

# CO-TEACHING IN ACADEMY- CLASS PROGRAM: FROM THEORY TO PRACTICAL EXPERIENCE

---

Dr. Yonit Nisim

Dr. Edni Naifeld

Ohalo- The Academic College for Education and Sport

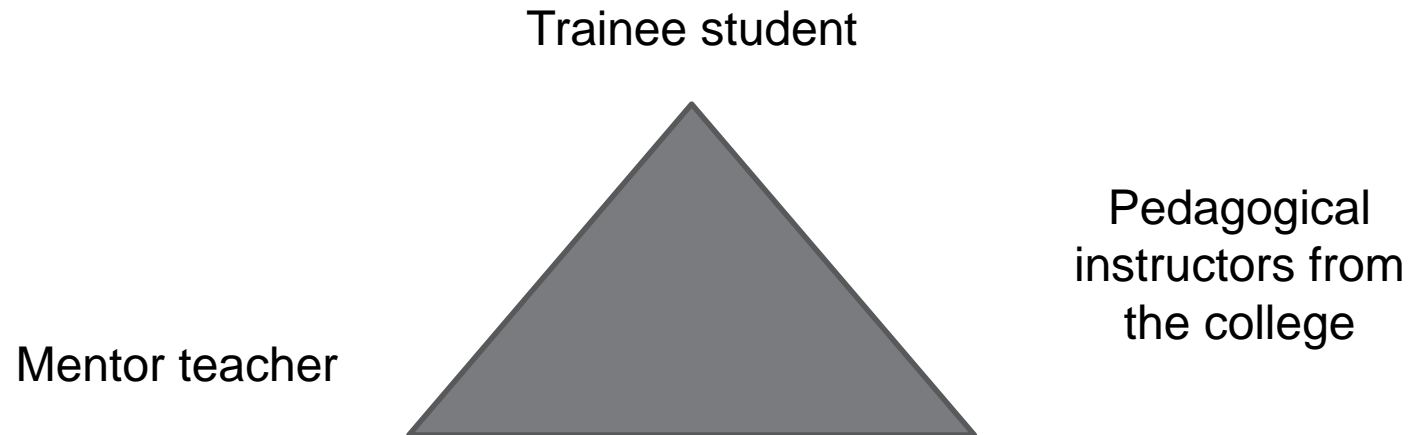


# The study

- This study focused on co-teaching models.
- moving from the theory to the practical experience of teachers training processes at the academic year 2016-2017 in “ **Academy-Class** “ program at the Ohalo College.
- Co teaching- one way to develop an innovative teacher.

# Field experience in teachers training program

- Clinic practice- practicum.
- Real teaching experience in the field under the supervision of a mentor.



# The Academy- class program

The program has been operating in Israel for the past 3 years

## Program Highlights:

- Intensive training of 3 days a week for a full year in schools and kindergartens.
- The mentor teachers are obligated to take part in courses oriented in coaching students
- Partnership between academic institutions, school teachers/kindergarten teachers, local authorities and professional pedagogical centers
- Mentor teacher and trainee student using co- teaching model.

# Definitions of Co-teaching :

Two teachers work together in one classroom on planning, organization, and implementation.

Bacharach, Heck, & Dank (2004)

Two or more teachers teaching together in significantly different ways which are intended to reach a diverse group of students, all in one physical space

Cook and Friend (1995)

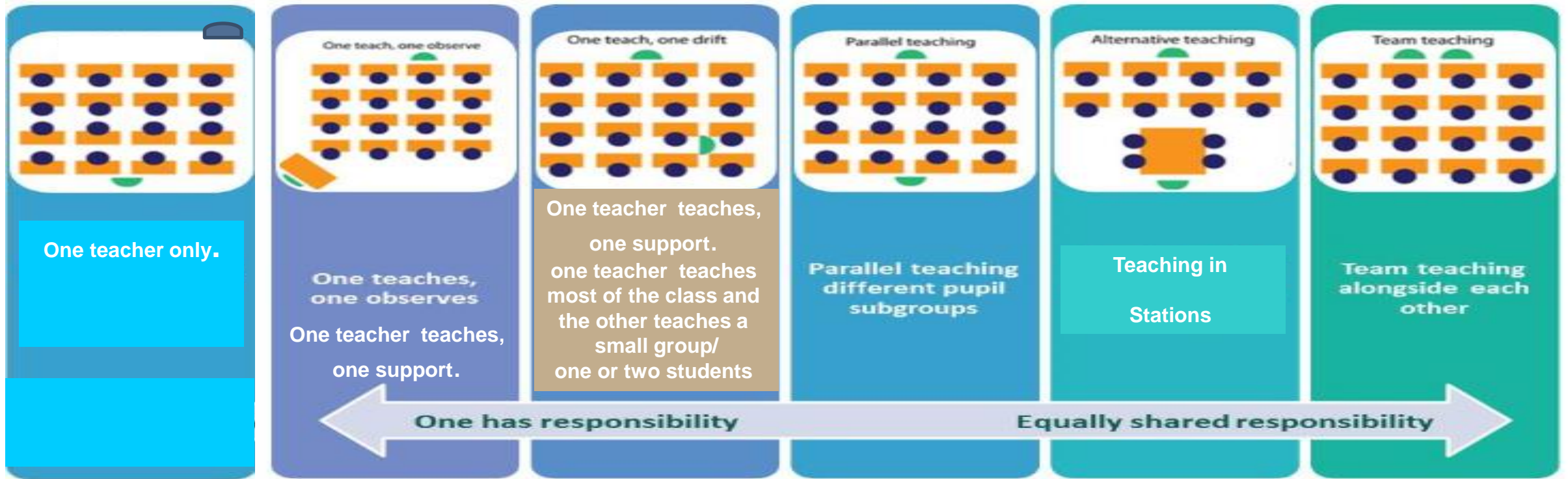
Teaching lessons that cannot be taught alone.

