

# Within Discipline/Within Institution

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# Shippensburg's Rationale for Co-Teaching

- Within Institution/Between Discipline
  - Shippensburg University/Early Childhood Education Program and Special Education Program
- Why?
  - Cultural shift in teacher preparation needs
  - Increasing demand for dually certified teachers
- How?
  - Co-planning/co-programming

# Barriers

Pennsylvania  
Department of  
Education

EGOS

NCATE

FTE

CEC

Roles

PASSHE

NAEYC

So...we got creative! 😊

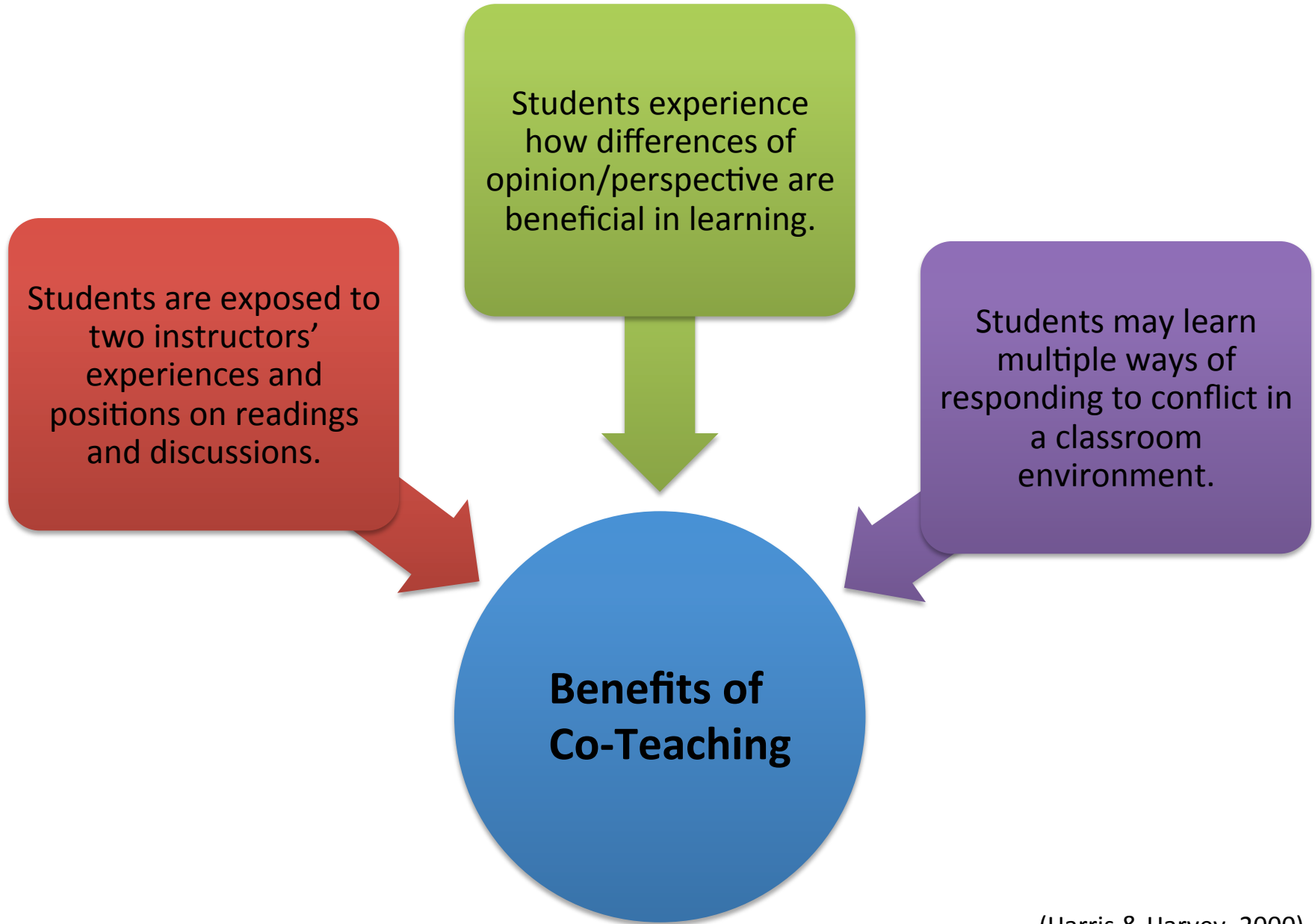


# Creative Solutions

Recoding  
Course  
Identifiers

Co-Teaching  
Student  
Teaching &  
Seminar

Rehousing  
competencies



(Harris & Harvey, 2000)

