The background features a soft, light-colored sun in the upper left corner and a violin on the right side, both rendered in a sketchy, artistic style. The main text is centered and reads:

# Learning to Teach Together!

## What Worked in a Foundational-level Mathematics Co-teaching Project

**NCTM**  
**April 2013**

Ruth Yopp and Mark Ellis  
California State University, Fullerton

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Anaheim Union High School District

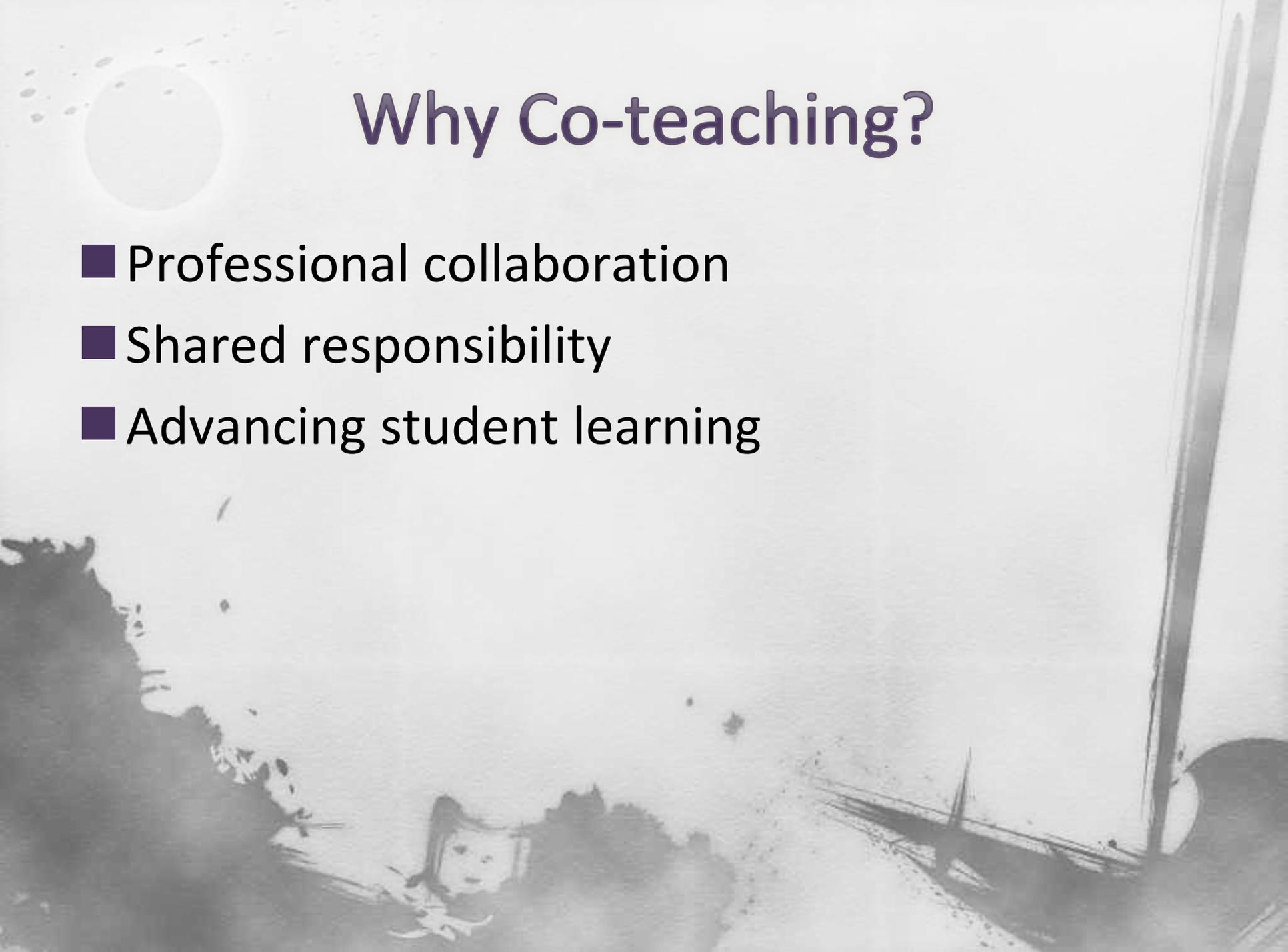
Susie Meza  
Placentia-Yorba Linda Unified School District

# Agenda

- Our context
- Why co-teach?
- Co-teaching models
- Participant feedback
- Tips for success

# Our Context





# Why Co-teaching?

- Professional collaboration
- Shared responsibility
- Advancing student learning

