



Let's Co-Teach Together: The Positive and Negative Impacts of Collaborative Teaching

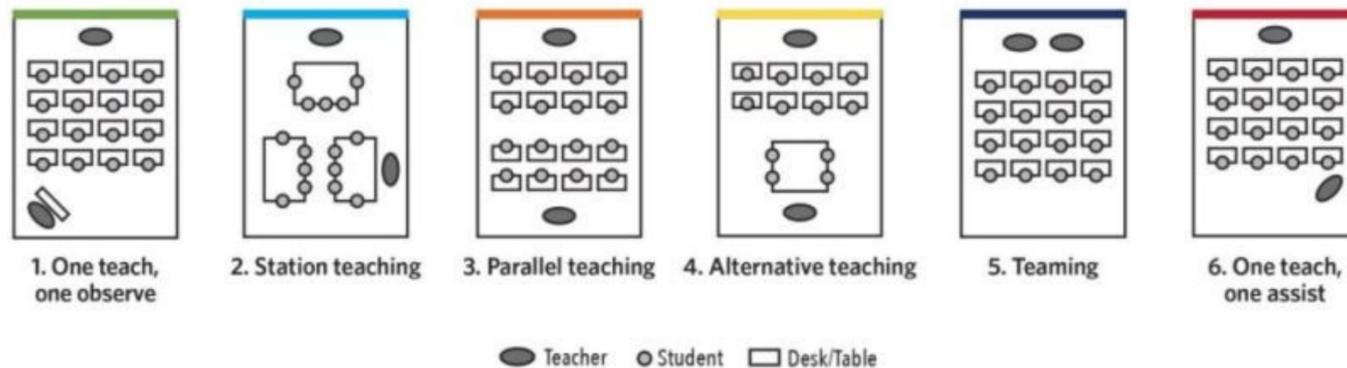
Caitlin M. Crews

Dr. Vanessa Winn

What is Co-Teaching

Co-teaching is when one or more teachers work together and share responsibility for meeting the needs of all the students in the classroom.

Co-Teaching Models



Barriers with implementation

A lack of proper training for both teachers and administration cause some barriers in proper collaborative teaching. Lack of time, proximity of facilities as well as limited regulation have been reported as environmental troubles. Personal barriers such as lack of motivation and negative attitudes towards co-teaching created barriers in the classroom as well.

What a co-taught classroom looks like

Originally when collaborative teaching was implemented, a general educator and special educator certified in special education were needed. As more classroom have adopted this teaching method, a student teacher and general educator or two general educators are common to see in the classroom.

Positive Impacts on Students

Students have reported having more confidence when it comes to understanding the content taught in the class. Standardized test scores also increased in 4th-8th grade students.

Positive Impacts on Teachers

Teachers gained a new skill set when they taught collaboratively that allowed increased time spent with their students. Teachers' competence in subjects and social emotional needs increased as well.

TEAM Method

T- Trust

Trust amongst teachers, students and administration. Positive, honest relationships that promote honest feedback.

E-Engage

Make sure everyone is involved in the planning, offer encouragement and value expertise of all people.

A-Align

Aligning discipline, teaching styles and expectations is important. Discussing values and working toward an "and" not an "or" mindset creates better planning.

M-Maintain

Maintain a positive relationship with all people, have reflective discussions and give and be open to descriptive feedback.

Professional Development

Teachers can improve their planning, overall instruction, classroom management and consistent strategies to minimize distractions. These are all improved upon by working together to collaborate on strategies, as well as share responsibility.

Citations

- Burks-Keeley, R. G., & Brown, M. R. (2014). Student and Teacher Perceptions of the Five Co-Teaching Models: A Pilot Study. *Journal of the American Academy of Special Education Professionals*, 149–185.
- Chitiyo, J. (2017). Challenges to the Use of Co-Teaching by Teachers. *International Journal of Whole Schooling*, 13(3), 55–66.
- Ciampa, K., & Gallagher, T. (2016). Collaborative Inquiry and Vertical Team Teaching: Implications for Literacy Instruction. *Teacher Educator*, 51(2), 153–174.
- Faraclas, K. L. (2018). A Professional Development Training Model for Improving Co-Teaching Performance. *International Journal of Special Education*, 33(3), 524–540.
- Ghedini, E., & Aquario, D. (2020). Collaborative Teaching in Mainstream Schools: Research with General Education and Support Teachers. *International Journal of Whole Schooling*, 16(2), 1–34.
- Lehane, P., & Senior, J. (2020). Collaborative Teaching: Exploring the Impact of Co-Teaching Practices on the Numeracy Attainment of Pupils with and without Special Educational Needs. *European Journal of Special Needs Education*, 35(3), 303–317.
- Mofield, E. L. (2020). Benefits and Barriers to Collaboration and Co-Teaching: Examining Perspectives of Gifted Education Teachers and General Education Teachers. *Gifted Child Today*, 43(1), 20–33.
- Melynee Naegele, Andrew Gael and Tina Cardone (2017, Chubb, M. (2017, September 29). September 2017. Retrieved April 13, 2021, from <https://buildingmathematicians.wordpress.com/2017/09/>)