanced instruction all contributed to positively impacting pupils' learning.

Summary of Coteaching Benefits

One of the research questions driving this study was to determine how cooperating teachers and teacher candidates perceive coteaching as a method for learning to teach. Though this study was small and only included eleven teacher candidates and nine cooperating teachers, the findings of the study show similar perceptions among participants and with best practice literature.

Commonalities between the best practice literature and the participants' perceptions were identified. Beginning with the teacher candidates, the cooperating teachers' perceptions and teacher candidates' perceptions aligned with best practice literature in providing a supportive environment and a sense of agency. The teacher candidates' perception of increased confidence also aligned with best practice literature. Two areas were not addressed by teacher candidates or cooperating teachers in terms of benefits for the teacher candidates. Coteaching research also indicates development of pedagogical repertoire and enhanced reflective skills as teacher candidates' benefits. Mention of these two benefits did not appear in the data.

The cooperating teachers' perceptions and teacher candidates' perceptions about pupils demonstrated the most agreement with best practice literature. A positive impact on pupils' learning and additional teacher resources which could lead to more individualized attention, and enhanced instruction or the maintenance of high quality instruction was a cohesive them across all sources.

There was limited alignment to best practice literature and this study's findings for cooperating teachers. The cooperating teachers identified valuable benefits for themselves and each other but the findings did not directly align with best practice literature. For example, cooperating teachers cited their active roles, the additional human resources, and new perspectives as benefits for themselves. Literature findings focus cooperating teachers' benefits on the development of pedagogical repertoire, enhanced reflective skills and professional development.

Challenges of Coteaching

To maintain an unbiased view of coteaching, it was important that I also provided opportunities for the participants to address potential challenges or detriments of coteaching for the teacher candidates, cooperating teachers, and pupils. Murphy and Beggs (2010) and Tobin (2005) cited personality conflicts or non-collaborative pairings as a nemesis of successful implementation of coteaching. The tension between two coteachers may negatively influence the classroom environment and ultimately impact pupil learning. For the majority of the participants, dealing with personality conflicts was not an issue. The following section examines challenges faced by teacher candidates and cooperating teachers during the enactment of coteaching.

Coteaching Challenges Perceived by the Teacher Candidates

Personality conflicts. Only one teacher candidate shared that she perceived a personality conflict with her cooperating teacher. Erin (Grade 3, CES) had the least successful experience of all of the teacher candidates. She remained positive throughout the experience, yet yearned for the partnerships that many of her peers were able to develop with their cooperating teachers. With seven teacher candidates at CES and three of the candidates assigned to grade three, Erin observed quality experiences. Erin chose not to participate in the focus group for fear that she would not have anything good to say and wanted to remain professional in her feedback. She did agree to an individual interview. The cooperating teacher chose not to participate in this study. Erin described the tension she felt during her experience: *For a cooperating teacher, it might be a hassle planning. I felt I stressed her out. She was like, "Why do I need to work with you on this. This is what I always did. This is what I am doing."*

Erin continued to share her understanding of the relationship:

> *I guess if you don't have a good relationship with your coop and you don't plan well together and if you're not on the same page, it could be kind of distracting or you could not have as good of a lesson. If you don't have the same goals in mind or the same exact objectives, then it could not be all cohesive and fit together. It's harder to work with someone. Yeah, there are benefits for both of you, but it's the process of it. You have to put more time into it. I think definitely more time at school working with somebody else as opposed to you going home and working on your stuff.*

Collaboration skills/communication. A common challenge among the other teacher candidates was learning to collaborate with cooperating teachers. Mary

(Grade 3, RES) shared: *Part of the downside of coteaching is getting to know how to work with that person and, in those two weeks, you are really trying to figure out where you best fit in that kind of mesh.* Mary had a positive experience with her cooperating teacher. Much of what she perceived as hindrances were speculation as to possibilities; the experiences did not happen within her field experience, but did occur with her good friend, Erin (Grade 3, CES). Mary hypothesized:

> *I guess if the cooperating teachers are not completely comfortable giving away their classroom from the beginning, not completely but giving us an active role in the beginning. If they aren't comfortable with us jumping in, that could hinder them* (cooperating teacher). *Just kind of make them feel uncomfortable with the situation, but I guess it depends on their attitude.*

Jane (Grade 3, CES) also referred to the beginning of the experience as a challenge in getting to know the cooperating teacher's procedures:

> *In the beginning when we were trying to get to know each other, I would think one thing was all right to do and then she would tell the kids something else, and it would look bad for both of us. I think it was just a personality thing, and we eventually learned from one another, but that was the only time because it makes you lose your authority a little bit. I mean that was all at the very beginning, so it obviously affects them a lot more than it hinders them, but for me it was a little bit of a problem.*

An important teacher candidate benefit of coteaching was the sense of agency that developed over time. This is an example of where the development of a collaborative partnership is still in its infancy. Jane's example also demonstrates that the lack of

communication between the two coteachers may lead to mixed messages for pupils and eventually to lack of pupils' respect.

Megan (Grade 3, CES) also shared concerns of losing authority with pupils. Megan (Grade 3, CES) developed her sense of agency over time, but it was interesting when Megan shared her thoughts about challenges in relation to classroom management:

> *I think classroom management was the big thing; it was hard with coteaching. I know that if I was trying to settle a situation, even though the kids almost saw us as equals, they still knew who the real teacher was. So, they knew how to push my buttons. My teacher would come in and say, "No, you can't do that, you can't do that!" Which it would stop the situation but it would make my authority lower. One kid told me, "You are the student teacher; you can't do anything about it." He would just keep on going, and my teacher would get involved. So, I think it would have been nice to let the situation go, even if it wasn't handled in the way she wanted it to be handled. For me to be able to handle it and for it to be over with… so the students know: "Ok, if this ever happens again, it will be handled by me it will not end up with her." Maybe because we are so involved, maybe it may be weird for them because they are not used to having someone so involved in planning the routines.*

Megan (Grade 3, CES) shared a barrage of thoughts. On one hand, she had confidence that most of the pupils viewed her and the cooperating teacher as equals. Yet, interjection of the cooperating teacher to handle a disruptive situation was giving a condescending message to Megan and to the pupils.

Carla (Grade 3, RES) viewed communication between herself and the cooperating teacher as a critical component in a successful experience: *I think the only disadvantage was a lack of communication between the objectives that needed to be met for a particular lesson.* Barb (Grade 4, RES) provided an example:

> *The roles of things and sometimes having someone step in and say something or do something can throw you off. So, that's the only negative I ever saw. If I knew where I was going and she* (cooperating teacher) *jumped in, it might throw me off and disturb the flow of things.*

Faye's (Grade 2, CES) challenge was the insecurity about her roles during lessons. She described:

> *One thing I was afraid of was I didn't want to say something then that be part of her lesson and take away from it. I didn't feel like it was my position to do that. So definitely plan together!*

Though the teacher candidates did not directly express impact on pupils' learning, the lack of communication between the cooperating teachers and the teacher candidates could potentially negatively impact pupils' learning when expectations are not clear or roles are not distinctly defined.

Coteaching Challenges Perceived by the Cooperating Teachers

Six out of the nine cooperating teachers did not share any perceived challenges of the coteaching model for teacher candidates, for pupils, or for themselves. The majority of the cooperating teachers thought carefully, but responded similarly too…*I can't think of any.* Only three cooperating teachers shared alike perceptions of challenges for the teacher candidates.

Solo skills. Ms. S and Ms. D (Grade 1, CES inclusion teachers) shared one possible challenge for the teacher candidates. Ms. S shared:

> *I've only done inclusion. I haven't had a classroom on my own. I thought at periods I would want that, but it's so much to do on your own. So, you* (teacher candidate) *don't get that experience of having to handle everything on your own. Even just seeing one teacher handling it all.*

Ms. D chimed in: *Because she* (teacher candidate) *is seeing three teachers, a three-ring circus over here and to balance everything…a four-ring circus now* (para-professional included). *But you're right! She won't be able to see a single teacher balance everything.* Ms. P (Grade 3, CES) shared the similar perceived challenge:

> *The only thing I think that might be a hindrance or a negative is that they* (teacher candidates) *go into a teaching position alone where they have always had someone with them. It might be a little bit of a shock to them. They don't realize how much you do when you are all by yourself.*

The cooperating teachers' perceptions on challenges of coteaching were limited and were not in alignment with best practice literature. Juck, Scantlebury and Gallo-Fox (2006) found that teacher candidates in their first year of teaching actively sought communities of practice for support. Longitudinal research on teacher candidates' post graduation experiences is limited, but the available research shows promise that the teacher candidates value the collaborative partnerships developed during coteaching and pursue those partnerships during their first year. Overall, the benefits of coteaching far outweighed perceived challenges. Excluding personality conflicts, the challenges raised by the teacher candidates have the potential to be resolved with improved professional development and a well-defined coteaching

model. Solutions to resolve these issues will be discussed in the Recommendations section.

Coteaching Roles - Planning, Instruction, and Reflection

The final question that guided my study investigated the teacher candidates' and cooperating teachers' perceptions of their roles: *How do coteaching participants view their roles in the coteaching model?* The semi-structured interviews provided qualitative evidence for describing the roles in planning, instruction, and reflection. The data analysis sought to search for patterns or themes in the discussions.

The review of best practice literature found two emerging themes. First, roles are defined within coteaching models. Second, roles need to be negotiated to produce collaborative partnerships. Role confusion for either the teacher candidates or the cooperating teachers prevents the teacher candidates' development. In the following section, I review the findings of the coteaching roles as viewed by the teacher candidates and the cooperating teachers.

Coteaching Roles as Viewed by the Teacher Candidates

Planning. Planning in the coteaching model was very different than in a traditional method of teacher preparation. Coplanning created the greatest challenges for the cooperating teachers and sometimes also for the teacher candidates, but many of the teacher candidates spoke positively about their coplanning experiences and their developing roles as coplanners of pupils' instruction. Rhonda (Grade 1, CES) boasted about her experience and her role development:

> *Planning with my cooperating teachers was a collaborative effort. I did not feel as though I was simply observing this planning take place - my opinions*

were valued, and I was fully included in the planning process. My cooperating teachers and I would plan each lesson together. Planning would entail discussion. We would each share ideas and altogether decide which ideas would work best. I fully participated in the discussions and shared my own thoughts.

Rhonda (Grade 1, CES) shared insights about her role in the coplanning process. Her description also provides evidence of her coresponsibility for planning instruction, as well as her sense of agency by being an active contributing participant in the process.

Kathy (Grade 2, RES) also expressed positive thoughts about the coplanning process that connected her active roles in planning to her sense of agency.

*I guess what I liked about my role is that **I** was in the plan book. You know what I mean…if the principal comes in, the vice principal comes in - this is the book that they look at. I felt that my plans were good enough to be in this book. It's definitely a confidence booster.*

Kathy (Grade 2, RES) also shared what her roles looked like in the coplanning process with her cooperating teacher. Kathy shared the process and the change in her planning roles over time:

In the beginning, he kind of sat down and showed me: "This what I normally do." There were a lot of small parts to the plans because it was second grade, so it's not like we have one block where we do one thing the whole time. He would do his plans. I'd sit with him, and he'd go through and show me how he runs through it. He ran through, did what he wanted to do, and then was like, "Well, what do you want to do of this?" and he let me pick what I wanted to do or what I felt comfortable doing. There's a lot there, so I picked a couple

(tasks) *the first week and gradually it got to be more. Then it turned into me talking. We shared one lesson book, and then I'd make copies so I would have it. I would take the plan book home and do the planning. Then, I'd come in the next day, and I'd be like, "Here, you can do this and this." By the end, I was doing the whole thing.*

During the first week, Kathy had peripheral roles in the planning process, yet was offered opportunities to be actively engaged during instruction by selecting some lead roles. In this case, her cooperating teacher gave her the freedom to select lead roles in which she had a greater comfort level. In Kathy's description, her roles evolve from peripheral roles to a participatory role when she stated: *It turned into me talking.* Eventually, Kathy had the confidence to assume the lead roles for planning and assigning instructional roles to her cooperating teacher. Kathy provides a vivid example of Lave and Wegner's (1998) notion of a learner progressing from legitimate peripheral participation to maximum participation as their competencies mature. The willingness of the cooperating teacher to engage Kathy in the coplanning process through social participation helped Kathy master the planning skills.

Each of the teacher candidates provided similar evidence of their roles in the coplanning process, moving from the legitimate peripheral roles to full participation. Amy (Grade 1, CES) shared the planning process within her inclusive setting and described how she progressed to a full participant in planning:

Planning, it was always the three of us. A lot of times, they bounced ideas back and forth with one another but were always open to my input. I think it's something you get comfortable with, so I would hear them out first and then as we planned more and more, I would get more involved. As we progressed, I

took more initiative in planning what I wanted to do and how I wanted to do it. I would have to take control of the lesson because it was my lesson, but then they would also help me prepare for it. I definitely took more of a role, I will be doing this and I will be doing this, then it was up to me to figure out how I wanted to execute it but they were always there for helping me get the tools ready.