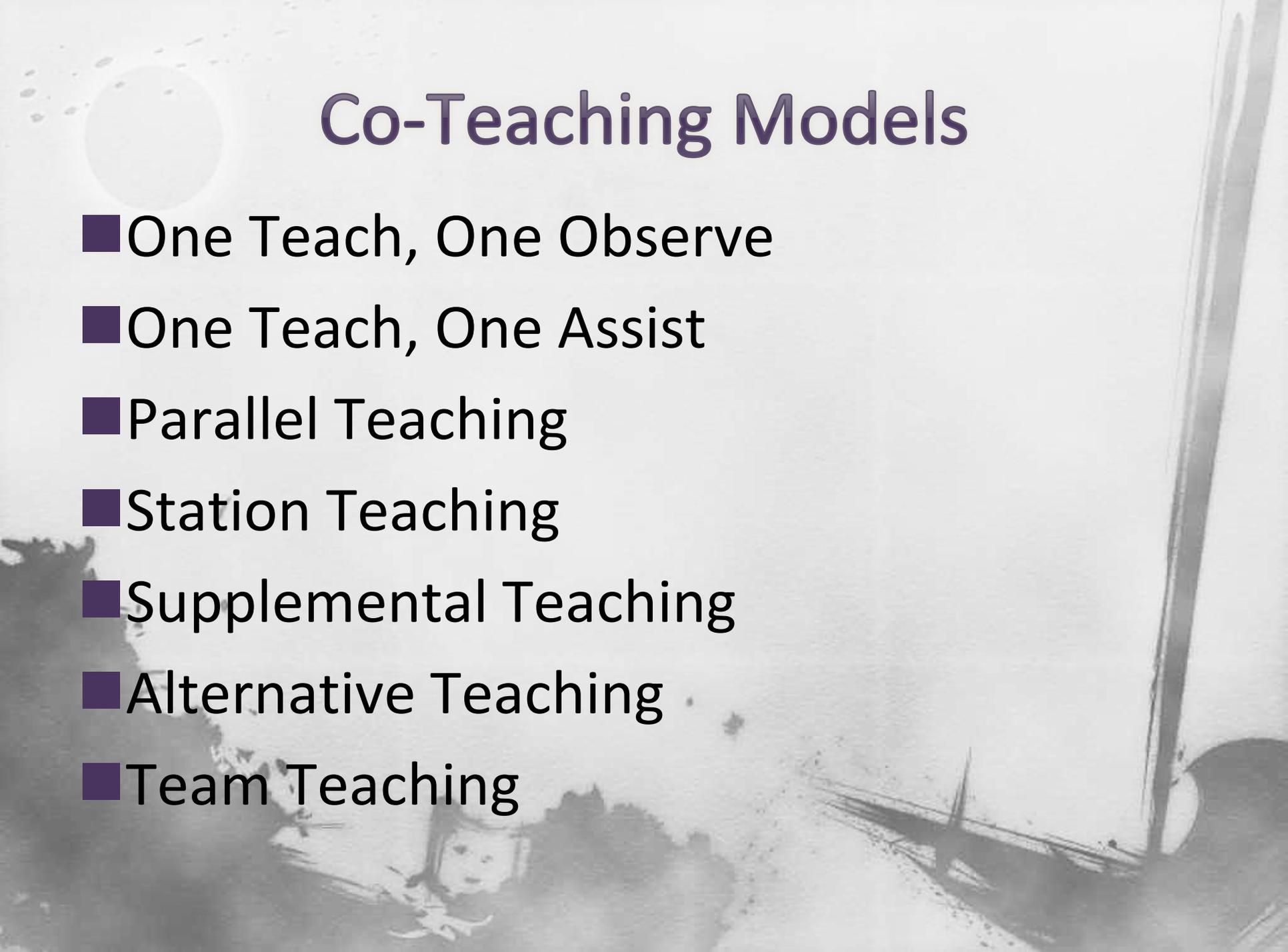
# Co-Teaching Models

(St. Cloud University, Teacher Quality Enhancement Center)

