


Chapter 8

Co-Teaching in Higher Education for Multi-Perspective Learning

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ABSTRACT

Co-teaching is one of several instructional methods used in the clinical model to educate pre-service teachers. The clinical model, implemented by Shawnee State University (SSU) since the 2014-2015 school year, is a P-12 learner/school/community focused practice where P-12 learning is the priority. This differs from the traditional student teaching model, which is a course-based teacher preparation practice focused on the pre-service teacher and college. This chapter will share the experiences of two SSU professors who teamed up to provide a team-teaching model in the higher education classroom that supported the clinical model tenants.

LITERATURE REVIEW

Co-teaching is defined by Honigsfeld & Dove (2008) as two teachers collaborating to deliver instruction. Co-teaching originated in Special education to address “least restrictive environment” (Honigsfeld & Dove, 2008). There are multiple definitions, according to Honigsfeld & Dove (2008) of co-teaching, however, that depends on the purpose of the collaboration and the context of the instruction. An English as a New Language (ENL) classroom will focus on different goals than a single language classroom, according to Dove & Honigsfeld (2010).

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Co-teaching in the United States was first introduced in the 1970s (Trump & Miller, 1973), but did not become mainstreamed until the late 1980s and early 1990s. This focus on co-teaching became a preferred administrative arrangement to support inclusion of students with disabilities (Cook & Friend, 1995). There were six models of co-teaching that general education and special education teachers could employ to co-instruct large and small groups of students, including (a) one-teach/one observe; (b) one teach/one assist; (c) alternative teaching; (d) parallel teaching, (e) station teaching, and (f) team teaching. Co-teaching has been used at the university-level since 2000 to model co-teaching practices in preparing general and special educators to include students with disabilities in P-12 classrooms (Alvarez-McHatton & Daniel, 2008; York-Barr, J., Bacharach, N., Salk, J., Frank, J. & Beniek, B., 2004). However, co-teaching has most recently been used at the pre-service level to prepare student teachers to co-teach with their collaborating teachers during their clinical practice (Bacharach, Heck, & Dahlberg, 2010; Badiali & Titus, 2012). This is the model from which Shawnee State University adapted its pre-service co-teaching experiences during the clinical year.

Despite the positive implications of using the co-teaching model, many new teachers' concerns center on their implementation of a collaboration model: they are "excited about the potential for co-teaching, but [feel] ill prepared to participate," because they have not taken classes or had practical experience in collaboration prior to being hired (Orr, 2009). Silverman (2007) noted that a real or perceived lack of collaboration skill and experience is concerning because a positive attitude toward collaboration is necessary for an effective inclusion program; all educators, regardless of certification, must regard one another as equal participants, with all parties effectively trained and ready to teach all students.

In a 2019 study concerning supporting student and preservice successes through co-teaching, Barron, Pinter, and Winter note that co-teaching to support preservice and early career teachers is a natural outgrowth of the special education and general education partnerships created in the co-taught classroom when an intern is placed in such a setting. They also state that co-teaching can be a powerful mechanism that supports sharing of responsibility and accountability for student achievement, as well as social, emotional, and behavioral growth (2019). In regards to preservice teacher growth, Barron et al (2019) note that strong leadership from school administrators, commitment and flexibility on the part of classroom teachers, and skills of colleagues results in outstanding growth.

Additionally, Drescher (2017) determined in the study "The Potential of Modelling Co-Teaching in Pre-Service Education" that collaboration skills can be modelled and therefore taught through direct observation and participation. This research involved two themes and two studies that were conducted simultaneously. Study 1 determined that [pre-] service appreciated the collaboration being modelled by their

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