Carla (Grade 3, RES) also shared her planning experiences:

We would sit down usually on a Thursday to plan for the week ahead. She (cooperating teacher) *had a format of an organizer that had the subjects broken down, the days broken down. We would sit down and plan out what we would do in each subject each day. A lot of the times, it was her giving me ideas and me just kind of getting everything together. But there were some times when she gave me a topic, like for writing. She gave me the opportunity to create my own types of lessons and kind of get creative with it. For math, we would establish which sections I was going to teach. We mapped it out the week before, and then we would just define our roles. Whether I was teaching writing that week or whatever subjects I was teaching, we would plan out together so I would know exactly what she was teaching and she would know exactly what I was teaching for each subject. I think by planning and probably for everyone, my planning got more rigorous as the time went on. Planning was shared. I mean, the more I took on I was able to at that time or when we sat down for planning, I was talking more than her at one point. I took on more, I had more of a say and more a part of that planning period.*

Not all planning sessions followed the suggested coteaching sequence. A few of the cooperating teachers had a difficult time transitioning into a collaborative approach for coplanning or misunderstood the purpose of coplanning. Barb (Grade 4, RES) revealed:

> *I would get there every morning about 45 minutes early, and we would look at the day, and I would show her my lesson plans. If I was doing the lead role in something or she would show me her plans, and then we would kind of talk about what roles. I was pretty much told what I needed to get done that week, so there wasn't a ton of flexibility. Basically, it was her telling me what the lesson was, and then I'd write it up in my own words for my lesson plans.*

Faye (Grade 2, CES) also shared a less collaborative approach that did not provide an opportunity for Faye to develop her planning skills:

> *I felt like that* (planning) *was the least "co-ness." That was where she had her plans from last year, and she kind of just used the same things*, [and] *made her adjustments when she felt needed. She would always print me out a spreadsheet and the days and what we would be teaching, so I knew in advance. She would say, "Do you have any questions? Look it over." We did more groups. We did do that actually. She would say, "Ok, you take this group and I'll take this group. You work with the highs and lows," and like that. Even for solo week, she would give me the plans and tell me what I'm going to do.*

The teacher candidates' reflections of the planning process and the roles within the planning process provide insights to the cooperating teachers' roles as well. Nine out of eleven of the teacher candidates describe collaborative, supportive coplanning

partnerships with their cooperating teachers. Teacher candidates who demonstrated the most confidence in coplanning and independent lead planning where those who originally had legitimate peripheral roles in the planning process during the initial weeks of the field experience. As the field experience progressed, the cooperating teachers provided opportunities for the teacher candidates to become more fully engaged in the planning process by bestowing lead planning roles and participatory roles in the planning process. Teacher candidates who did not have the opportunity to move from legitimate peripheral participation to fuller participation or instances where the cooperating teachers did not relinquish the lead roles in planning did not express confidence in planning or did not see the planning process as a positive experience. These findings are similar to best practice coteaching literature (Bacharach et al., 2010; Carlisle, 2010; Murphy & Beggs, 2006; Roth & Tobin, 2002; Scantlebury et al., 2007; Tobin, 2005).

Instruction. Many of the teacher candidates described their active roles as a benefit of coteaching. Examples of active roles during cooperating teachers' lead instruction include the following monitoring pupils, assisting pupils during instruction, scribing for the cooperating teachers on either a whiteboard or Smart Board, working with small groups of pupils, pulling small groups of pupils for differentiated instruction, and managing materials (passing out papers, resources, and so forth). Unanimously, the teacher candidates viewed their roles as an additional teacher resource for pupils' learning. Even though Erin (Grade 3, CES) did not have a comparable experience to her peers, she still viewed her roles in a positive manner. *If she was teaching or if I was teaching, we would both be correcting kids' behavior and making sure everyone was on task and on the same problem.* Erin also shared an

example of the cooperating teacher supporting instruction by modeling different strategies for explaining a concept:

> *I didn't do it as much because I wasn't as comfortable, but she would jump in with different examples or, if I didn't explain it as explicitly as she thought I needed to, she would explain it in simple terms, more broken down steps. I feel like she did that a lot, which I didn't mind because it is better for them* (pupils) *if they get it.*

Jane (Grade 3, CES) provided a vivid example of instruction within her field experience setting. This example also offered evidence of the evolution of her roles during instruction from legitimate peripheral participation to fully engaged instructional roles:

> *The first week I was there was more of my teacher telling me, "This is what I am going to do."* [For example, she might say] *"You could help me with passing out the papers to the students." By the second or third week, she would tell me where I should go with the lesson, and we would both bounce ideas back and forth off of each other. Instruction started off as a helper, not a* ***helper****…I would definitely give my input and my ideas when I could think of something.*

Later in the field experience during weeks four through eight, Jane described the instructional roles:

> *If it was more of a group activity, she would take half of the class and I would take this half of the class. When it was more teacher-directed, it was if you want to add something, or you can think of something, great.*

In this partnership, the cooperating teacher began to see Jane as an equal teaching partner having matching roles for instruction. The pupils were instructed in smaller group settings to differentiate the instruction for many of the daily lessons. As Jane (Grade 3, CES) moved from legitimate peripheral participation to full engagement, pupils received more individualized attention through the use of two teacher resources within the classroom setting. The development of the teacher candidates' instructional roles provided increased resources for pupils, which is one of the greatest benefits of the coteaching (Bacharach et al., 2010; Carlisle, 2010; Gallo-Fox, 2010; Goodnough et al., 2008; O'Conaill, 2010; Roth & Tobin, 2002; Tobin, 2005).

Rhonda (Grade 1, CES) shared how her experience was different from her peers in the traditional model, in particular, how her roles and her cooperating teachers roles were different. Conversations with peers participating in a traditional model gave Rhonda a point of comparison. She explained:

> *Many of my friends said that when they were leading lessons, their cooperating teachers just sat there or completed their own paperwork. This wasn't the case for me. When I was leading a lesson, my cooperating teachers took an active supporting role. The coteaching modeled allowed all three of us to be actively involved in teaching and implementing instruction. I was never just sitting around and not doing anything during a lesson. When one of my cooperating teachers was leading a lesson, I was monitoring students and providing extra support when necessary. When I was leading a lesson, my cooperating teachers took on a supporting role.*

Rhonda described the existence of a traditional model characterized in Lavoie and Roth's (2001) research in which cooperating teachers *hand off* their instructional roles

to teacher candidates instead of enacting their instructional roles in tandem as with a coteaching approach. Instructional roles work best when the teacher candidates and the cooperating teachers have shared responsibilities for the instructional roles (Bacharach et al., 2010; Carlisle, 2010; Gallo-Fox, 2010; Goodnough et al., 2008; O'Conaill, 2010; Roth & Tobin, 2002; Tobin, 2005).

Reflection. During the time period of this study, reflection was loosely defined for the partnerships. Introductory information to the field experience was provided in the cooperating teachers' folders and reviewed during orientation (Appendix I). The information briefly explained reflective practice. The logistics of how and when the teacher candidates and cooperating teachers reflected on instruction was determined by the partnerships. Evaluation of the teacher candidates' performance was structured through the Pathwise Evaluation System. Beginning the third week of the field experiences, cooperating teachers evaluated the teacher candidates' performance. The partnerships were encouraged to conference weekly to discuss the teacher candidates' strengths and areas for improvement, and set professional goals for the following week. These evaluative discussions occurred weekly until the end of the field experiences.

The teacher candidates provided feedback about when lesson reflections occurred and a general idea of topics/issues addressed. Half of the teacher candidates referenced after-school hours as the time utilized for reflective discussions with their cooperating teachers. The remainder of teacher candidates mentioned other daily opportunities in which they reflected with their cooperating teachers (e.g., planning periods, lunchtime, and following lessons). All of teacher candidates cited performance feedback and instructional improvement as the main topics of discussion.

To a lesser extent, additional topics included reflection on informal/formal assessment data and pupil behavior issues.

Teacher candidates shared insights as to their roles during reflective conversations and defined the roles as mutual or equal for themselves and the cooperating teachers. Jane (Grade 3, CES) shared her experiences of collaborative reflection:

> *It was good to reflect together because she saw things and I saw things; then we would both* (see things) *we might not of picked up on individually because there were two people in the classroom. It first started off…**I** saw this one student not understanding something, how could **we** fix that. By my solo week, **I** could see the whole class and see if they all understood it right away. More so that I mean, **I** could see the whole class but **I** was up in front of the class, **I** could think of what would be a better way **I** could teach... It was more the instruction part I was able to reflect on. It's kind of like mutual reflection. No one was really leading it.*

Jane's excerpt provides evidence that mutual reflection was successful due to active instructional roles of both coteachers during the lessons. The active engagement of both coteachers during lessons provided two different vantage points for observing pupils' learning and/or behavior. In the above description, Jane demonstrates an awareness of the benefits of having two teachers observe pupils' learning and "*pick up on things*" that may have been missed with only one teacher in the classroom. The opportunities for two teachers to have active roles also provided opportunities for two teachers to share their observations and/or confirm similar observations of pupils' learning (Goodnough et al., 2008; Murphy & Beggs, 2010; Tobin et al., 2003;

Wassell, 2005). Jane also conveyed increased confidence for reflecting in action. Jane shared that her sense of confidence improved by solo week (week 7 of an 8-week experience) to have a greater sense of *all* pupils and independently make instructional decisions. Jane stressed the "I" when she was sharing her perceptions of the reflective experiences. Jane's description of her experiences parallels research findings in which shared experiences and mutual reflective conversations about those shared experiences provides a means to learn to teach and to enhance teaching skills (Beers, 2005; Tobin & Roth, 2006). Jane progressed from "we" to "I" in terms of her teacher decision-making.

Similar to Jane, Carla (Grade 3, RES) also expressed gains in confidence as a result of mutual reflection:

> *We would just sit after school and talk about the day's lessons, how they went, talk about things we maybe needed to change for the following day. As I grew more confident in the classroom, I could see the things that she* (cooperating teacher) *would have told me anyway. If something didn't go well in the lesson, I would be able to pick it out before she even said it and she would just kind of reinforce that. I gained more confidence. I was able to pick it up on my own and reflect more, rather than relying on her reflection.*

Rhonda (Grade 1, CES) provided images of how coteaching instructional roles impacted collaborative reflection roles:

> *We would discuss how we thought the lesson went. We would talk about things that went well and things that could be improved upon. Reflecting on lessons or assessment data was also a collaborative effort. When reflecting on lessons, my cooperating teachers and I would discuss the lesson after it*

occurred. We would determine things that went well and aspects of the lesson that could have gone better. We would then take this into consideration when planning and implementing future instruction. When looking at assessment data, I was fully involved in determining which students met the objectives of the lesson and which did not. I was also involved in using this assessment data to plan further instruction. Because there were many of us in the classroom and because we all took a role in implementing instruction when reflecting on assessment data, we were able to plan future instruction so that it incorporated differentiation that involved all of us.

Rhonda's (Grade 1, CES) example in action is slightly different than Jane's (Grade 3, CES) example. Rhonda was assigned to an inclusive setting where coteaching was the norm for all teachers in the classroom. The shared experiences of all of the coteachers within the inclusive setting provided opportunities for collaborative reflection. The active roles by the coteachers provided opportunities to reflect on teaching practices and impact pupils' learning to inform future instruction (Carlisle, 2010; Wassell, 2005). Through this collaborative effort, Rhonda expressed a sense of agency in having contributing roles during mutual reflection. The importance of Rhonda expressing a sense of agency and being a contributing member to her community brings Rhonda from legitimate peripheral participation to full participation. Within full participation, the potential for learning in practice increases (Lave & Wenger, 1991). In this instance, Rhonda is learning the importance of reflection and how reflection drives instruction for pupils' learning.

Faye (Grade 2, CES) also viewed her roles in reflection as mutual with her cooperating teacher. She expressed a sense of security in discussing lessons and

pupils' learning with her cooperating teacher. Similar to Jane (Grade 3, CES), Carla (Grade 3, RES) and Rhonda (Grade 1, CES), Faye expressed a sense of ownership and sense of agency in reflecting with her cooperating teacher:

> *Her* (cooperating teacher) *feedback was definitely helpful for me and I felt like I could go up to her and say: "So, what did you think?" "What did you think worked well?" " What didn't work so well?" I think we reflected together equally. Even when she was leading, she would ask me, "What did you think?" "What maybe would you have done?" She would say, "As a novice teacher with all these fresh ideas from Delaware, What do you think I could have done?" I would always walk around and scan and look around and see: Are they doing it right? Especially with math, are they using the manipulatives correctly? She would say: "I feel like they get it." "Do you think they got it?" "What did you see?" It* (reflection) *was kind of equal. She would ask me and I would ask her.*

Though Pat (Grade 2, CES) never mentioned the idea of equal roles in reflection, she shared a snapshot of the daily reflective practices between herself and her cooperating teacher:

> *Throughout my entire placement, reflection took place constantly. My CT* (cooperating teacher) *and I would discuss my lessons throughout the day if there were any immediate concerns. If my CT felt as though instruction should be handled a different way, she would let me know on the spot or as soon as possible. In general, we would reflect on the day once the students were dismissed. She would then give me more thorough feedback on how things went. Specifically for reading, we would test out different ways of instruction*

and time management and see how it worked at the end of the day. I would record any problems I saw in my notebook. This would give me a better way to remember what I needed to work on and later try to improve those weaknesses in my lesson for the next day or week. When reflecting, my CT would first ask me how I thought the day or particular lesson went. I would talk about what I saw as my strengths and weaknesses before my CT gave me her praise or suggestions. During reflection time, we would come up with various ways (instructional approaches) *and test them throughout the week and then reflect on what approaches worked best.*

This excerpt demonstrates the power of active roles within the coteaching dynamics. These powerful reflective conversations are afforded due to the active engagement of both coteachers in the classroom. The reflective conversations extend beyond basic strengths and weaknesses of the teacher candidates' performance and, as a result, lead to adaptations in instructional strategies to impact pupils' learning. Pat had the opportunity to implement various instructional approaches and debrief the impact of those instructional approaches with a veteran teacher.

For each of the teacher candidates, the cooperating teachers played active roles in coplanning, instruction, and reflection. These active roles are common threads in developing the teacher candidates' sense of agency and empowerment in learning to teach.

Coteaching Roles as Viewed by the Cooperating Teachers

Planning. Cooperating teachers utilized every opportunity to find times to coplan with their teacher candidates. Cooperating teachers' responses align with the

teacher candidates' responses disclosing similar perceptions. Cooperating teachers shared that planning occurred before school, after-school, and at lunch times. Two cooperating teachers reported phone consultations as supplemental method for discussing lesson plans with the teacher candidates. Cooperating teachers' accounts of coplanning with their teacher candidates indicated a variety of strategies. Most strategies met the needs of the partnership in preparing lessons for pupils' learning. Commonalities within the cooperating teachers' responses include communication of roles with the teacher candidates and the cooperating teachers' willingness to afford teacher candidates' some autonomy in lesson planning.

