

Co-Teaching in Higher Education

Between Discipline/Within Institution

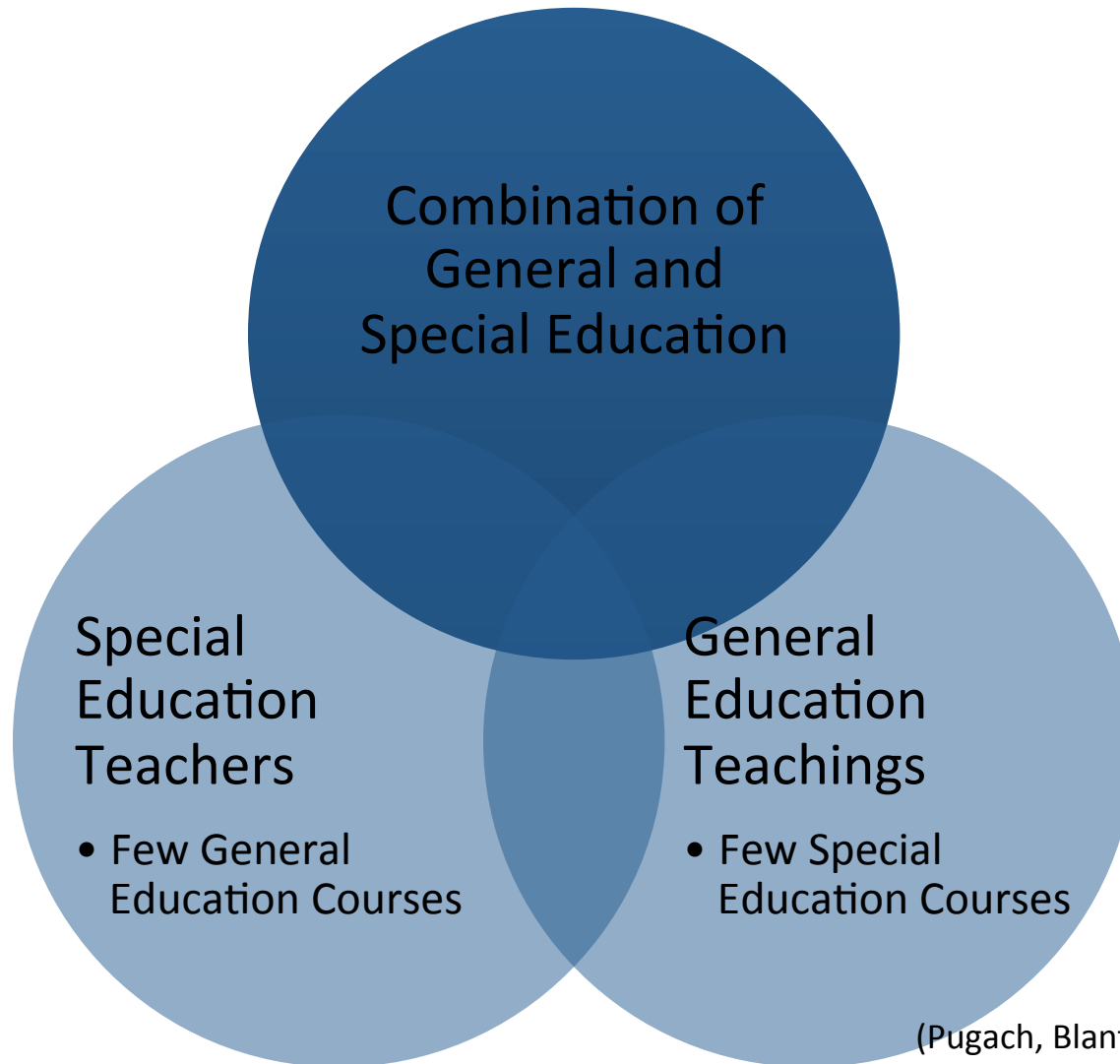
Catherine S. Howerter, Georgia Southern University

OVERVIEW OF DUAL CERTIFICATION PROGRAMS

Training In Preservice Education

- Due to the movement of students with disabilities into the general education classroom, there is an increase in collaborative teacher education preparation programs (Brownell, Griffin, Leko, & Stephens, 2011)
- Nationwide trend toward collaborative programs (Pugach, Blanton, & Correa, 2011)
- Pre-service teachers enrolling in dual certification programs are rapidly increasing (Blanton & Pugach, 2011)

