

Co-Teaching Data

VCSU student teachers complete an Exit Survey shortly before graduation. The survey includes several questions about co-teaching. Which strategies were used? How often? Do you believe the strategies were effective?

Over 900 student teachers have had the opportunity to complete these Exit Survey items related to co-teaching since the Fall of 2012. Not every student teacher has claimed to have used every co-teaching strategy. The cooperating teacher and teacher candidate utilize the strategy or strategies that work best for them in their situation.

Check all strategies used and provide the number indicating the level of effectiveness in the box on the right

| Criteria | Very Effective | Somewhat | Minimally | Not at all | Total Count |
|-------------------------------------|----------------|----------|-----------|------------|-------------|
| One teach, one observe | 69.10 % | 26.97 % | 3.35 % | 0.58 % | 686 |
| One teach, one assist | 80.96 % | 17.69 % | 1.2 % | 0.15 % | 667 |
| Parallel Teaching | 70.08 % | 25.98 % | 2.76 % | 1.18 % | 254 |
| Station Teaching | 82.61 % | 14.58 % | 2.56 % | 0.26 % | 391 |
| Supplemental Teaching | 74.24 % | 23.14 % | 2.62 % | 0 % | 229 |
| Alternative/Differentiated Teaching | 80.67 % | 17.18 % | 2.15 % | 0 % | 326 |
| Team Teaching | 82.68 % | 15.37 % | 1.95 % | 0 % | 410 |

How often have you and your cooperating teacher been able to use co-teaching strategies?

| | Total | Percent |
|---------------------|------------|---------|
| Everyday | 301 | 32.75% |
| 2 or 3 day per week | 283 | 30.79% |
| Once a week | 81 | 8.81% |
| A few times | 211 | 22.96% |
| Not at all | 43 | 4.68% |
| Total | 919 | |

| Criteria | A great deal | Somewhat | Minimally | Not at all | Total Count |
|--|--------------|----------|-----------|------------|-------------|
| To what extent did your co-teaching experiences positively impact your time for solo teaching? | 71.11 % | 21.17 % | 4.63 % | 3.09 % | 907 |
| To what extent did the use of co-teaching strategies impact your development as a teacher? | 73.18 % | 18.76 % | 5.08 % | 2.98 % | 906 |
| Did the use of the co-teaching model strengthen your relationship with your cooperating teacher? | 72.14 % | 20.31 % | 3.88 % | 3.66 % | 901 |

Analysis: Over 900 student teachers have contributed to these Exit Survey items related to co-teaching since the Fall of 2012. The first data set above indicates that each co-teaching strategy has favorable ratings for being “Very Effective” or “Somewhat Effective”, over 96% or higher. The second data set displays that over 95% of the student teachers believe that co-teaching strategies were utilized. The third data set indicates that co-teaching strategies are making a positive impact on the teacher candidates’ development as well as strengthening their teacher candidate and cooperating teacher relationship.

Action: Teacher candidates learn about co-teaching strategies as juniors as they prepare to co-teach in their substitute experiences. Mentors for the substitute teachers help to encourage putting the strategies into practice. The cooperating teacher and teacher candidate utilize the co-teaching strategy or strategies that work best for their learners and classroom situation. The results are a reason for celebrating the program’s efforts to promote co-teaching strategies. The primary benefit for coordinating the talents and efforts of two teachers in a classroom belongs to the learners.