Four of the eight partnerships planned with their grade-level teams. Following the grade-level planning the cooperating teachers reported additional coplanning sessions with their teacher candidates. Ms. L (Grade 3, CES) shared her experiences in coplanning with her teacher candidate:

> *We usually plan as a third-grade team. Then, the candidate and I return to the room to discuss in-depth the specifics of the lessons. As the candidate begins to take over, we plan as a team and the candidate can then call me or email me with specific questions about the lessons. Coteaching makes the two teachers think more carefully about how lessons will be presented, who is accountable for what, and how students will be assessed.*

One of the concerns about coteaching as a method for teacher preparation is the ability of the teacher candidates to perform tasks independently. Ms. L's method of coplanning provides evidence that she and her teacher candidate had active roles in team planning and coplanning with each other. As the teacher candidate transitioned into more lead roles, she had opportunities to think through the team's plans

independently but also had the advantage of consulting and collaborating with Ms. L. Ms. L (Grade 3, CES) also shared comparisons to her roles in the traditional model: *In the traditional model, I planned all the lessons, presented all the lessons for the first two weeks, and was always the "boss." Now, I have a coteacher who just happens to need a little supervision.*

Ms. S and Ms. D (Grade 1, CES) also collaborated with their first-grade team but assured that Rhonda had active roles in coplanning with the grade-level team and classroom-inclusion team, and that she had opportunities to develop her skills in processing collaborative lesson planning. Ms. S explained:

> *We have given her plans that the team has come up with and had her take them and change them and make them for our classroom. We have also planned small groups with her, taking lessons and deciding, "we are going to make this a small group."*

When asked how this planning experience and planning roles were different from traditional model experiences, Ms. S replied:

> *It wasn't really collaboration before, it was more like, "Here's lessons I have and you need to make lessons for this subject and have them ready for Monday and here you go." That was the experiences I had, versus this one.*

Ms. S and Ms. D felt strongly that the collaborative roles of coplanning provided a better experience for the teacher candidates in learning to plan for pupils' learning.

For the partnerships who engaged in grade-level team planning, the strategy of meeting with the grade-level team and then discussing the plans in more detail as a partnership seemed to be an effective strategy, even when time challenges were

presented. Ms. M (Grade 4, RES) reflected on her challenges in coplanning and developing her roles in coplanning:

> *That's probably an area I need to tweak, because I tell you, I tend to be a thinker and a planner at home and that obviously didn't work. So we would sit down, because it was nice that there were two student teachers in 4th grade because Ms. O, Ms. J, and I plan together, so we would sit down and look at the week ahead like on Thursday. It's just that whole time issue. It definitely helped because she knew where we were going, I knew where we were going, and we would spend planning periods, prep time, before school, after school. Calls on the phone, however you do it. It just becomes part of your whole self.*

Even though the coplanning process was a time consuming process, Ms. M realized the importance of her roles in coplanning with her teacher candidate and found available time that worked for the partnership.

The other half of the partnerships planned independently from their grade-level teams. Each of the partnerships found time throughout the day to collaboratively plan lessons for pupil learning. These cooperating teachers also afforded the teacher candidates with opportunities to take lead roles in planning. Mr. C (Grade 2, RES) described the evolution of the coplanning partnership with his teacher candidate:

> *My role was to make sure the lessons were adhering to the standards and adhering to the general difficulty of the class. You didn't want to make things too easy, you didn't want to make things too hard, and you wanted to stick within the curriculum and the pacing of the curriculum. So I was like the guide. I had the main idea, and then we would bounce ideas back and forth. I was like the person who said, "This is good, this is not good, this is too easy*

> *for them* (pupils), *this is too hard for them* (pupils).*" It was out of the experience of knowing what second graders can do. Once the student teacher got the general scheme of what the student can do and the general curriculum, the general pacing, then I wasn't necessary in that capacity anymore because she got the picture. So then the role changed to more like a partnership. We would get some ideas and, during our planning time, we would plan out a few days and then we would see how those days went and talk about them at lunch and reflect on them. Then we would sit down at another planning and plan out a few more days. I would give her the materials that I thought she should take home and familiarize herself with. We set up a schedule where we would eat lunch together and talk about the lessons, and during planning we would coplan, and Friday we would talk about expectations. I would tell her what I was going to do and what she was going to do, and we were both in agreement of it, and we would write in our plan books, this is me, this is you, and this is me…*

Mr. C viewed coplanning and coreflection conversations as symbiotic practices. Mr. C expressed that during the coplanning sessions, he would negotiate instructional roles with his teacher candidate and *"bounce ideas back and forth."* As the teacher candidate grasped the learning needs of the second grade pupils, Mr. C viewed his coplanning roles as a manager and director of the coplanning sessions. Over the course of the field experience, the coplanning sessions developed into a partnership with equal planning roles. Kathy, the teacher candidate noted change over time in her roles in coplanning. *I would take the plan book home and do the planning. Then I'd*

come in the next day and I'd be like "Here, you can do this and this. By the end, I was doing the whole thing."

The teacher candidate's response indicates available opportunities to develop lead roles in planning and to identify instructional roles during collaborative planning.

Similar to Mr. C and his teacher candidate's experiences, the remaining cooperating teachers also assumed the lead roles in planning during the initial week or two of the field experiences. As the teacher candidates began to develop confidence in their planning abilities, the cooperating teachers provided opportunities for independent planning followed by collaborative conversations about the lessons and negotiation of roles. Amy's cooperating teacher, Ms. B (Grade 1, CES) felt comfortable giving Amy lead roles in planning after week three of the field experience:

> *When she got a little bit closer to feeling that independence of being able to teach or teach a block, teach social studies, science or math, I would give her a topic or ideas of what I would like for her to teach, and she would kind of just roll with it. She wanted that, she took the initiative. "So just let me know, if you have supplies. I'll take it, but if not, let me know some big ideas, and I'll take and run with it." So, that was helpful 'cause that's how our planning went, I gave her lots of ideas and suggestions and said you can use it or lose it. But I trust that you are going to teach geography that day and not math during that time, and it always worked out well. With me modeling and showing in the beginning and being the lead teacher, she was able to get an idea and sense of the routines and how I would teach the material. Then I left her do what she wanted to do with the actual material.*

Ms. J (Grade 4, RES) also recounted the early weeks of the field experience and the sequence she utilized to build Carla's skills. Ms. J's dominant lead role in planning and sharing of her thought processes shifts Carla's roles from the periphery to full participation. Similar to the other partnerships, instructional roles were negotiated during the planning process. Ms. J explained:

> *I would take her through my thought process. I need to teach these objectives according to my learning map. Then I would look at my resources that I had, I would look at the teacher's guide, and I would show her how to pick and choose from the guide. Then I showed her how I could go online and find much more creative ideas to make it more interesting for the students. I showed her the process. "Ok, well now I have this idea, but I'm not done yet." So that's kind of like where I went with it. Every time we picked up a new subject, I would do the same thing. I'd share my thought process for my week's planning. Then she was picking up* (the content) *the next week. We would figure out what pieces she was comfortable doing during those lessons so that we had the coteaching aspect.*

Regardless of style, the coplanning sessions demonstrated collaborative efforts when planning for pupils' learning. Important features of the coplanning sessions are the cooperating teachers' efforts to make their tacit knowledge of planning explicit for the novice planners. The early weeks of the field experience were critical for grounding the teacher candidates' understanding of planning for pupils' learning.

Instruction. Instruction for the majority of the coteaching partnerships was a result of coplanning and negotiating of instructional roles. The instructional perceptions of the teacher candidates revealed the variety of active roles they assumed

during their coteaching experiences as well as how their roles developed during the eight-week placements. Cooperating teachers focused on the coteaching strategies utilized during the field experiences. The majority of the cooperating teachers (n=6) mentioned one teaches and one monitors pupils as the initial strategy implemented during coteaching. The data revealed that each of the cooperating teachers engaged in some form of small group instruction. Variations of small group instruction included parallel instruction, stations and/or centers, remediation, and extensions. Ms. P (Grade 3, CES) described the instructional roles she engaged in with her teacher candidate:

> *I would actually tell her, "Ok, today I would like you to take the blue group because I really need to work with the green group, and you have already met with the green group so you can compare." So that's the way we would do it. It was always one leading, one assisting, and small group work.*

In most cases, there were multiple coteaching strategies and instructional roles used within daily instruction. Mr. C (Grade 2, RES) explained:

> *We would split up individual groups. "Ok, in math today you will do the introduction to this, and we will work on the group work, then I'll handle the wrap up." We would split the lessons up and not just have one person teach the lesson and the other person in the background, but bounce back and forth the whole time.*

Mr. C's description of instructional roles mimics most of the other cooperating teachers' accounts of the instructional experiences. Each of the cooperating teachers described actively engaging instructional roles for themselves and the teacher candidates. Ms. B (Grade 1, CES) also described the instructional roles for herself and her teacher candidate:

She would maybe give the directions or introduce something with the story, and I would just be with the kids on the carpet. Then we would go back to our seats and during that, one of us would take more of a lead role, but one of us would walk around and both monitor. Then one of us would close. If I would need to interject or she would need to interject and say something that we thought of, that was fine. Nobody felt like stepping on toes. It was never her time nor mine. This is what we need to teach, and we are both going to do it. So that is usually how it went.

Ms. M (Grade 4, RES) expressed how she preferred her active instructional roles compared to the traditional model of field experience:

In the coteaching model, I was actively involved and, if there was a little thing that wasn't exactly right, we could smooth it over. It wasn't a detriment to the kids. As we went…nobody knew. And in some cases (the teacher candidate) *didn't even know and later I could say…you know…or she would say, "Oh, I saw how you did that, I should have…" She was catching that. So I think that is a learning experience; she saw me fix it right then and there, right in that instance it wasn't like someone telling you…"Well, next time…you should be doing it." She was learning by me modeling it, but it wasn't announced that that's what I was doing. 'Cause I think she became more and more you know certain of herself, more confident. I became confident in her, so I think that is when we switched the roles up a little.*

Similar to Ms. M, Ms. G (Grade 2, CES) also spoke positively of her actively engaged roles during instruction: *I feel like they* (teacher candidate) *start to say something and*

the point isn't getting across and I would then interject and say "Let's say it this way..." and then they could see how that would make more sense.

Ms. L (Grade 3, CES) found her actively engaged roles during instruction much easier to grapple with compared to her observer roles the traditional model:

> *I hesitate to interfere with a candidate's lesson, particularly when we have gone over the lesson prior to instruction. As a coteacher, I find THIS easier to deal with because I often jump in with a little joke or a "pardon me…" kind of reaction, which the students see as two teachers laughing and working together.*

Regardless of initial impressions of coteaching coming into the coteaching experience, whether hesitant or excited, each of the cooperating teachers expressed positive views towards their actively engaged instructional roles while sharing their classrooms with the teacher candidates. The actively engaged instructional roles provided opportunities to increase the teacher-to-pupil ratios, differentiate instruction, monitor pupils more closely, monitor instruction, and provided the teacher candidates with opportunities to learn to teach in action.

Reflection. The cooperating teachers had comparable perceptions about the reflection process as the teacher candidates. The cooperating teachers verified the responses of the teacher candidates that reflective conversations took place during lunch, planning, and after school. A few cooperating teachers also perceived that reflection occurred during the lesson when sidebar conversations would take place between themselves and the teacher candidates to discuss the lesson, pupils' progress, and/or needed lesson adjustments. Tobin and Roth (2005) refer to these discussions as "huddles" (p. 67). During huddles, coteachers quickly debrief the shared experiences

to verify or to modify the coplanned lesson. Each of the cooperating teachers perceived that they had active roles in reflecting shared experiences with their teacher candidates. A few cooperating teachers described their roles using a variety of nouns. Ms. G (Grade 2, CES) provided the most descriptors: *sounding board, partner, mentor/experienced partner, and instructor.* While Ms. L (Grade 3, CES), Ms. B (Grade 1, CES) and Ms. M (Grade 4, RES) initially perceived their roles in reflection as a *modeler*. Mr. C (Grade 2, RES) understood his reflective roles to be a *supporter.*

Topics discussed during reflective conversations included: strengths and/or weaknesses of teacher candidates' skills, strengths and/or weaknesses of cotaught lessons, improvement strategies, assessment, management, general happenings, and goal setting.

Three of the cooperating teachers expressed change over time in their lead roles as reflective professionals. The three cooperating teachers attempted to instill reflective autonomy for each of their teacher candidates. Ms. L (Grade 3, CES*)* shared:

> *At the beginning of the placement, I use the plus/wish cards as a lead into reflecting together. I model by reflecting on my own lessons then ask the candidate to begin to reflect with me. Eventually, the candidate reflects in a journal and may or may not wish to share with me.*

Ms. G (Grade 2, CES) described how she focused the reflective conversations on best practice and tried to develop a sense of confidence in the teacher candidate's self-reflections:

> *I become more of a sounding board or a partner who can listen to concerns and lead the candidate to determine a path for improvement. This fall, I found*

myself working with a candidate who had very low self-esteem. Her idea of reflecting was telling me all the things that went wrong during a lesson. My goal was for her to learn to reflect on the BEST parts of the lesson and how to be sure to continue these positives throughout each lesson. The last thing she was to do, was for her to determine one goal for the next day. I removed myself from being leader/boss/judge and became a mentor/experienced partner. She became a teacher who would be able to continue this reflection process without me being there!

Finally, Ms. B (Grade 1, CES) shared her thoughts about the role shift. She strove for her teacher candidates to become independently reflective but also saw the importance of shared reflective conversations. In this excerpt, Ms. B spoke about her current experience as a cooperating teacher then began to compare reflective practice in coteaching contrasted with her experiences in the traditional method as a student teacher:

Lunch and planning were the two big times where I would say, "How did it go? What did you feel like?" and we would always talk about it and what I always noticed about. They're very easy and very quick to automatically say the pros, the cons, the good, the bad, what they want to do next time. They got into the habit that I wouldn't even have to ask them what you feel, they would just sit down and say, well, anyway, this lesson.... they would automatically tell me. They could tell me the strengths, they could tell me the weaknesses, without me even prompting them. I did the same on my end. Look, I really wanted this lesson to go this way but this is how it happened, but this is how it happens sometimes.

I remember, I do remember the biggest, biggest thing and the biggest emphasis we had during student teaching when I was doing it was you got to be an active reflector. You just always have to think, even in the middle of your lesson: reflect, reflect, reflect. Now that was me internally doing it and writing it down but to actually sit down with my coop and reflect, I don't remember a lot of that happening. Maybe just how is it going or maybe they would give me some feedback, but not like not as much as I feel like the student teachers are doing now with the coteaching model and what I'm trying to have them do too. But like I said, they are very quick to just know exactly; "Man, I don't, I wish this would happen. I would do this next time. Next time, I'm going to do this." So...that's great to see, I think it is very important.

Each of these three cooperating teachers found value in shared reflections. Two of the three cooperating teachers referenced modeling of reflective practice. Ms. M (Grade 4, RES) also mentioned her roles in modeling reflective practice for her teacher candidate and compared her experiences to her own experience in a traditional model:

I think a lot of times we would talk about things. Lots of times, if we taught the lesson and then had planning, we would talk right then or, at the end of the day, we would talk about things. My own student teaching experience, and I think about how horrible it was. It was really horrible. She (cooperating teacher) *expected me to know things that I just didn't really know. And it was like, I got berated for it, and I was like, "I really didn't know that." I think in a way I was being that scary cooperating teacher in the traditional model because that's what I was being asked to do. Definitely the coteaching*

experience is more positive. Because you can, you don't have to be as negative, because you are modeling how to fix the one or two things that aren't exactly right.

