

# Pre-Service Co-Teaching



## REIMAGINING OUR PRACTICE: WHAT'S NEW?

### TRADITIONAL STUDENT TEACHING MODEL

The teacher candidate is placed with a cooperating teacher and university supervisor in the student teaching setting. The teacher candidate spends the first couple of weeks observing, then gradually takes responsibility for teaching one content lesson or class hour. The teacher candidate eventually takes full responsibility for the classroom for many weeks, while the cooperating teacher spends time outside of the classroom.

### CO-TEACHING MODEL

The teacher candidate engages in professional development with potential cooperating teachers and university supervisors to lay the groundwork for collaboration during the co-teaching experience. The teacher candidate is active in the classroom from the first day of the student teaching experience and, since s/he has been involved with the school site since the beginning of the year, engages with learners as a member of a teaching team. The teacher candidate works collaboratively with the cooperating teacher throughout the entire experience, serving as a partner in lesson planning, assessment, and instruction. Unlike the traditional student teaching model, as the work progresses the student teacher has increasing responsibility in the co-teaching relationship for leading the instruction, planning, and assessment - eventually becoming the lead instructor. The cooperating teacher remains engaged as a partner in the classroom, supporting and assessing the needs of the student learners.

For more information contact Stacy Ernst, [sernst@umn.edu](mailto:sernst@umn.edu)