Program Types



(Pugach, Blanton, & Correa, 2011)

Challenges to Dual Certification Programs

- Little understanding and validity of the impact on the training in dual certification programs (Brownell, Griffin, Leko, & Stephens, 2011)
- Discourse between Special and General Education (Blanton & Pugach, 2011)
- Teachers not fully prepared to teach in both area (Blanton & Pugach, 2011)
- Extended coursework and fieldwork (Brownell, Griffin, Leko, & Stephens, 2011)

Benefits of Dual Certification Programs

- Collaboration among faculty members (Oyler, 2011)
- Prepared to work with a range of students
- Prepared to collaborative plan

- What do you believe are the benefits of dual certification programs?

OUR MODEL OF DUAL CERTIFICATION



Collaboration

Special Education
Early Childhood Education (Elementary Education)



GEORGIA
SOUTHERN
UNIVERSITY

Program of Study

Semester 1

- Methods for Inclusive Practices
- Intro to Special Education
- Assessment in SPED
- SPED Procedures
- Cognition and Language
- Foundations of Math

Semester 2

- Creative Arts
- Language & Literacy
- Methods I Practicum
- Social Studies
- Statistics for K-8 Teachings

Semester 3

- Literacy Assessment and Instruction
- Teaching Math
- Science
- Methods II Practicum
- Algebraic Connections for K-8 Teachers
- Classroom Management

Semester 4

- Student Teaching Seminar
- Student Teaching (Co-Teaching)

On-Site Courses



On-Site Courses

- Currently 2 courses on site
 - Behavior Management
 - Middle School
 - Inclusive Practices
 - Elementary School

Student in Actions



iMovie



Sample Class

Topics and Assignments

- Differentiating Instruction
 - Discussion with Classroom Teachers
- Collaboration and Co-Teaching
 - Classroom Discussion with Co-Teaching Pair and Paraprofessional
- Multiculturalism and ELL
 - Juicy Sentence and the Library
- School/Classroom Assessment
 - iMovie Trailer

Student Feedback

- Observations
- School Distractions
(e.g., announcements, dismissal)
- Guest Speakers
- School Environment
- Exposure to Administration
- Interactions Among Staff

Student Feedback

- We are able to go out in the field for observations. I also found the guest speakers to be extremely beneficial.
- It is also good practice to have interruptions during class time, like the speaker who gives the afternoon announcements.
- As future teachers, there are ample opportunities to learn by just sitting in a school. We are learning so much more by just watching and listening to our surroundings that we would if we were in the COE.

Student Feedback

- Being able to observe things and then discuss them in groups or as a class helps keep class from becoming all lecture and, personally, keeps me more engaged and attentive.
- There are many benefits to having class at Julia P. Bryant opposed to COE. First, it places us in an environment that allows us to remain active in our "teacher" perspectives. Being on site is very unique to the program and allows extra time to be around students. Personally, I feel as though it disciplines us for the all day, every day work schedules we may end up with, especially after having already been in placements for four hours. Also, it alleviates the stress of being in a traditional classroom setting in COE. Certain memorable experiences can only be captured at Julia P. Bryant and this is why I totally agree with this setting.

QUESTIONS/COMMENTS

References

- Brownell, M.T., Griffin, C., Leko, M.M., & Stephens, J. (2011). Improving collaborative teacher education research: Creating tighter linkages. *Teacher Education and Special Education, 23*, 235-249.
- Pugach, M.C., & Blanton, L.P. (2009). A framework for conducting research on collaborative teacher education. *Teaching and Teacher Education, 25*, 575-582.
- Pugach, M.C., & Blanton, L.P. (2011). Interrogating the meaning of collaboration and its role in teacher education reform. *Teacher Education and Special Education, 34*, 181-182.
- Pugach, M.C., Blanton, L.P., & Correa, V.I. (2011). A historical perspective on the role of collaboration in teacher education reform: Making good on the promise of teaching all students. *Teacher Education and Special Education, 34*, 183-200.