Ms. J (Grade 4, RES) summed up the cooperating teachers' perceptions of their reflective roles when she stated. *With the reflection piece, I mean, I think it's probably the most valuable part, especially since I was involved in it.*

Cooperating teachers participating in the coteaching study provided ample examples and scenarios of how their active roles in planning, instruction, and reflection played an important part in the student teaching experiences and the development of the teacher candidates. The cooperating teachers perceived their roles in a positive manner and valued the opportunities to share experiences with their teacher candidates.

Development of Roles and Role Confusion

Additional findings were presented by six of the teacher candidates and two cooperating teachers. The themes emerged during questions about perceived roles and suggested recommendations for coteaching. Ms. G (Grade 2, CES) and her teacher candidate shared the struggles they faced during the partnership. Ms. G wrangled with her roles during instruction, when the teacher candidate may not be guiding the pupils in the expected course of instruction:

I tried to say something after the fact, but if it was going the wrong direction, and I needed to curb it back. Then, I had to find the right way to…so it's hard in that aspect in that you don't want to make them feel like they are doing the wrong thing but trying to correct it at the same time in the middle of a lesson.

One teacher candidate felt that she wasn't given the opportunity to have peripheral roles during the early weeks of the field experience and implied that planning time was lacking:

> *Even though I was part of the coteaching model, my CT* (cooperating teacher) *did not give me any true responsibilities within my first couple of weeks. I don't know if you should make it a requirement of the TC* (teacher candidate) *and the coop. Actually sit down and say this chunk of time throughout the week, we are going to sit down for 2 hours and plan.*

Both participants of the partnership expressed some concerns about communication in planning and instruction. Even though this is an example of challenges faced by coteaching partnerships, it demonstrates the importance of communication by members of the coteaching partnerships and the importance for the cooperating teachers to empower the teacher candidates with peripheral roles during the early weeks of the field experience.

Ms. L (Grade 3, CES) also struggled with establishing boundaries during instruction and raised concerns for moving the teacher candidate towards developing autonomy. Ms. L raised valid concerns about her roles during instruction and her responsibility as a cooperating teacher to develop the instructional roles of the teacher candidate:

> *If the candidate is not confident or has not prepared for the lesson thoroughly, the students might not get the best information during a lesson which then falls on the teacher to correct. It is difficult to do this because I do not believe in correcting candidates in front of the students. I'm not sure how to handle this. The difficult part of this is knowing when and how much to wean from*

coteaching as partners to coteaching as one teacher (me) helping the lead teacher (candidate) *and finally me stepping back to give the candidate his/her independence.*

Faye (Grade 2, CES) and Barb (Grade 4, RES) also raised similar issues of lack of communication about roles and responsibilities with their cooperating teachers. Unfortunately, their cooperating teachers did not participate in this study. Faye (Grade 2, CES) vented to the group during the focus group session:

I know that we never really planned together. It was more like, these are my (cooperating teacher's) plans, and this is what we are doing. "You can look over it, here's the books." You can look over everything, but it was never like we ever sat down and said: "Ok, I'm going to teach this portion, you are going to teach this portion or we are going to do this together."

When we were talking about the coplanning and having to set aside a time, I think that is really, really important. I know it was define your roles, define your roles, but I don't think we really ever did that. It is really hard to find time to do that because it does take a lot of time but I think it is really important. I think it is something that has to be decided between the student teacher and the cooperating teacher. It's not something that you (field instructor), *"You have to set aside…" You* (field instructor) *can't make it a requirement, because some people can't do that, but I think it has to be somewhere…I don't know. Just make it more…bigger, bold it…. I don't know. Yeah, because I think that if you have the coplanning, the co-instruction will come more easily. You would know what you are responsible for doing or a certain portion of the lesson. I think it would make us feel more comfortable*

rather than the whole issue of stepping on someone's toes or saying something that you shouldn't say yet, because she is going to say it later. If you have that with the planning, you won't run into that issue.

Reflecting on her lived experiences with coteaching and lack of communication or defined roles during her elementary field experience, Faye identified the important areas to make the experience more successful and more collaborative.

Barb (Grade 4, RES) also expressed challenges with coparticipating with her cooperating teacher and her cooperating teacher's misconception of the expectations:

I kind of felt like if I had been there with her when it (coteaching) *was talked about, we could have discussed it then and that kind of thing. I felt some days she didn't really know I had to be the one to say: "Oh we're supposed to jump in."*

A few of the teacher candidates from more successful partnerships expressed concerns about defining their roles during the field experience and offered suggestions for possible improvements for coteaching. Kathy (Grade 2, RES) proposed:

Where I think you gave us a nice list of your roles, your CT's roles. If maybe from the very beginning there was a point that said, "Go over that list together" or something that enforces it. It was a great idea and I always used it…this is what I'm supposed to be doing. He would look at it too, but we never looked at it together. So maybe that's something that should be enforced in the beginning.

Megan (Grade 3, CES) concurred with Kathy's thoughts of more collaborative communication of roles and clearly defined roles during coplanning:

TC and CT are aware of their roles. I know [in] *the interview questions, there were a lot of questions, then one of the very last ones was what is your role going to be and what is your teacher's role going to be, and I was just afraid that I was going to step on her toes too much. I feel like it would have been better if we defined "Ok, I'm doing this, maybe you can be doing this." Instead of me having to wait for her to tell me because I would always be afraid to do something because I didn't want to be too dominating in the classroom.*

Finally, Amy (Grade 1, CES) raised an important point for clearly defined roles, especially in coteaching setting with four human resources:

I was in a special education class. So it was my cooperating teacher, special education teacher, para-professional, and myself. There was a point where they said, "You need to participate more." That was my own fault. But that was because I would see one teacher lead teaching, and one teacher sitting because it was not her turn to teach, then I didn't know what I should be doing. Definitely planning together.

Amy observed that the coteaching setting in the inclusive classroom was being implemented as take turn teaching. The lack of clearly defined roles for Amy, lead her to follow by example in the classroom. By not having all four human resources actively engaged in the classroom, the true essence of coteaching was not being implemented. Therefore, Amy determined that coplanning instruction and establishing definitive roles would be more beneficial during the field experience.

The teacher candidates perceived more issues than the cooperating teachers in communicating with their cooperating teachers in planning for collaborative roles in the classroom. Their lived experiences in coteaching provided evidence for the

significance of coplanning and mutual responsibility for communication of instructional roles.

Chapter 5

DISCUSSION and RECOMMENDATIONS

Introduction

The purpose of this study was to investigate coteaching as a model for teacher candidates to learn to teach during the Elementary Teacher Education program's (ETE) student teaching experience. This study stemmed from my frustration as a field instructor entrenched in a traditional model of student teaching. The University's traditional model of student teaching has remained stagnant over the several decades, while classroom teachers' instructional and accountability demands continued to evolve. In informal ways, district administrators, cooperating teachers, and teacher candidates began expressing to me concerns about the University's student teaching experience. Administrators indicated that they did not want to have student teachers placed in their schools or in particular grade levels due to high-stakes testing of pupils. Cooperating teachers' concerns focused on the district's and state's accountability expectations and loss of engagement with their pupils. Last but not least, teacher candidates thought that cooperating teachers had unrealistic expectations of their teaching and management skills. Teacher candidates felt isolated and abandoned by cooperating teachers who, in a traditional model, left the classroom. The teacher candidates did not want to be left in the classrooms to figure out best practices on their own, they wanted to work more closely with experienced teachers to learn how to teach. The growing concerns by administrators and cooperating teachers became problematic for maintaining quality clinical experiences for the teacher candidates.

The NCATE Panel Report (2010) addressed the need for the transformation of teacher education through clinical experience. While the need for transformation is evident, the National Research Council (2010) argues that there is not enough research to show the types of clinical experiences or sequence of clinical experiences needed to produce more effective beginning teachers. What both reports agree upon is that clinical experiences are crucial to beginning teachers' success. My inquiry into the use of coteaching during student teaching was driven by the national appeal for teacher education transformation and concerns about the University's traditional model of student teaching.

I began searching the literature to uncover what is known about coteaching models. This search revealed the following key features:

- Coteaching is a pupil-centered teacher development model which focuses on shared experiences of planning, instruction, management, assessment, and reflection.
- Coteaching requires collaboration between the cooperating teachers and the teacher candidates to meet pupils' learning needs.
- The benefits of coteaching impact all participants – cooperating teachers, teacher candidates, and pupils.
- Coteaching is amenable to meeting the needs of various kinds of teacher preparation programs.
- Research identifies many benefits of coteaching within the methods and the student teaching experiences.
- Coteaching challenges include personality conflicts between cooperating teachers and teacher candidates, and opportunities to coplan.

- Roles need to be clearly defined and successfully negotiated for an effective coteaching partnership.

Guided by these findings, I designed a qualitative study to understand cooperating teachers' and teacher candidates' perceptions of the benefits and challenges of coteaching. The results of these findings were aimed at improving the ETE program's student teaching experience.

Improving the Student Teaching Experience

Recommendation 1: Transition the ETE traditional model of student teaching to a model that utilizes coteaching.

As a field instructor, I often view one of my roles as customer service representative for the ETE program, the School of Education, the College of Education and Human Development, and the University of Delaware. The customers I serve are district administrators, cooperating teachers, and teacher candidates. This study provided a means for me to hear the voices of the cooperating teachers and teacher candidates regarding the student teaching experience. Cooperating teachers and teacher candidates were viewed as primary sources for data collection purposes due to their engagement in the act of coteaching. District administrators were not viewed as primary sources for data collection since they did not enact coteaching within the classroom setting.

This study revealed that all of the cooperating teachers and teacher candidates perceived coteaching as a viable method for learning to teach. Coteaching appeased the diverse nature of teacher candidates and cooperating teachers. Whether a teacher candidate was confident or hesitant transitioning into the student teaching experience, the teacher candidate expressed that the support they received as a coteaching gave

them the confidence to teach successfully. New cooperating teachers and veteran cooperating teachers transitioning into coteaching for the first time also perceived coteaching in a positive manner and preferred coteaching to the traditional model of student teaching. As partners in teacher preparation, it is important that we listen to the voices of our customers and develop a program that meets their needs.

This study highlighted a variety of coteaching models being implemented nationally and internationally. This suggests that coteaching is amenable in meeting the unique needs of university programs and partnering schools. The ETE field instructors work within three states (Delaware, Maryland and Pennsylvania). The four Delaware field instructors collaborate with four unique districts: Appoquinimink, Brandywine, Colonial, and Red Clay. The schools within the districts span urban, suburban, and rural populations across New Castle County, Delaware. The field instructor who services Maryland works with schools within Cecil County also serves suburban and rural populations. The Pennsylvania field instructor collaborates with multiple districts, including Avon Grove, Oxford, Kennett, Unionville-Chadds Ford, and Avon Grove Charter School. These school districts also serve suburban and rural populations. The diversity within the states, districts, and schools that the field instructors service warrant a student teaching model that can provide structure but flexibility in meeting the needs of the districts, schools, cooperating teachers, teacher candidates, and pupils.

Strategies for implementation. Since the onset of this study, the ETE field instructors' interest in coteaching has gained momentum. The field instructors are becoming familiar with coteaching strategies and are beginning to consider the value of coteaching during the student teaching experience. While their interest and

knowledge base is growing, the actual transition from the traditional model of student teaching to a coteaching model needs to progress. In order for a positive transition to take place, the process needs to planned and managed (Lewin, 1952). The process can be divided into general stages that can be easily adapted for specific district needs. While flexibility is possible, the field instructors need to collaborate in the development of a logistical plan for the student teaching experience. The following stages are recommended for the transition from traditional model to a coteaching model.

Stage one – district support. Field instructors need to focus their initial energies on communicating the value of coteaching to the key decision-makers in school districts. The Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (2010) identified the criteria for exceptional teacher preparation programs. The report suggests that teacher preparation programs and districts have a shared responsibility in teacher preparation. It is critical that the field instructors create the momentum for change beginning with superintendents, assistant superintendents, human resource personnel, principals, and assistant principals. The value of coteaching is evidenced through a developing research base and supported by the current study's findings. The ETE field instructors should share the findings of large and small-scale studies with the district stakeholders through presentations. For example, the work done for this study in the River School District began with a presentation to the district personnel at a district principals' meeting. During this meeting, the concept of coteaching and benefits and challenges of the use of the coteaching model during student teaching were presented to the stakeholders.

Following the meeting, principals self-identified as having an interest in the use coteaching in their building in lieu of the traditional model of student teaching.

Stage two – school support. Once the field instructors identify the principals in their districts who are interested in the use of coteaching as their buildings' student teaching model, the next stage is for the field instructors to present a description of coteaching to the school staff. In order for the shift from the traditional model of student teaching to the coteaching model of student teaching to occur, the teachers who would serve as the cooperating teachers need to be motivated to consider participating in coteaching. Understanding the coteaching research-base and evidence of the benefits of coteaching for themselves and their pupils is crucial. When organizational change occurs, stakeholders may actively resist or fear negative consequences, such as fear of failure, fear of unknown, fear of moving out of comfort level, and so forth (Change Curve, 1980). To gain the confidence of the cooperating teachers, the field instructors need to remember that the cooperating teachers are being asked to transition from a model that they not only know as cooperating teachers, but also a model that they most likely knew as student teachers. Gaining the confidence of the cooperating teachers will require field instructors' commitment to provide ongoing and intense field-based support during the transition. The Change Curve (1980), based on Kubler-Ross's grieving model (1960), stresses the importance of supporting stakeholders' progression through the disruption state to make way for exploration and acceptance of new ideas. Within this transition to the new model of coteaching stage, I recommend that field instructors focus on one or two schools at a time. This will allow the field instructors more quality time in the field to support the cooperating teachers and teacher candidates.