- One Teach, One Observe
- One Teach, One Assist
- Parallel Teaching

# Parallel Teaching

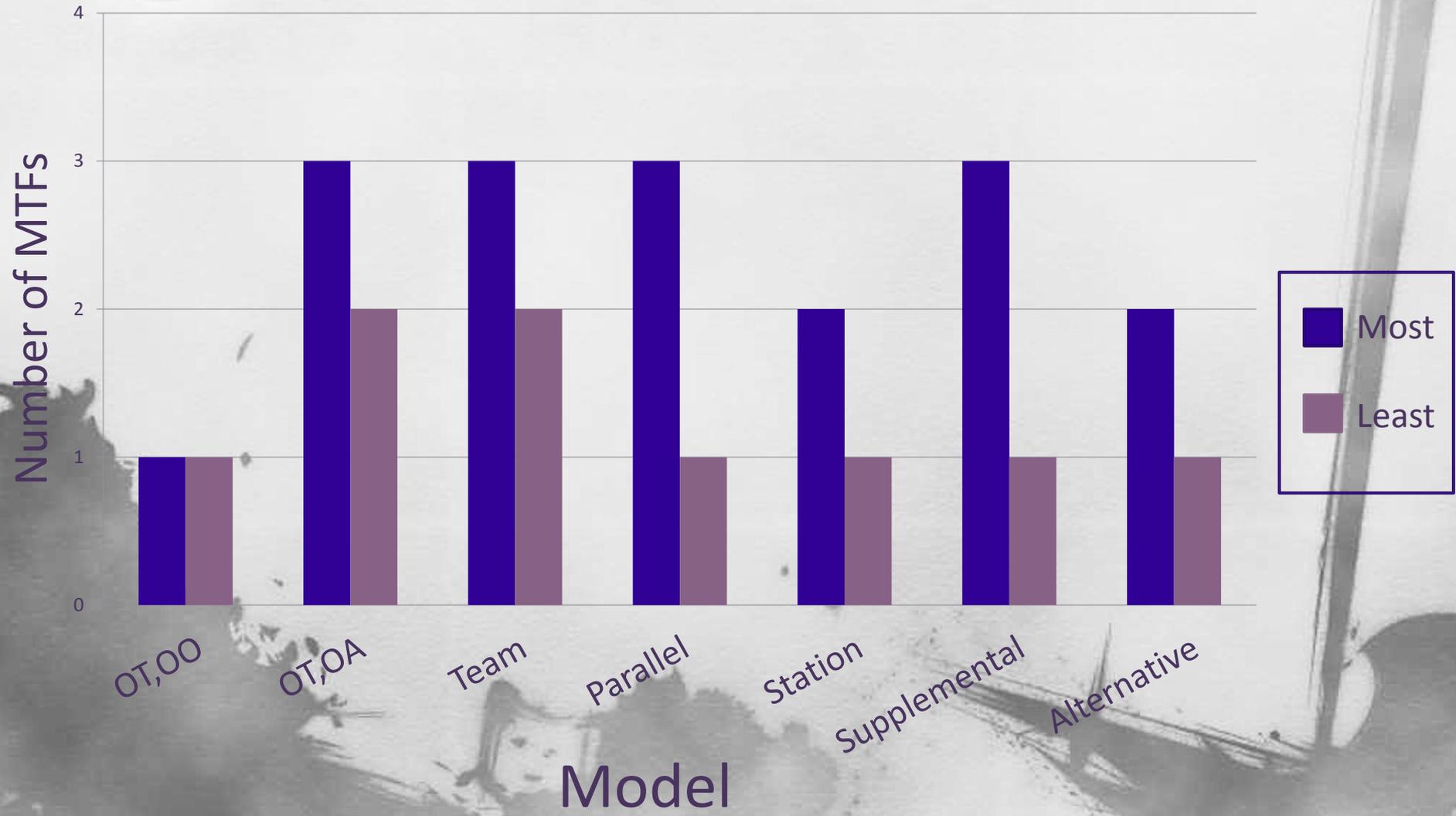




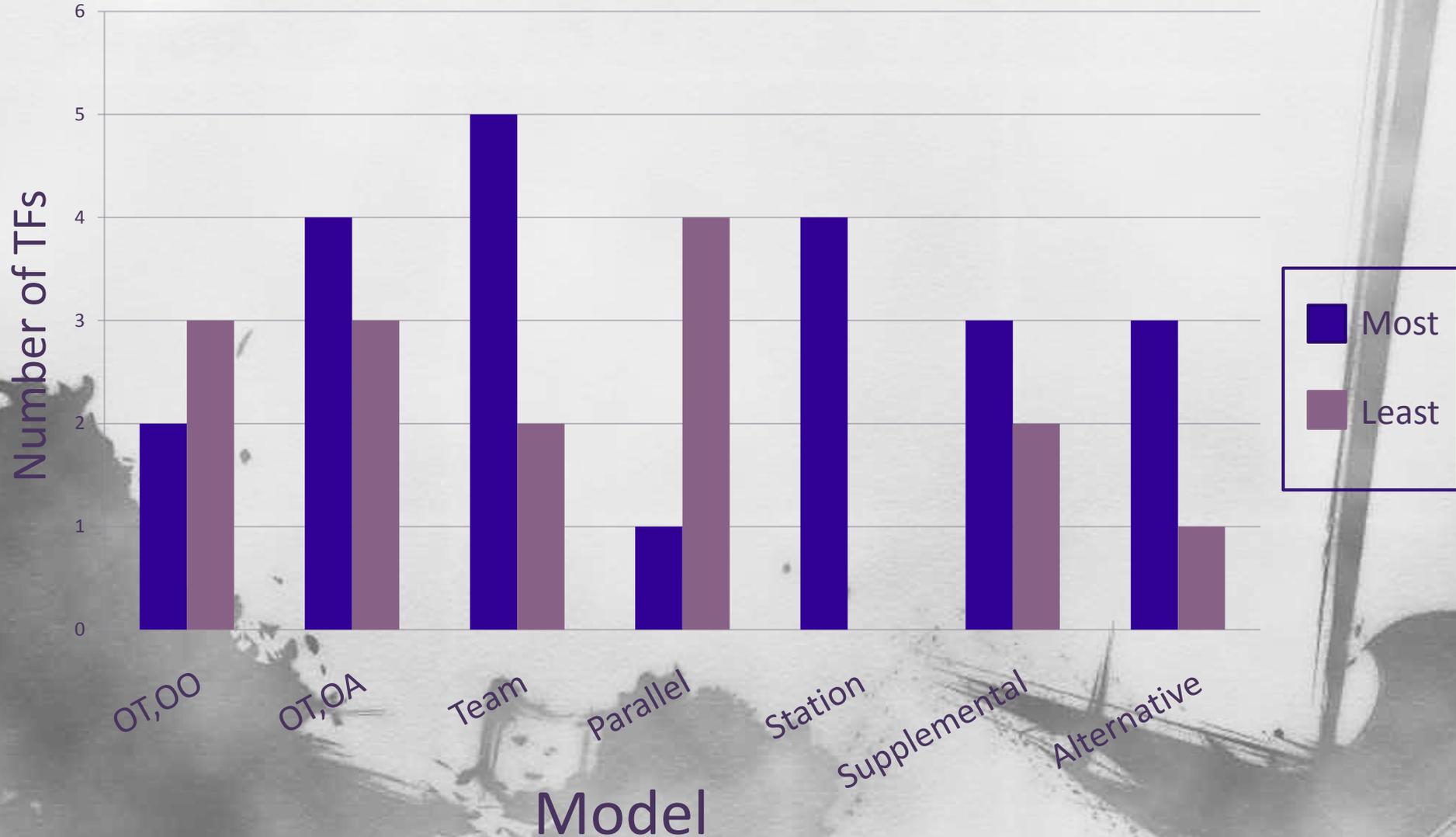
# Co-Teaching Models

- One Teach, One Observe
- One Teach, One Assist
- Parallel Teaching
- Station Teaching
- Supplemental Teaching
- Alternative Teaching
- Team Teaching

# Most and Least Favorite Co-Teaching Models (Master Teaching Fellows)



# Most and Least Favorite Co-Teaching Models (Teaching Fellows)



# What the Master Teaching Fellows Say about Co-Teaching

- “More teachers in the classroom increases the energy of delivery and monitoring of student learning.”
- “Co-teaching has impacted student learning, attitudes, and behavior in a positive way. Students come in wanting to be there. My co-teacher and I play off each other’s positive behaviors.”
- “Co-teaching pushes you to consider other options.”
- “It helps to have another teacher provide more support academically.”
- “It can be more difficult to manage the students because they feel they can get away with things with the other teacher.”

# What the Teaching Fellows Say about Co-Teaching

- “It makes sense to take advantage of having two teachers and utilize both their skills.”
- “Co-teaching definitely provides students with more instructional support.”
- “Different voices and different activities offer students multiple opportunities to learn.”