# Barriers to Co-Teaching

Differences between co-teachers approach to teaching

Limited time for  
-Planning  
-Curriculum development  
-Collaborative teaching

The structure of higher-education is not conducive to co-teaching

(Duchardt, Marlow, Inman, Christensen, & Reeves, 1999; Harris & Harvey, 2000; Harris & Harvey, 2000)

# Recommendations

Collaborate and build/develop trust

Be flexible and collegial

Prioritize cooperative planning times

Use mistakes as learning opportunities

Form teaching and learning partnerships

Challenge yourself to grow professionally

Address problems as a team

# Recommendations cont.

Consider whether multiple instructors is appropriate. Use multiple instructors:

- To increase academic skills
- To develop scholarly attitudes
- Develop multidisciplinary knowledge in upper level courses
- Develop content-specific knowledge

Attend classes taught by co-instructor on multiple occasions

Meet regularly, weekly if possible

Before the semesters begins, establish

- Expectations
- Procedures
- Teaching strategies

Use similar pedagogies when possible

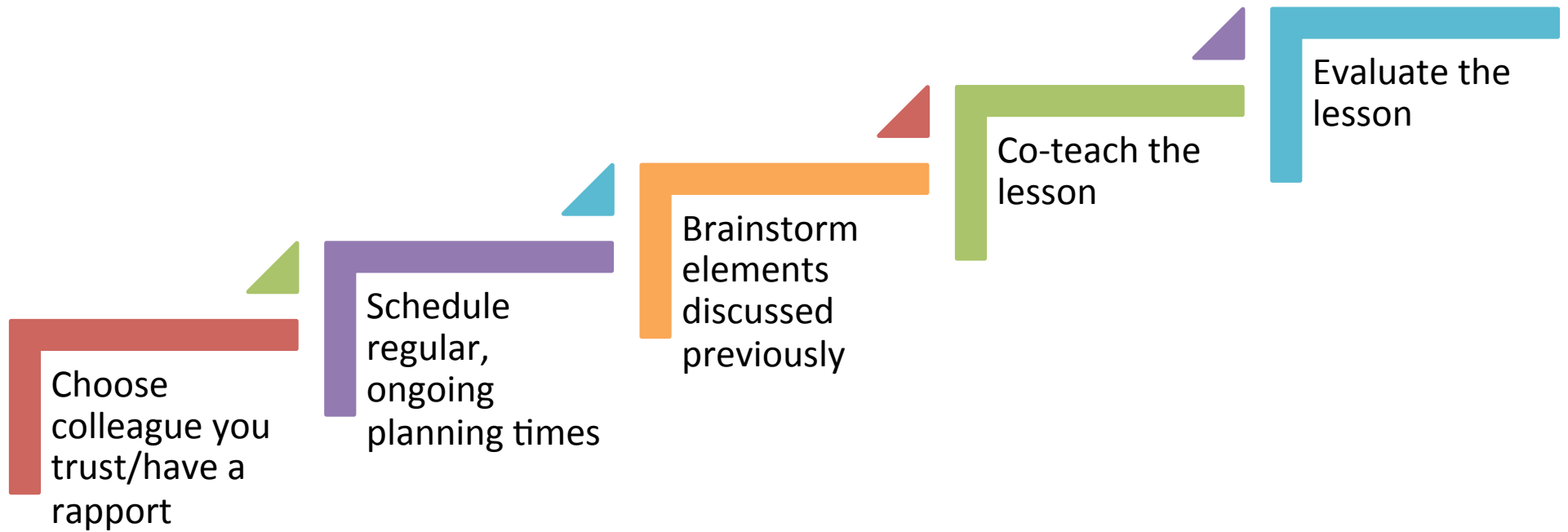
Explain to students the rationale for using two instructors