Stage three – student teaching experience logistics. The current study identified several logistical considerations that need attention prior to the full-scale implementation of coteaching in the ETE program. First, currently the ETE student teaching experience is divided into two eight-week placements. Typically, the first placement is the teacher candidates' elementary experience, and the second placement is their specialty experience (i.e., special education or middle school content). While the cooperating teachers and/or teacher candidates in the current study had no recommendations regarding the format of the eight-week sequence, the teacher candidates stressed the need for more clearly defined roles. What was expected of them during the lesson planning sessions? Were they supposed to offer their perspectives on the use of particular instructional strategies or a group of pupils' learning? Should they volunteer to teach the lesson to a small group during their first week? When the teacher candidates' roles are left ill defined, the teacher candidates are required to negotiate their roles with their cooperating teacher. Until the teacher candidates are more acquainted with their cooperating teachers, the uncertainty can be stressful for the teacher candidates –and possibly the cooperating teachers.

In a short eight-week experience, every day is critical in the teacher candidates' professional development and the pupils' learning. Re-examining the materials that I provided to the coteaching partnerships during the orientation sessions, I realized that there was a need to more fully develop the materials to address role definitions and other challenges that occurred during the implementation of the coteaching model in the current study (Appendix B). Consequently, I developed a *Coteaching Guide* (Appendix J) to address the observed challenges. In the *Coteaching Guide*, I incorporated best practice literature and findings from this study

to develop a comprehensive document for the teacher candidates and cooperating teachers. There are several features included as a result of this study to develop a more structured coteaching experience, one that aims to lay the foundation for developing collaborative partnerships. The format of the guide provides a detailed explanation of the coteaching experience. I recommend the *Coteaching Guide* as a resource for the ETE student teaching program to consider.

Looking forward to future semesters, the State of Delaware Senate Bill 51 and its related regulation, Regulation #290 will impact the ETE program. This legislation mandates ten weeks of student teaching per certification area. I refrain from making recommendations for the ten-week field experience because the ETE faculty is working to organize and to plan the semester's course work and field experience assignments. Once the student teaching semesters are organized, I recommend that the field instructors work collaboratively with the ETE methods faculty to adapt the eight-week coteaching sequence and structure to the new field experiences.

Once the field instructors agree upon a weekly sequence, the ETE Student Teaching Manual will need to be revised to include text about coteaching (see Recommendation 2 for Cultural Shift) and the recommended Coteaching Guide. The updates to the student teaching website and cooperating teachers' folders will also need to be revised.

Stage four – cooperating teachers' transition. The transition of the ETE student teaching experience from a traditional model to a coteaching model is largely dependent on the success of the cooperating teachers as coteachers. My study revealed that cooperating teachers who were willing to embrace the concept of coteaching and relinquish the old habits of the traditional model perceived the student

teaching experience as positive, collaborative, and successful. Embracing the concept of coteaching requires professional development opportunities for the cooperating teachers. The professional development needs to include an overview of the coteaching research and a description of the benefits for cooperating teachers, teacher candidates, and pupils. The professional development should also provide opportunities for the cooperating teachers to explore the coteaching strategies. The exploration of coteaching strategies must provide opportunities for the cooperating teacher to reflect on the cooperating teacher strategies they used in the traditional student teaching model and to foresee implementation of the new coteaching strategies with a teacher candidate. Their focus should be on ensuring an impact on pupils' learning, while simultaneously mentoring the teacher candidate in learning how to teach.

Finally, the professional development needs to address the challenges of coteaching identified in the literature and this study. For example, the greatest challenge to the effective implementation of the coteaching model that the cooperating teachers' and student teachers' expressed during my study was coplanning. Cooperating teachers had to adjust from the isolation of preparing instruction for their pupils' learning to a collaborative approach. Teacher candidates did not feel comfortable expressing their ideas to collaboratively plan for pupils' learning. The concept of moving to a collaborative approach was an adjustment for both the cooperating teachers and teacher candidates. Cooperating teachers need professional development on how to effectively engage their student teachers in coplanning prior to assuming the responsibilities of a university coteaching partnership. It is critical that

the cooperating teachers understand the importance of developing the teacher candidates' roles in planning.

Stage five – teacher candidates' transition. The teacher candidates currently face a transition from a traditional mindset to a coteaching mindset when they progress from their junior methods experiences to their student teaching experiences. During typical methods experiences, the cooperating teachers take on the traditional roles of being passive observers and evaluators during the lessons implemented by the methods teacher candidates. If the teacher candidates' plans are not being implemented effectively, the cooperating teachers often do not step forward to support the teacher candidates. As the teacher candidates' transition into student teaching, the study revealed that the student teachers struggled with learning to collaborate with the cooperating teachers –to be equal partners in planning the lessons, implementing the lessons, assessing pupils' learning, and reflecting on the lessons. I recommend professional development for the teacher candidates to address this transition from their traditional methods experiences to their student teaching experiences. Ultimately, collaboration skills could be addressed during the junior methods experiences with opportunities for the methods teacher candidates to coteach with their methods cooperating teacher. Teacher candidates need professional development during their methods course work and student teaching orientation on the skills required in the coteaching model. The skills needed for collaboration should be interwoven into all of the methods course work and student teaching experiences. Until there is a change in the teacher candidates' junior-level methods experiences, I recommend that the ETE student teachers be provided with professional development on topics similar to those described above for the cooperating teachers. Prior to

student teaching, it is imperative for the teacher candidates to be given opportunities to explore coteaching strategies and to develop collaborative skills. My study revealed that one of the challenges faced by several of the student teachers was that of collaborating with their cooperating teachers. To address some of these issues, I developed a section in the Coteaching Guide (Appendix J) titled *Coteaching Conversations* (pp. 10-14). The intent of *Coteaching Conversations* is to help the cooperating teachers and the teacher candidates communicate essential foundations for the partnership. The *Coteaching Conversations* connects findings from this study with research and practice for developing a successful coteaching partnership. *Coteaching Conversations* were created to initiate the preliminary conversations between cooperating teachers and teacher candidates that would later lead to more collaborative conversations and negotiations of roles. I propose that the *Coteaching Conversations* continue to be examined and revised as the needs of the cooperating teachers, teacher candidates, and field instructors evolve.

Stage six – field instructor support. Finally, a collaborative effort on the part of the six field instructors is recommended for developing a support system for the cooperating teachers and teacher candidates as they transition into coteaching. The support system should include on-going professional development seminars. Professional development materials should also be offered via the student teaching website. These materials should include, but not be limited to, research articles, coteaching tips, coteaching newsletters, and coteaching videos.

In addition to professional development resources for coteaching, the field instructors should continue supporting the partnerships. Findings from the study show that support may be needed in the following areas:

- developing collaborative partnerships
- supporting coplanning efforts between cooperating teachers and teacher candidates
- modeling coplanning skills
- modeling coteaching strategies
- negotiating shared responsibility
- brainstorming solutions to partnership issues (for example: coplanning time, corespect, mutual engagement)

Recommendation 2: Adjust the language of traditional ETE teacher preparation program to acknowledge the cultural shift to collaboration and coteaching

I recommend that the ETE student teaching program faculty consider revising their language, from the age-old language of teacher preparation and to language that reflects the shift to teacher preparation using collaborative approaches to meet pupils' learning needs. A change in mind-set or habit of mind is only one obstacle to organizational change. The jargon of coteaching (words such as corespect, coplanning, and coresponsibility) became the impetus for a new kind of discourse among the partnerships. In the coteaching classrooms, teacher candidates become ***coteachers***, instead of student teachers or teacher candidates. Cooperating teachers also became ***coteachers***. The student teaching experience becomes a ***collaborative teaching*** experience that provides opportunities for preservice coteachers to learn to teach and more importantly focus on pupils' learning. The focus on pupils' learning and pupils' development is represented in the Council for the Accreditation of Educator Preparation Standards (CAEP) when defining clinical experiences. Even with a common focus on pupils' learning, CAEP (2013) utilizes different terminology

to reflect partnership roles. For instance, the term *candidate* is used to reference "individuals preparing for professional educational positions" (p.3). All school-based individuals who serve the candidates' professional development are defined as *clinical educators* (p.7). Though I acknowledge the intent of CAEP language, the term *candidate* omits the collaborative roles needed to focus on pupils' learning. The *Coteaching Guide* (Appendix I) captures the suggested language for a coteaching approach. I recommend adoption of new language to capture the essence of a collaborative teacher preparation framework. Words such as student teaching, teacher candidate, and cooperating teacher should be replaced with collaborative language. Collaborative teaching, preservice coteacher, and clinical educator should be considered. Bowman, Madjaroff, and Ronch (2010) agree that culture change is incomplete without language change. Transitioning from a traditional approach for teacher preparation to a more collaborative approach is a cultural shift for all stakeholders (districts, schools, cooperating teachers, methods instructors, field instructors, adjunct supervisors, teacher candidates, clinical supervisors, and faculty). The coteaching language supports the cultural shift and conveys the expectations of the newly formed culture and climate of the field experience partnership.

Conclusion

The findings of this study provide evidence that coteaching is a viable solution for addressing concerns raised by administrators, cooperating teachers, and teacher candidates about the traditional model of student teaching. Coteaching supports the teacher candidates, cooperating teachers, pupils, and university's needs to address the national teacher preparation standards. The findings of this study offer points for

professional conversations about the student teaching experience currently being implemented in the ETE program and a framework to better support the needs of our school partnerships and teacher candidates.

Future Research

Future research is imperative to further what is known about the impact of coteaching on teacher preparation programs and teacher candidates as they enter the field. As my work continues with coteaching, I plan to follow-up with the teacher candidates who participated in this study to determine how coteaching impacted their first years of teaching. A second area of interest is to design a follow-up study on the cooperating teachers who participated in this original study and who continue to serve as cooperating coteachers. My interest is on the impact coteaching may have on these teachers' teaching or their professional development. Finally, examining pupils' learning in cotaught classrooms is a significant area in need of additional investigations. As the ETE program transitions to ten-week field experiences, there may be additional opportunities to investigate the impact of coteaching on pupils' learning.

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Appendix A

UNIVERSITY OF DELAWARE ETE TRADITIONAL MODEL WEEKLY SEQUENCE

WEEK	Cooperating Teachers' Roles	Student Teachers' Roles	Observation and Conferences
1	-Orient student teacher. -Demonstrate teaching practices. -Review letter of introduction. -Decide on project topic: TWS or ABI (spec. ed.) -Begin long-range planning. -Review lesson plans.	-Observe cooperating teacher using suggested forms. -Distribute approved letter of introduction. -Assist cooperating teacher and provide individual assistance for students. -Decide on project topic: TWS or ABI (spec. ed.) -Plan and teach 1 lesson	Informal observations Formative Observation Form (Pathwise -Domain A)
2	-Review lesson plans and newsletter. -Continue long-range planning.	-Observe specialists using suggested forms. -Plan and teach at least 1 subject area daily. -Observe and assist cooperating teacher.	Informal observations Formative Observation Form- Preservice Pathwise- Domains A, B, C, D, P (If inexperienced with this form,

			record evidence for one domain at a time.) **Formal Observations**
3	-Review lesson plans. -Continue long-range planning. Review project's progress.	-Plan and teach at least 2 subject areas daily. -Share project's progress. -Submit items due to cooperating teacher and coordinator. -Create bulletin board / display	Formative Observation Form Weekly Conference Record
4	-Review lesson plans and provide assistance for all teaching experiences. -Review project and provide feedback.	-Plan and teach at least 3 subject areas daily.	**Formal Observations** Formative Observation Form Weekly Conference Record
5	-Review lesson plans and provide assistance for all teaching experiences. -Review project's progress.	Teach 2 solo half days. -Plan and teach at least 3 or 4 lessons a day.	**Three Way Conference Evaluation Form** Mid-term Three Way Conference (Refer to District Calendar) Formative Observation Form **Formal Observations**

6	-Review lesson plans including solo week plans and provide assistance on all teaching experiences. -Observe project -Review newsletter/webpage	-Plan and teach 2 solo days -Teach 3 or 4 lessons a day -Implement project -Assist cooperating teacher -Create bulletin board/display	Formative Observation From Weekly Conference Record
7	-Begin to write the Final Student Teacher Evaluation -Support student teacher during solo week	-Solo week – plan and teach all subjects - Complete all projects	Formative Observation From Weekly Conference Record
8	-Return blue Praxis book -Submit the Final Student Teacher Evaluation - 3 paper copies - 1 online	-Teach 50% of the week -Submit all finished projects and return all materials -Send out appropriate Farewell Letters	Final Student Teacher Evaluation Report Final Three Way Conference

Appendix B

COTEACHING WEEKLY SEQUENCE-PILOT STUDY

Week	Planning	Teaching	Observations and Conferencing
Professional Development Week	Cooperating teacher orients teacher candidate to school, curriculum, procedures, etc. Plan roles for first week of school Teacher candidate prepares for roles/lessons	N/A	UD coordinator will visit at least once during this week to check in and respond to questions
Week 1 Cooperating teacher and teacher candidate coteach lessons.	Cooperating teacher orients teacher candidate to curriculum and students' characteristics/needs Confirm roles for second week Teacher candidate prepares for roles Coplan for week 2 and identify roles Teacher candidate prepares for week 2	Teacher candidate supports instruction and has small roles within the lessons. Teacher candidate may conduct read aloud, getting to know you activities, calendar activities, etc. Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit at least once during this week

Week 2 Cooperating teacher and teacher candidate coteach lessons.	Cooperating teacher and candidate discuss roles in all lessons Teacher candidate prepares for roles Cooperating teacher and teacher candidate coplan for week 3 – Teacher candidate will assume a lead role for at least one lesson a day Cooperating teacher will support lessons, through an assist role Teacher candidate prepares for lesson implementation	Teacher candidate supports instruction and has small roles within the lessons Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit and observe any lead roles performed by the teacher candidate (small group, read aloud, getting to know you activity, calendar, etc.)
Week 3 Teacher candidate leads at least one lesson per day with coop instructional support Remaining lessons are cotaught	Discuss roles in all lessons Teacher candidate prepares for roles Cooperating teacher and teacher candidate coplan for week 4 – teacher candidate assumes a lead role for at least two lessons a day Teacher candidate prepares for lesson implementation.	Instruction varies depending on chosen coteaching roles Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback. UD coordinator will visit and observe first formal lead lesson Cooperating teacher and teacher candidate conference at the end of the week

			Scores are assigned on the Weekly Conference Record Sheet
Week 4 Teacher candidate leads at least two lessons, coop supports Remaining lessons are cotaught	Discuss roles in all lessons Teacher candidate prepares for roles Cooperating teacher and teacher candidate coplan for week 5: Candidate assumes a lead role for at least three lessons a day Teacher candidate prepares for lesson implementation	Varies depending on chosen coteaching roles Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit and observe formal lead lesson. Cooperating teachers may continue in support role
Week 5 Teacher candidate leads at least three lessons Remaining lessons are cotaught	Discuss roles in all lessons Teacher candidate prepares for roles Cooperating teacher and teacher candidate coplan for week 6 – ½ solo days Candidate assumes a lead role for at least three to four lessons a day Teacher candidate prepares for lesson implementation.	Varies depending on chosen coteaching roles Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit and observe solo lead lesson Cooperating teacher and teacher candidate conference at the end of the week Scores are assigned to the Weekly Conference Record

			Sheet
Week 6 Teacher candidate leads half of the daily lessons	Discuss roles in all lessons Teacher candidate prepares for roles Teacher candidate and cooperating teacher plans for week 7 Candidate assumes a lead role for all instruction, excluding inclusion/TAM classrooms Teacher candidate prepares for lesson implementation	Varies depending on chosen coteaching roles Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit and observe solo lead lessons Cooperating teacher and teacher candidate conference at the end of the week Scores are assigned to the Weekly Conference Record Sheet.
Week 7 Teacher candidate leads all of the daily lessons.	Discuss roles in all lessons Teacher candidate prepares for roles Candidate prepares for lesson implementation	Varies depending on chosen coteaching roles Teacher candidate is responsible for knowing the lessons goals, objectives, and content	Cooperating teacher provides feedback to the teacher candidate via coaching cards and/or verbal feedback UD coordinator will visit and observe lead lessons Cooperating teacher and teacher candidate conference at the end of the week

			Scores are assigned to the Weekly Conference Record Sheet
Week 8 Teacher candidate leads at least 50% of the lessons	Discuss roles in all lessons Teacher candidate prepares for roles Candidate prepares for lesson implementation.	Varies depending on chosen coteaching roles	Cooperating teacher, UD coordinator, and teacher candidate meet for a final conference.