# Tips for Success

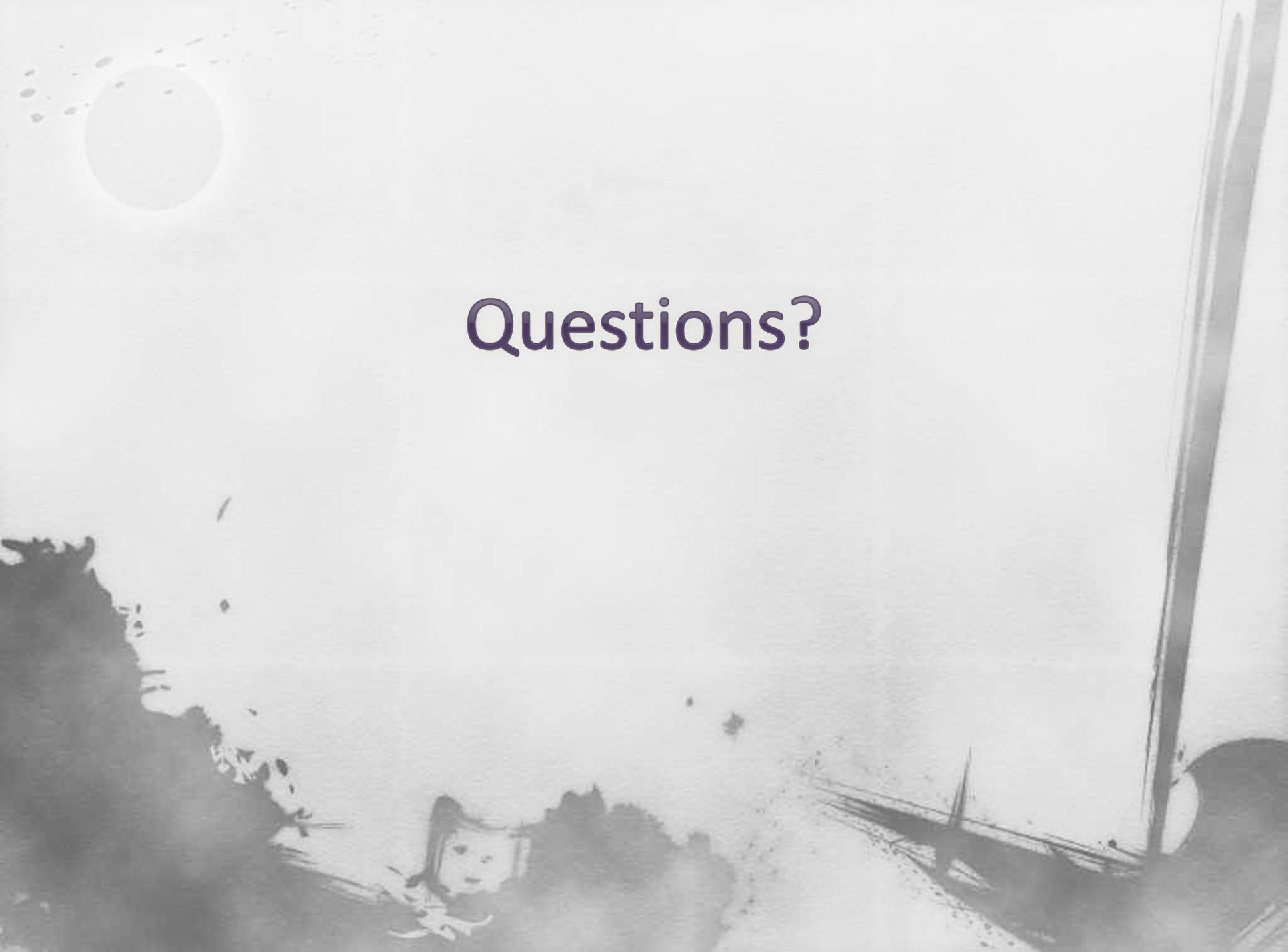
- Develop a trusting relationship.
- Communicate clearly, honestly, and kindly.
- Plan... and practice.
- Try...and try again.
- Organize your classroom for efficient transitions between models.

# Student Perspectives

- “Having two teachers helped me learn by asking both of them questions. Also, two teachers is like having TWICE the help.”
- “One teacher teaches you a way that is hard to understand, the other teacher can teach you a way that is easier to understand.”
- “Both teachers make the class more active, like doing plays in front of class.”
- “Two teachers help me by doing stations and rotating or being in groups because you get to talk to each other. I learn more being in groups.”

# Implications for Teacher Preparation

- Selection and training of Master Teachers
- Expectations for relationship between MT and teacher candidate
- Value-added by having a teacher candidate
- Come to see teaching profession as collaborative

The background is a dark, atmospheric illustration. In the upper left, a large, glowing circular object, possibly a moon or planet, is surrounded by a trail of smaller, fainter circles. The foreground is dominated by dark, silhouetted shapes, including what appears to be a figure or structure on the left and a large, curved object on the right. The overall tone is moody and mysterious.

Questions?