# Recommendations cont.

## To build an effective team

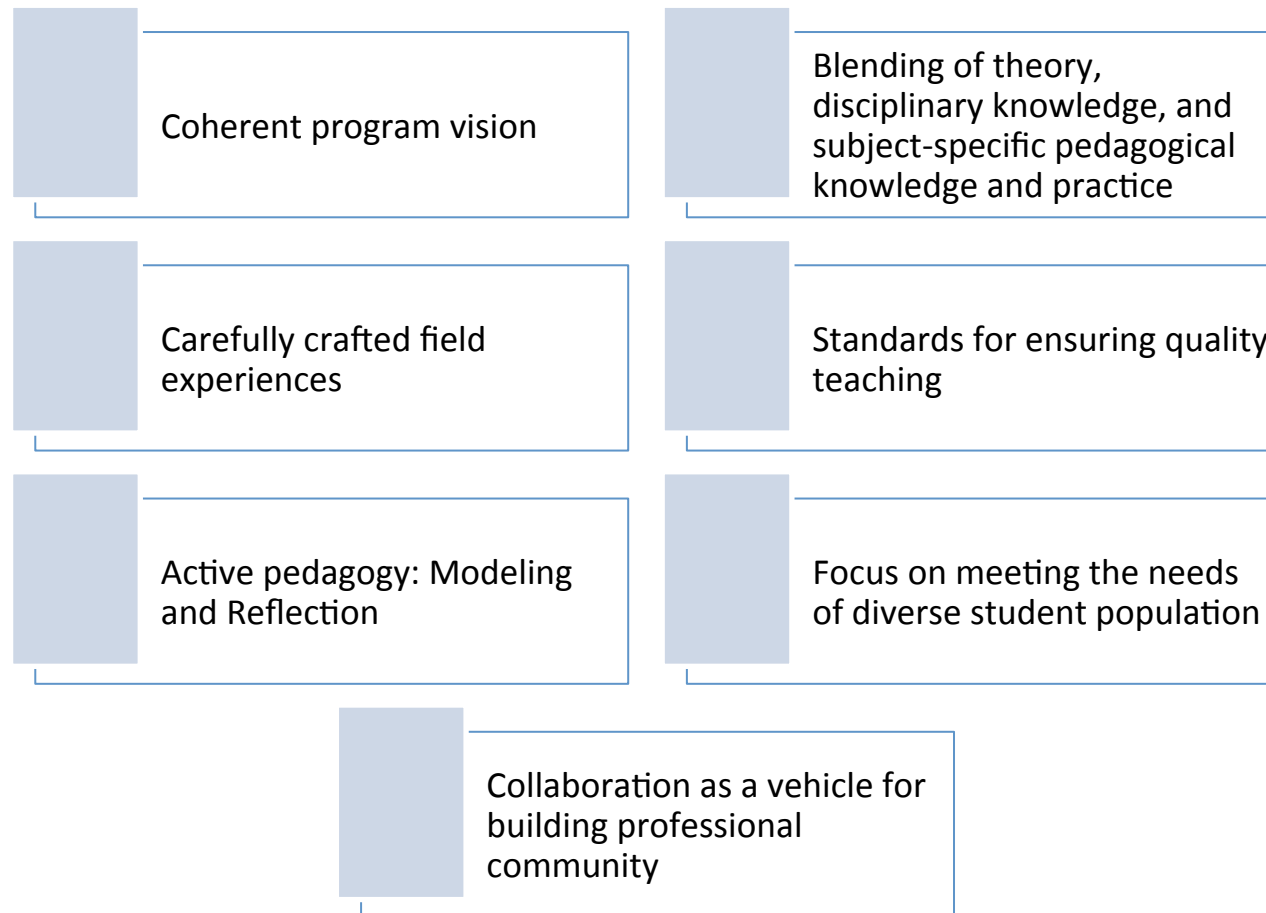
- Decisions should be made by both instructors
- Approach co-teaching experience as an opportunity to learn from your colleagues
- Support and mentor one another

# Stages of Co-Teaching



(Adapted from Duchardt et al., 1999)

# Future Directions and Considerations



Brownell, Ross, Colon, & McCallum, 2003

# References

- Brownell, M.T., Ross, D.R., Colón, E.P., & McCallum, C.L. (2003). *Critical features of special education teacher preparation: A comparison with exemplary practices in general teacher education. (COPSSE Document Number RS-4)*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.
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