Appendix C

TEACHER CANDIDATES' FOCUS GROUP PROTOCOL

1. In what ways did coteaching help you learn to teach?

2. In what ways did coteaching hinder your learning to teach?

3. I imposed a particular structure onto the coteaching model you used.
    a. What recommendations do you have for changes to this structure?
    b. Why or in what ways would your suggestions or recommendations enhance future teacher candidates' work of learning how to teach?

4. The research literature identifies three aspects as needed for successful coteaching: individual responsibility, collective responsibility, and corespect. Over the course of the semester, in what ways did you see yourself take on these behaviors?
    a. In what ways did you see your cooperating teacher take on these behaviors?
    b. Were any one of these behaviors more challenging to exhibit or take longer to develop than another? Why?

5. Planning, teaching and reflecting are key components of successful teaching. How did each happen in your classrooms?
    a. What challenges did you experience relative to each?
    b. What suggestions do you have to solve or remedy the problems you experienced?

6. Do you think that coteaching or some modified form of this model of learning to teach is worth continuing for future teacher candidates?
    a. If yes, explain why?
    b. If no, what do you think would work better?

7. In what ways or what areas did you see improvement by the end of the coteaching
   experience?

8. Is there anything that we didn't discuss or you would like to discuss about the coteaching model?

Appendix D

TEACHER CANDIDATES' INDIVIDUAL INTERVIEW PROTOCOL

1. Tell me about your personal experience with the coteaching model.

2. What were your roles during the planning process?

    Can you describe specific examples?

3. What were your roles during instruction?

    Can you describe specific examples?

4. When did you typically reflect on your instruction?

    Did your cooperating teacher coreflect with you?

    What were your roles during reflective conversations?

    Can you describe specific examples?

5. Is there anything else you would like to share about your experiences with the coteaching model? Do you have friends who participated in a different student teaching model? Did you talk about or compare your experience with them? If so, what kinds of things did you say to them or conclude?

6. Is there anything that we did not discuss that you would like to discuss about your coteaching experience?

Appendix E

COOPERATING TEACHERS' INDIVIDUAL INTERVIEW PROTOCOL

1. In what ways did coteaching help your teacher candidate learn to teach?

2. In what ways did coteaching hinder your teacher candidate in learning to teach?

3. I imposed a particular structure onto the coteaching model you used.
   a. What recommendations do you have for changes to this structure?
   b. Why or in what ways would your suggestions or recommendations enhance future teacher candidates' work of learning how to teach?

4. Planning, teaching, and reflecting are key components of successful teaching. How did each happen in your classroom?
   a. What challenges did you experience relative to each?
   b. What suggestions do you have to solve or remedy the problems you experienced?

5. When you plan with the teacher candidate, are your roles different in the coteaching model compared to the traditional model or another university's model? Can you describe specific examples of this comparison?

6. When you instruct with the teacher candidate, are your roles different in the coteaching model compared to the traditional model or another university's model? Can you describe specific examples of this comparison?

7. When you reflect with your teacher candidate are your roles different in the coteaching model compared to the traditional model or another university's model? Can you describe specific examples of this comparison?

8. How did coteaching impact your pupils' learning?

9. Do you think that coteaching or some modified form of this model of learning to teach is worth continuing?
   a. If yes, explain why.
   b. If no, what do you think would work better?

10. Is there anything else you would like to share about your experiences with the coteaching model or the traditional model?

Appendix F

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

RESEARCH OFFICE

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DATE: December 13, 2010

TO: Stephanie Kotch, MI
FROM: University of Delaware IRB

STUDY TITLE: [206034-1] Coteaching as an Alternative Method for Teacher Preparation
IRB REFERENCE #:
SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: December 12, 2010
EXPIRATION DATE: December 11, 2011
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

Generated on IRBNet

Appendix G

COOPERATING TEACHERS' INFORMED CONSENT

You are invited to participate in a study to explore the benefits and/or challenges of the coteaching model implemented during the fall 2010 Elementary Student Teaching Experience. The study is being conducted by Stephanie Kotch-Jester, from the University of Delaware School of Education, Educational Leadership Doctoral Program; under the direction of Dr. Carol Vukelich and Dr. Kate Scantlebury. You were selected as a possible participant because you were a cooperating teacher during the fall 2010 semester and you are 19 years of age or older. Below is some important information to help you decide if you would like to participate in this study.

What will be involved if you participate?

If you decide to participate in this study, you will be asked to participate in a focus group session with other participants from your school and an individual interview. You will be asked to share your opinions about the coteaching model and your experience as a participant in the coteaching model. As a participant, you will be asked to participate in both forms of data collection. Both interview sessions will be audio taped. Your time commitment for the focus group interview will be approximately one hour. Your time commitment for the individual interview will be approximately one hour. In total, your participation is 2 hours.

Are there any risks or discomforts?

There are no foreseen risks associated with participating in this study.

Are there any benefits to yourself or others?

There are no immediate benefits to yourself or others as a result of this study. I hope that in the future, the findings will allow me to develop an improved field experience for both cooperating teachers and student teachers. This is yet to be determined, based on the findings of the study.

Will you receive compensation for participating?

There is no compensation available for participating in this study.

What if you change your mind about participating?

You can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data will be withdrawn Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with University of Delaware, The School of Education or the field experience program.

Your privacy will be protected.

Any information obtained in connection with this study will remain confidential. All audio-recordings and paper records related to your involvement in this project will be stored in a locked file cabinet. In any electronic files, you will only be identified by pseudonym and all files are password protected. Pseudonyms will be used in all reports about this project. Information obtained through your participation will be used to fulfill the educational requirement for my doctoral program. In the future, the information obtained may be published in a professional journal and/or presented at a professional meeting/conference.

If you have questions about this study, *please ask them now or* contact Stephanie Kotch-Jester at (302) 245-1924, sakotch@udel.edu or Dr. Carol Vukelich at (302) 831-3000, Vukelich@udel.edu or Dr. Kate Scantlebury, kscantle@udel.edu at (302) 831-4546.

A copy of this document will be given to you to keep.

If you have concerns, questions, or objections about this project, they should be reported to the Chair of the Human Subjects Review Board at 210 Hullihen Hall, University of Delaware at 302-831-2127

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE AND INITIALS ON EACH PAGE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Participant's signature Date	**Investigator obtaining consent Date**
Printed Name	**Printed Name**

Appendix H

TEACHER CANDIDATES' INFORMED CONSENT

You are invited to participate in a study to explore the benefits and/or non-benefits of the coteaching model implemented during the fall 2010 Elementary Student Teaching Experience. The study is being conducted by Stephanie Kotch-Jester, from the University of Delaware School of Education, Educational Leadership Doctoral Program; under the direction of Dr. Carol Vukelich and Dr. Kate Scantlebury. You were selected as a possible participant because you were a student teacher during the fall 2010 semester and you are 19 years of age or older. Below is some important information to help you decide if you would like to participate in this study.

What will be involved if you participate?

If you decide to participate in this study, you will be asked to participate in a focus group session with other participants from your school and an individual interview. You will be asked to share your opinions about the coteaching model and your experience as a participant in the coteaching model As a participant, you will be asked to participate in both forms of data collection. Both interview sessions will be audio taped. Your time commitment for the focus group interview will be approximately one hour. Your time commitment for the individual interview will be approximately one hour. In total, your participation is 2 hours.

Are there any risks or discomforts?

There are no risks to you by participating in these interviews. As a student teacher participant, you may be concerned about your feedback and impact on your field

experience final report or final grade. Final reports and final grades for the Elementary placement have been submitted to the Office of Clinical Studies, prior to your invitation to this study. Your final report and grade will not be impacted as a result of your participation in this study.

Are there any benefits to yourself or others?

There are no immediate benefits to yourself or others as a result of this study. I hope that in the future, the findings will allow me to develop an improved field experience for both cooperating teachers and student teachers. This is yet to be determined, based on the findings of the study.

Will you receive compensation for participating?

There is no compensation for participating in this study.

What if you change your mind about participating?

You can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data will be withdrawn. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with University of Delaware, The School of Education the field experience program.

Your privacy will be protected.

Any information obtained in connection with this study will remain confidential. All audio-recordings and paper records related to your involvement in this project will be stored in a locked file cabinet. In any electronic (computer) files, you will only be identified by pseudonym and all files are password protected. Information obtained through your participation will be used to fulfill the educational requirement for my doctoral program. In the future, the information obtained may be published in a

professional journal and/or presented at a professional meeting/conference.

Pseudonyms will be used in all reports about this project.

If you have questions about this study, *please ask them now or* contact Stephanie Kotch-Jester at (302) 245-1924, sakotch@udel.edu or Dr. Carol Vukelich at (302) 831-3000, Vukelich@udel.edu or Dr. Kate Scantlebury at (302) 831-4546, kscantle@udel.edu

A copy of this document will be given to you to keep.

If you have concerns, questions, or objections about this project, they should be reported to the Chair of the Human Subjects Review Board at 210 Hullihen Hall, University of Delaware at 302-831-2137.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE and Initials on each page INDICATE YOUR WILLINGNESS TO PARTICIPATE.

Participant's signature Date	**Investigator obtaining consent Date**
Printed Name	**Printed Name**

Appendix I

INTRODUCTORY INFORMATION

Thank you for accepting the critical role in mentoring a teacher candidate for the next eight weeks! I look forward to working with you and the novice teacher. The Elementary Teacher Education program for Appoquinimink School District will implement a coteaching method for preparing teacher candidates.
The coteaching model provides an opportunity for you, as an experienced teacher to work side by side with a novice teacher and provide opportunities for the teacher candidate to learn to teach! Below is a brief description of the model.

Coplanning

The best method for planning is to set aside time each day or each week to coplan with the teacher candidate. It is easiest to plan one subject in which the teacher candidate will learn how you plan for that particular subject. Focus on particular aspects you think about in the planning process. Remember, as an experienced teacher you automatically consider these factors, but a novice teacher needs to learn and understand what to consider in developing appropriate plans. For example:

- *Where are the students at in regards to the scope and sequence of the content area?*
- *Knowing the characteristics of the students, what is the best method for lesson implementation?*
- *Will accommodations or modifications need to be considered for special needs students?*
- *Do any special materials or equipment need to be prepared?*

After experiencing the coplanning sessions, the novice teacher then accepts the responsibility of planning for their lead teaching lessons. During coplanning sessions the novice teacher reviews their plans with you. The process continues so that the novice teacher has an opportunity to participate in coplanning throughout the experience.

Coinstruction

During the coplanning sessions, you will want to consider the best methods to utilize the **"power of two"** or **"the power of three"** in the classroom. With two teachers in the classroom (sometimes three or four, within inclusion settings), there are numerous possibilities to enhance student learning. The ultimate goal is to reach a fluent instructional level by forming a synchronization of your instruction with the novice teacher. Coteaching is a process, it takes time to develop. Below are some instructional strategies to help you and the novice teacher progress towards coteaching.

Teach and Assist: One teacher takes a lead in providing instruction, while the other teacher is monitoring the classroom for management, understanding, and assisting individual students. As the novice teacher begins to take on lead roles, the experienced teacher remains engaged in the lesson as the support role. Your support roles provide great opportunities to coach the novice teacher, model decision- making skills, or improve instructional practices. Your support roles also provide you with opportunities to work more closely with your students, track progress, observe behaviors, and remain engaged in the classroom.

Center Teaching: Teachers (novice and experienced) divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Groups move from teacher to teacher, sometimes a third or fourth center of independent work may be set up.

Parallel Teaching: Each teacher (novice and experienced) instructs a group of students. The teachers do not exchange groups. This method promotes differentiated instructional strategies based on students needs.

Synchronized teaching: Both the novice teacher and experienced teacher have equal roles in the lesson. The process of stepping forward and stepping back as the lead teacher and/or support teacher is planned.

Solo time is built into the model. Please refer to the weekly pacing guide for specific details.

Cogenerative Dialogue/Reflective Practice

A natural process in our development as professionals is reflection upon our instruction. The coteaching model provides opportunities for you to reflect and discuss lesson

strengths, weaknesses, and strategies for future improvement. Throughout the day, discuss these issues with your novice teacher…thinking aloud improves the education for all learners! Dialogue journals also provide opportunities for you to provide written feedback and for the teacher candidate to reflect upon their own practices.

Appendix J

COTEACHING GUIDE

Elementary Teacher Education (ETE) Program Coteaching Guide (Pilot Edition)

The ETE Coteaching Model

The ETE Coteaching Model provides an opportunity for an experienced teacher to work side-by-side with a University of Delaware preservice coteacher and provides opportunities for the preservice coteacher to learn to teach! As coteachers forming a collaborative partnership, this model serves to meet the needs of all of the participants: the experienced school-based teacher (the clinical educator), the preservice coteacher and the students!

What is Coplanning?

Coplanning is when two or more coteachers collectively reflect on the past learning experiences they provided and prepare for the "next step" learning experiences to meet their students' learning needs. The preservice coteacher will experience first hand how experienced teachers plan for instruction and assessment. A goal of coplanning is for the preservice coteacher to become a contributing member of the planning community. According to Tobin & Roth (2005), the ultimate goal of coplanning is to develop a shared responsibility for the success of a lesson (p.68).

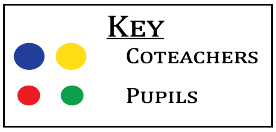
Initially the focus of the coplanning session is on what experienced teachers think about in the planning process. Remember, experienced teachers automatically consider these factors, and a preservice coteacher needs to learn and understand what to consider in developing appropriate plans for instruction. Much of the experienced teacher's tacit knowledge needs to be made explicit for the preservice coteacher. For example:

- *How is the content aligned with Common Core Standards and/or State Standards?*
- *How will student assessment data, prior knowledge, and experiences inform current and future instruction?*
- *Will accommodations or modifications need to be considered for special needs students (e.g., ELL, 504 Accommodations, and children with IEPs)?*
- *What differentiated strategies need to occur to meet the varied tier leaners?*
- *What materials need to be prepared and/or differentiated?*
- *How can the "power of two" or "power of x" be used to best meet students' needs?*
- *How will formative and summative assessment(s) measure each student's progress towards the lesson's essential question/objective(s)/standards?*

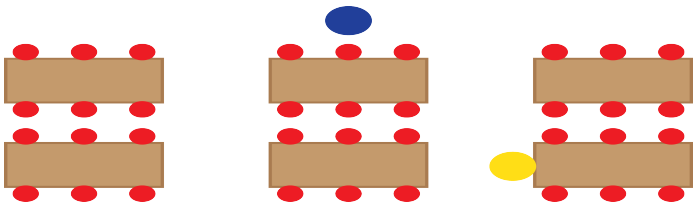
During the coplanning session it is important to communicate all expectations for the week in terms of roles and responsibilities. Plans are made to utilize both coteachers' strengths to best meet the students' needs! After the coplanning sessions, the preservice coteacher then accepts the responsibility of preparing for their lead roles and responsibilities. The coplanning process continues throughout the placement.

What is Coinstruction/Coteaching?

During the coplanning sessions, the coteachers will consider the best methods to utilize the human resources in the classroom. With multiple teachers in the classroom (sometimes three or four, within inclusion settings), there are numerous possibilities to enhance student learning. The critical goal is to reach a fluent instructional level by forming a synchronization of instruction between (or among) the coteachers. The first step is coplanning! Below are some instructional strategies to consider to meet the learning needs of the students.



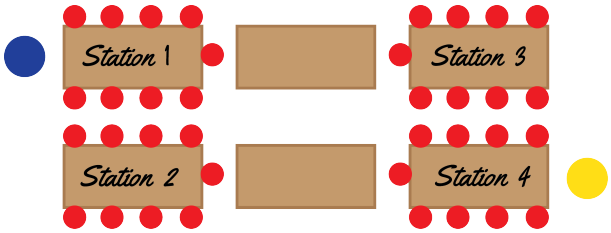
Teach and Assist: One teacher takes a lead in providing instruction, while the other monitors the classroom for management, understanding, and providing assistance to individual students. As the preservice coteacher begins to take on lead roles, the experienced teacher remains actively engaged in the lesson through the assist role. The assist role provides great opportunities to coach the preservice coteacher, model decision-making skills, or model instructional strategies. The assist role also provides the clinical educator (formerly known as the cooperating teacher) with opportunities to work more closely with students, monitor progress, observe behaviors, and remain engaged in the classroom. Even with "Teach and Assist" the lessons need to be coplanned to identify who will assume which role, when, and flow of the lesson.



Example in Action: *During week one of the teaching experience, Mr. K (preservice coteacher) is taking the lead role for Problem of the Day. While Mr. K is listening intently to students' strategies for solving the problem, he is unfamiliar with some connections to previous learning. From the coplanning session, Mr. K knows that his clinical educator will be actively supporting instruction and may model connections. From the coplanning session, Ms. O (clinical educator) is prepared to help make connections to previous learning if a strategy is shared that was not discussed during the coplanning session. This coteaching strategy provides the students with*

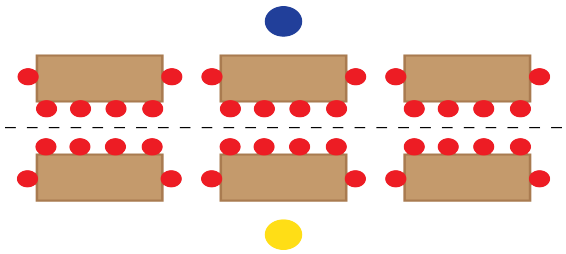
appropriate instruction as Mr. K learns the curriculum and previously learned concepts (Grade 8 Classroom, Spring 2012).

Center Teaching: Coteachers might plan to divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. This is an excellent strategy for differentiation of instruction! Student groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center teaching allows for independent teaching opportunities for the preservice coteacher.



Example in Action: *Ms. J (clinical educator) and Ms. B (preservice coteacher) have coplanned a reading unit. There are four student centers arranged in the classroom. Two of the centers provide students with independent tasks while Ms. J and Ms. B instruct in the remaining two centers. The students transition to a new center every 20 minutes. Ms. J is working on student comprehension through leveled readers. Ms. B is working with students on the weekly skill of cause and effect* (Grade 4 Classroom, Spring 2011).

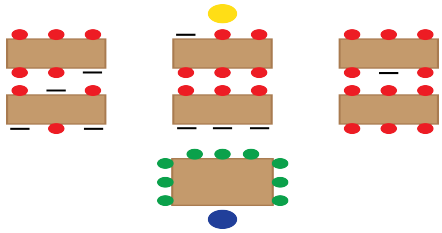
Parallel Teaching: Coteachers create groupings of students to instruct the same content within a small group setting. Each coteacher instructs a group of students. The coteachers do not exchange groups. This method promotes differentiated instructional strategies based on students' needs. Parallel teaching allows for independent teaching opportunities for the preservice coteacher.



Example in Action: *Ms. G (clinical educator) and Ms. S (preservice coteacher) have coplanned a math lesson on adding fractions. To differentiate the instruction, Ms. S is going to instruct 18 students who need time to explore the concept of adding fractions. Ms. G is going to work in another area, in this instance outside of the classroom, with*

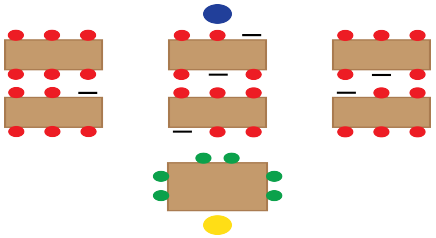
15 students who already have an advanced understanding of adding fraction (Grade 5 Classroom, Fall 2011).

Supplemental Teaching: While one coteacher is leading classroom instruction, the other coteacher can work independently or in small group to help strengthen student learning. This may occur one-on-one or in small groups, and could take many forms including RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment. Groups are **pre-determined** before instruction begins. Supplemental instruction provides for independent teaching opportunities for the preservice coteacher.



Example in Action: *Ms. R (clinical educator) and Ms. A (preservice coteacher) administered a math formative assessment at the end of class yesterday. Ms. A scored the formative assessments and determined that a small group of students would benefit from additional guided practice. Ms. A and Ms. R coplanned two lessons, one to provide instruction for the group of students who are ready to advance their skills and for the group of students who need more guided practice. Ms. A will instruct the small group and Ms. R will instruct the larger group* (Fall 2011, Grade 5 Classroom).

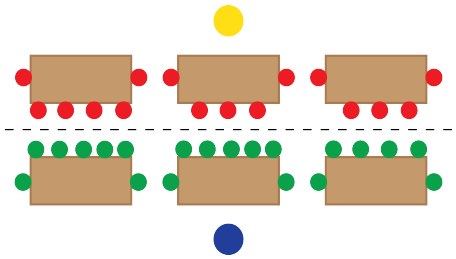
Teach & Regroup: During instruction, one coteacher has the lead role and the other coteacher identifies students who may be struggling or advanced with the concept. The non-lead coteacher regroups a smaller group of students from the whole group to provide more individualized small group instruction (extension or remediation). Decisions for regrouping occur **during** instruction. Teach & Regroup provides for independent teaching opportunities for the preservice coteacher.



Example in Action: *Ms. T (preservice coteacher) is teaching math to an inclusion group of fourth grade students. During the course of the math instruction the two clinical educators of the classroom are monitoring the students' understanding through observations as they walk through the classroom. Mrs. B (clinical educator)*

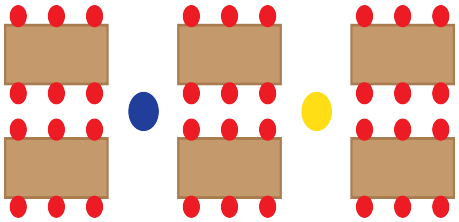
notices four students who are missing a key concept in adding fractions and are falling quickly behind the pace of the lesson. Mrs. B pulls the four students to a small table at the side of the classroom to individualize their instruction. Ms. T (preservice coteacher) and Mrs. V (special education teacher/clinical educator) continue in their roles for the coplanned lesson (Spring 2011, Grade 4 Classroom).

Alternative/Differentiated: Similar to parallel/split class teaching, a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated. Differentiated instruction provides for independent teaching opportunities for the preservice coteacher.



Example in Action: *Ms. G (clinical educator) and Ms. J (preservice coteacher) are coplanning a sequencing skills lesson. The coteachers decide to instruct two small groups of students based on interest. Ms. G is planning a sequencing lesson with a nature story and Ms. J is planning a sequencing lesson with a story about outer space* (Spring 2011, Grade 2 Classroom).

Synchronized Teaching: The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is planned. Coteachers tend to have equal lead roles in the lesson.



Example in Action: *Ms. N (preservice coteacher) is coteaching with Ms. E and Ms. G (clinical educators) in a first-grade inclusion classroom. They have coplanned a science lesson on the types of clouds. As the lesson progresses, Ms. N has the lead role in introducing the lesson, Ms. E shares a connection to a recent reading story, Ms. G signals that she also has a connection to a movie she recently saw on T.V. The lesson progresses as all three coteachers have equal roles in the lesson and*

seamlessly steps into the lead role and fade back out as another coteacher steps forward. (Fall 2011, Grade 1 Classroom).

Cogenerative Dialogue/Coreflection

A natural process in our development as professionals is reflection upon instruction. Coteaching provides opportunities for the clinical educator and preservice coteacher to reflect and discuss each lesson's strengths, weaknesses, and strategies for future improvement. These coreflection sessions are a form of cogenerative dialogue! Throughout the day, discuss instructional strategies, observations about student learning…thinking aloud improves the education for all learners!

Example in Action: Did you know that cogenerative dialogues might occur during a lesson! Research in coteaching calls this a "huddle"! Here is an example:

Ms. P (clinical educator) is teaching a math lesson to her second graders. The students are exploring two-digit addition. Ms. S (preservice coteacher) is supporting instruction by monitoring the students and attending to individual needs. Both Ms. S and Ms. P realize that several students are really struggling with the new concept. As the students continue to discuss strategies in their small groups, Ms. S and Ms. P meet in the corner of the room to discuss their observations of students' progress/learning. After a few minutes they decide to make a lesson adjustment. Ms. P decides to take a small group of students to the back table while Ms. S continues the lesson with the remaining second graders (Grade 2 Classroom, Fall 2011).

Preparing for Coteaching

Week(s) before field experience begins – The clinical educator and preservice coteacher begin to prepare for the coteaching experience.

Clinical Educator

- ✓ Arrange a mutually convenient time for an orientation with UD Field Instructor.
- ✓ Expect a contact email or phone call from the preservice coteacher. She/he will ask to arrange a time to visit the partner school and classroom
- ✓ The preservice coteacher will be curious about previously learned content and expected content to be taught during the coteaching experience. Please provide copies of learning maps or access to information such as curriculum materials that can help them prepare for the content.
- ✓ Prepare a professional workspace for the preservice coteacher. If an additional teacher's desk is not available or cannot fit into your classroom, consider a card table or similar table. Please avoid using a student's desk. It sends a message to your students that the preservice coteacher is not a "real teacher."
- ✓ As you plan to prepare your students for the preservice coteacher's arrival, consider introducing the University of Delaware preservice coteacher as your "coteacher" instead of the dated term "student teacher."
- ✓ Place the University of Delaware preservice coteacher's nametag on door near your name (to be provided by UD Field Instructor).
- ✓ If time permits, coplan for week 1. If time is limited, as you plan for Week 1, plan ways to incorporate the preservice coteacher into the lessons either by assisting or small roles (read aloud, morning work, and routines, etc.). Please refrain from independent management roles until at least Week 3. The preservice coteacher needs time to build rapport, trust, and confidence with the students.
- ✓ Prior to the preservice coteacher's first day, provide the first week's lesson plans to the preservice coteacher. Communicate role expectations for week 1.
- ✓ Prior to the preservice coteacher's first day, consider shared responsibilities. How do you envision sharing classroom responsibilities with the preservice coteacher?

You may remember your own "student teaching experience" in which you sat for a few days for the first week and observed. This model is very different. Be sure to have your preservice coteacher actively engaged from the very first day. Clarify roles with the preservice coteacher and tasks during the initial days of school.

Preservice Coteacher

- ✓ Contact your clinical educator to introduce yourself. Arrange a time to meet with the clinical educator to discuss important information and to meet the students.
- ✓ Complete the preservice coteacher bio and provide a copy to the clinical educator and school administration.
- ✓ Review the district website and school website to learn more about the setting in which you will be teaching.
- ✓ Review the Common Core and/or State Standards/Curriculum for your assigned grade level.
- ✓ Review the Common Core and/or State Standards/Curriculum from the previous grade level to develop an understanding of previous learned concepts.
- ✓ Examine the content to be taught during your field experience (curriculum guides, learning maps).
- ✓ Prepare a Teaching Notebook.
- ✓ Prepare a Letter of Introduction.
- ✓ Contact your clinical educator prior to the first week to obtain a copy of Week 1 lesson plans. You are an important resource in this classroom. Clarify your roles with the clinical educator and be prepared to be an active coteacher on the first day!
- ✓ Record roles and responsibilities on planner.
- ✓ Prepare for Week 1 roles.
- ✓ Prepare a "Getting to Know You" activity.

Coteaching Conversations

Coteaching requires collaboration and time to get to know each other on a professional level. During the first two weeks of the field experience (*The Grounding Weeks*), it is important to have professional and collaborative conversations around important coteaching topics. Over the first two weeks, please arrange times to review and discuss the following information and questions. Response sheets are included as a guide for coteachers' dialog and to record any important highlights/notes.

Corespect

Research Says....Scantlebury, Gallo-Fox, & Wassell (2007) described corespect occurring "when teachers viewed each other as peers and had the expectation that each person provided valuable insight and knowledge that improved her/his teaching. For successful coteaching, all teachers, regardless of experience or expertise, had to respect each other's talents and value the contributions that each individual could make to the classroom. Mutual co-respect provided room to maneuvre within coteaching, and share voices, ideas and control" (p.975).

Clinical Educators' Thoughts *on Corespect*
"We were in it together and I think…we were both treated as individuals. We worked together but we respected each other, so they blended." (Grade 4 Clinical Educator)

Preservice coteachers *"bring a lot of new things to the classroom, not just their energy but their ideas, technology…it helps me to become a better teacher."* (Grade 2 Clinical Educator)

Preservice coteachers' Thoughts on Corespect
"We need to work well together, even if we don't have the same ideas about something. We need to work on that before we go teach, because we can't have conflicting ideas. We are both equals in the classroom. I know what really helped was that I was introduced as the other teacher in the class. I was never the "student teacher"…right off the bat, it was we are both teachers." (Grade 3 preservice coteacher)

"This means two or more people respect each other. Respect is not a one-way street and just like coresponsibility, corespect is another word that defined my teaching placement. My coteachers and I all respected each other, we listened to each other's ideas, and we all worked with each other to provide quality instruction to these students." (Grade 1 preservice coteacher)

Corespect Discussion Questions & Response Sheet

How do we each define professional respect for each other?

How will we respect each other's:

a. work space

b. materials

c. ideas

d. teaching style

e. feedback

f. experience

How will we ensure regular communication with each other?

Additional ideas we discussed about corespect.

Additional questions we had about corespect.

Coresponsibility/Collective Responsibility/Shared Responsibility

Research Says....Scantlebury, Gallo-Fox, & Wassell (2007) decribed coresponsibility as "All coteachers were equally responsible for making sure that coteaching occurred successfully. Co-responsibility occurred when each teacher assumed responsbibility for all of the classroom: the instruction, the students, and the teaching and learning outcomes. Co-responsibility incorporated equally shared authority, classroom preparation, instruction and other aspects of management " (p.976).

UD Clinical Educators' Thoughts *on Coresponsibility*
"We both have different roles based on the lesson, so you're responsible for your role and I'm responsible for my role. We're both responsible for the learning of the students in the classroom. It's like a team in a way." (Grade 4 Clinical Educator)

"It's not 'figure it out'... it is a joint effort to execute lessons the best way you know how and to reach all the kids." (Grade 3 Clinical Educator)

*"These are **our** children. **WE** are responsbile for all planning, teaching, learning and assessing."* (Grade 3 Clincal Educator).

UD Preservice coteachers' Thoughts on Coresponsibility
" ...taking ownership of everything even if you are in the supporting role. Making sure that you are both on the same page, making sure you are working together, making sure that you are both working together and planning together." (Grade 3 preservice coteacher)

"This means that the responsibility to perform a task is shared between two or more people. It means that people share accountabiltiy, and thus everyone should be actively engaged in the task…" Coresponsibility defines my student teaching experience. My coteachers and I were coresponsible for planning, implementing, and reflecting on instruction." (Grade 1 preservice coteacher*).*

Coresponsibility Discussion Questions & Response Sheet

1. How will we define our roles for each lesson?

2. How will we determine each coteachers' individual responsibilities for lessons?

3. How will we demonstrate equal responsibility for classroom duties?

4. How will we explain our coteaching arrangement to the students and convey that we are equals in the classroom?

5. How will we be consistent in dealing with students' behaviors?

6. How will we assess the effectiveness of our instruction?

7. Additional ideas we shared about coresponsibility.

8. Additonal questions we had about coresponsibility.

9. Focusing on the domain's of teaching, what are our individual strengths for each domain:

Domain	**Clinical educator**	**Preservice coteacher**
Planning		
Instruction		
Assessment		
Management		
Reflection		

Cogenerative Dialogues

Research Says....Scantlebury, Gallo-Fox, & Wassell (2007) describe cogenerative dialogues occuring "when coteachers discuss the issues that impact teaching and learning, and collectively generate solutions to any problems. Cogenerative dialogues are open discussions in which all participants' opinions and voices have equal value..." (p.971-972).

UD Clinical Educators' Thoughts *on Cogenerative Dialogues*
*"I think it's probably the most valuable part…especially since I was involved…If I were the teacher that was sitting back while they were teaching, I probably would have been grading or something, but because I was involved in the lessons, I know everythng that was happening. So it's easy to reflect when you're both involved." (*Grade 4 Clinical Educator)

"*We are always talking about what's going on, what's working what's not working, what we need to change. We definitely tried to look at all of the assessments together. We would always talk about where do we need to improve, where are we noticing the trends and what needs to be done again. If we were in agreeance with what those things were, it was clear to see what needed to be tuaght again, then figure out how to work it back in…"* (Grade 4 Clinical educator)

UD Preservice coteachers' Thoughts on Cogenerative Dialogues
"….I think we reflected together equally. She would ask me 'What do you think?' She would say, as a preservice teacher with all these fresh ideas from Delaware…'What do you think I could have done?' (Grade 3 preservice coteacher)

"It was like mutual reflection…we could bounce ideas off of each other." (Grade 3 preservice coteacher)

"We would discuss how we thought the lesson went. We would talk about things that went well and things that could be improved upon. We would also reflect on the lesson in terms of future instruction-we would decide how to guide instruction in the future based on how the lesson went and based on which students met the lesson's objectives and which did not. When reflecting it was more of a conversation with my cooperating teachers than a one-sided discussion; as with planning, my thoughts were fully valued and I did not feel hesitant or nervous to share my opinions." (Grade 1 & 2 preservice coteacher).

*The conversations you have been having about corespect and coresponsibility are forms of cogenerative dialoguing☺ I encourage you to continue these conversations as you coplan for student learning and experience the day to day issues in the classroom! Communication is key to a successful coteaching experience

Discussion Question: Is there anything else that our partnership needs to discuss or clarify?

Field Instuctor's Roles

The field instructor will take an active role to support the clinical educator and the preservice coteacher throughout the experience. Initial professional development sessions will focus on developing coteaching partnerships between clinical educators and preservice coteachers to meet the learning needs of the classroom students. University field instructors will also serve to:

- develop collaborative partnerships
- support coplanning efforts between clinical educators and preservice coteachers
- model coplanning skills
- model coteaching strategies
- negotiate shared responsibility
- brainstorm solutions to partnership issues (e.g.: coplanning time, corespect, mutual engagement)
- provide instructional support
- conduct observations sessions
- provide instructional feedback
- conduct partnership conferences
- conduct preservice coteacher instructional conferences

Coteaching Week 1

Grounding Week – The clinical educator plans to actively engage the preservice coteacher into the classroom environment and school environment. The preservice coteacher plans to be actively engaged, supporting classroom instruction, management, and assessment. The preservice coteacher needs to develop an understanding of the school culture and climate through active investigation and participation.

Tip for the Week…

- ✓ Clinical educator, you may remember your own student teaching experience in which you sat for a few days or the first week and observed. Coteaching is completely different. It is imperative to actively engage the preservice coteacher from the very first day. Clarify role expectations and tasks during the initial days of school.

Coplanning	Coteaching	Coreflection

Clinical educator and preservice coteacher coplan and identify roles for first week and begin to coplan for week 2. Preservice coteacher prepares for week 1 and week 2 roles and responsibilities.	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher supports all instruction and has small roles within the lessons (read aloud, getting to know you activities, calendar activities, lesson segment, etc.)	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator leads discussion about relevant lesson components to improve student learning and instruction.

Coteaching Week 2

Grounding Week – All lessons are cotaught, clinical educator and preservice coteacher are actively engaged in classroom planning, assessment, instruction, management, and reflection. Coteaching instructional strategies are selected to best meet the learning needs of the students. Preservice coteacher and clinical educator roles are defined in coplainning session.

Tip for the Week…

- ✓ Clinical educators, your coparticipation with the preservice coteacher is critical in their development! Research shows that "unconscious" learning takes place for the preservice coteacher. The preservice coteacher is "picking up" on your expertise as you model instructional strategies, management techniques, etc.

Coplanning	Coteaching	Coreflection

Clinical educator and preservice coteacher discuss roles in all lessons coplanned for week 2. Preservice coteacher prepares for week 2 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 3 – Preservice coteacher will assume at least one lead role for at least one lesson a day (role is dependent upon coteaching strategy appropriate for student learning).	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher supports instruction and has roles within each lesson.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator leads discussion about relevant lesson components to improve student learning and instruction.

Coteaching Week 3

Preservice coteacher assumes at least one instructional lead role/day. Coteaching instructional strategies are selected to best meet students' learning needs. Preservice coteacher and clinical educator roles define roles in coplanning session.

Tip for the Week…

- ✓ Your rich discussions/cogenerative dialogue helps to make the implicit…explicit to preservice teachers. Please continue to engage in these professional conversations! For the clinical educator and the preservice coteacher these debriefing sessions can lead to a greater understanding of classroom events (Roth, 1998).

Coplanning	**Coteaching**	**Coreflection**
Clinical	Clinical	Clinical educator

educator and preservice coteacher discuss roles in all lessons coplanned for week 3. Preservice coteacher prepares for week 3 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 4 – preservice coteacher will assume at least two lead roles each day.	educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher supports instruction and is beginning to assume additional lead roles in the classroom and lessons.	provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator and preservice coteacher collaboratively discuss relevant lesson components to improve student learning and instruction.

Coteaching Week 4

Preservice coteacher assumes at least two instructional lead roles per day. Coteaching instructional strategies are selected to best meet students' learning needs. Preservice coteacher and clinical educator define roles in coplanning session.

Tip for the Week…

- ✓ Research by Roth & Tobin (2002) shows that students actively seek the help and support of coteachers when they are participating in a lesson (p.63). This can only mean…greater success for student learning!

Coplanning	Coteaching	Coreflection
Clinical educator and candidate discuss roles in all lessons coplanned for week 5. Preservice coteacher prepares for week 5 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 6. The partnership should be settling in and you are in a rhythm of planning instruction via multiple teachers. The preservice coteacher should continue to have multiple lead roles each day as you both coteach for student success!	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher leads and supports instruction.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator and preservice coteacher collaboratively discuss relevant lesson components to improve student learning and instruction.

Coteaching Week 5

Preservice coteacher assumes at least three instructional lead roles per day. Coteaching instructional strategies are selected to best meet students' learning needs. Preservice coteacher and clinical educator define roles in coplanning session.

Tips for the Week…

- ✓ This is a good week for the clinical educator to begin stepping back from procedures such as taking attendance, lunch counts, morning routine, walking students to lunch, related arts, recess, etc. The preservice coteacher has coparticipated in these procedures and routines for a month. They are ready to assume lead responsibilities for these duties. Please continue to be coresponsible for dismissal.

- ✓ Carlise (2010) found that the most effective coteachers involved all stakeholders supporting each other and complimenting each other's roles in the classroom (p.137).

Coplanning	**Coteaching**	**Coreflection**
Clinical educator and preservice coteacher discuss roles in all lessons coplanned for week 5. Preservice coteacher prepares for week 5 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 6. The preservice coteacher should continue to have multiple lead roles each day as you both coteach for student success!	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher leads and supports instruction.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator and preservice coteacher collaboratively discuss relevant lesson components to improve student learning and instruction.

Coteaching Week 6

Preservice coteacher assumes multiple instructional lead roles per day. Coteaching instructional strategies are selected to best meet students' learning needs. Preservice coteacher and clinical educator define roles in coplanning session.
Tip for the week…

- ✓ You may be worried that coteaching isn't providing enough "solo" opportunities for the preservice coteacher. Research shows that coteaching offers a structure for preservice coteachers to access the resources that foster enhanced opportunities to become reflective, proficient teachers (Wassell, 2005).

Coplanning	**Coteaching**	**Coreflection**
Clinical educator and preservice coteacher discuss roles in all lessons coplanned for week 6. Preservice coteacher prepares for week 6 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 7. The preservice coteacher should continue to have multiple lead roles each day as you both coteach for student success!	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher leads and supports instruction.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator and preservice coteacher collaboratively discuss relevant lesson components to improve student learning and instruction.

Coteaching Week 7

Preservice coteacher assumes multiple instructional lead roles per day. Coteaching instructional strategies are selected to best meet students' learning needs. Preservice coteacher and clinical educator define roles in coplanning session.

Tip for the week…

- ✓ Enjoy the last full week of your partnership! This is a great week to experiment with a new instructional strategy or try a lesson that you always wanted to do if you had extra human resources in the room!

Coplanning	Coteaching	Coreflection
Clinical educator and preservice coteacher discuss roles in all lessons coplanned for week 7. Preservice coteacher prepares for week 7 roles and responsibilities. Clinical educator and preservice coteacher coplan for week 8.	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher leads and supports instruction.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Clinical educator and preservice coteacher collaboratively discuss relevant lesson components to improve student learning and instruction.

Coteaching Week 8

Preservice coteacher assumes multiple instructional lead roles per day BUT will begin to fade out of the lead instructional roles on the last two days of the placement. Preservice coteacher and clinical educator roles define roles in coplanning session.

- ✓ If you have any ideas/suggestions for improvement of this coteaching model, please feel free to share your ideas at the final conference.

Coplanning	Coteaching	Coreflection
Clinical educator and preservice coteacher discuss roles in all lessons coplanned for week 8. Preservice coteacher prepares for week 8 roles and responsibilities. Consider your coteaching process for M-W then the preservice coteacher will begin to fade from lead instructional roles.	Clinical educator and preservice coteacher coteach lessons and work collaboratively to meet students' learning needs. Preservice coteacher leads and supports instruction. Preservice coteacher begins to fade from lead instructional roles during the last two days in the classroom.	Clinical educator provides feedback to the preservice coteacher via Reflective Journal and/or verbal feedback. Collaboratively discuss relevant lesson components to improve student learning and instruction.

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