Wenzlaff et al. (2002)



# 6 levels of co-teaching

(Bacharach et al., 2010; Cook & Friend, 1995; Graziano & Navarrete, 2012)



No co-teaching

Low co-teaching

High co-teaching

Traditional experience model

One teacher is more dominant than the other

Two active teachers, equal partners, contributing equal values

**Synergetic Co-Teaching**

# Research Questions

- To what extent are the six main co-teaching models described in the literature appear in the field within the Academy-Class program?
- What were the most preferred models of co-teaching according to the teachers and students?
- How common is Synergetic Collaboration as a co-teaching method, in comparison to other low-level methods?

# The Study Procedure

- Took place at the end of the 2016/7 school year
- A unique questionnaire (described in the next slide).
- Participants: 140 students and 100 training teachers and kindergarten teachers
- Responses were anonymous.
- 125 subjects completed the questionnaire



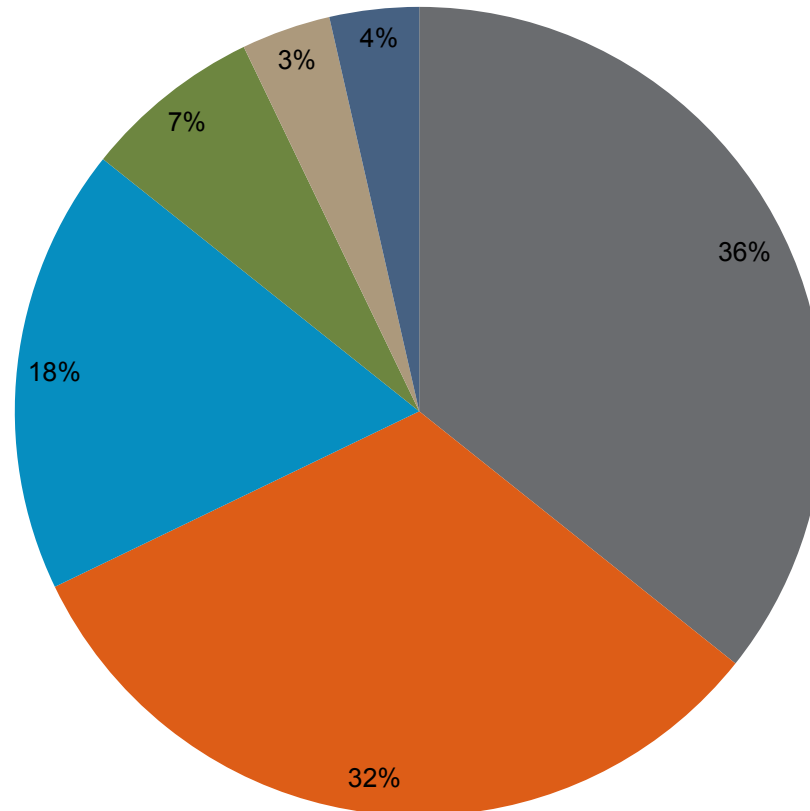
# The research tool

Validated questionnaire that included a series of 13 statements

The teacher teaches and I sit passively.	1	2	3	4	5
I teach and the teacher sits passively.	1	2	3	4	5
The teacher and I teach the same material simultaneously in two separate groups.	1	2	3	4	5
The teacher and I teach different material in two groups in “stations.”	1	2	3	4	5
The teacher teaches most of the class while I teach a small group.	1	2	3	4	5
I teach most of the class while the other teacher teaches a small group.	1	2	3	4	5

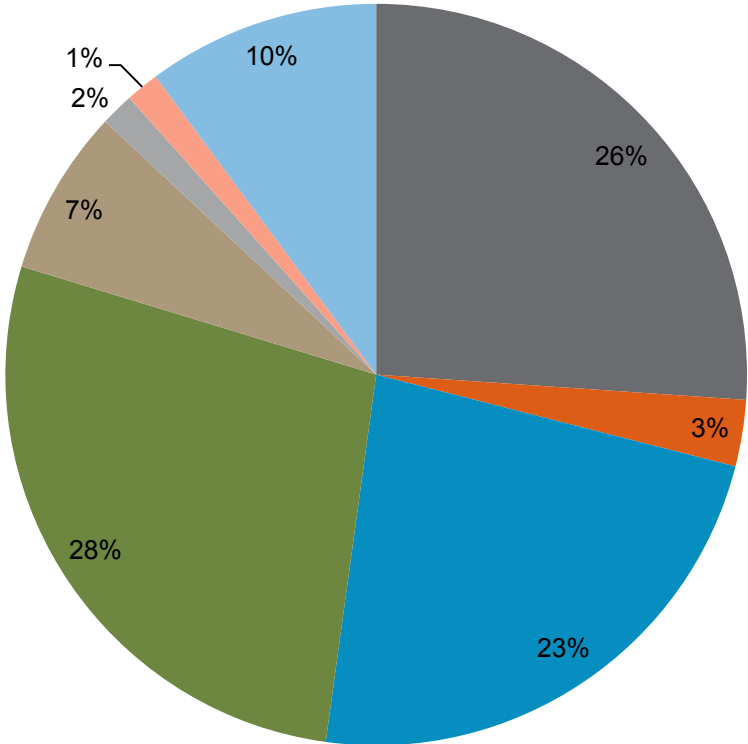
# Students= 56

■ Early Childhood ■ Judaism ■ English ■ Science ■ Mathematics ■ Biology



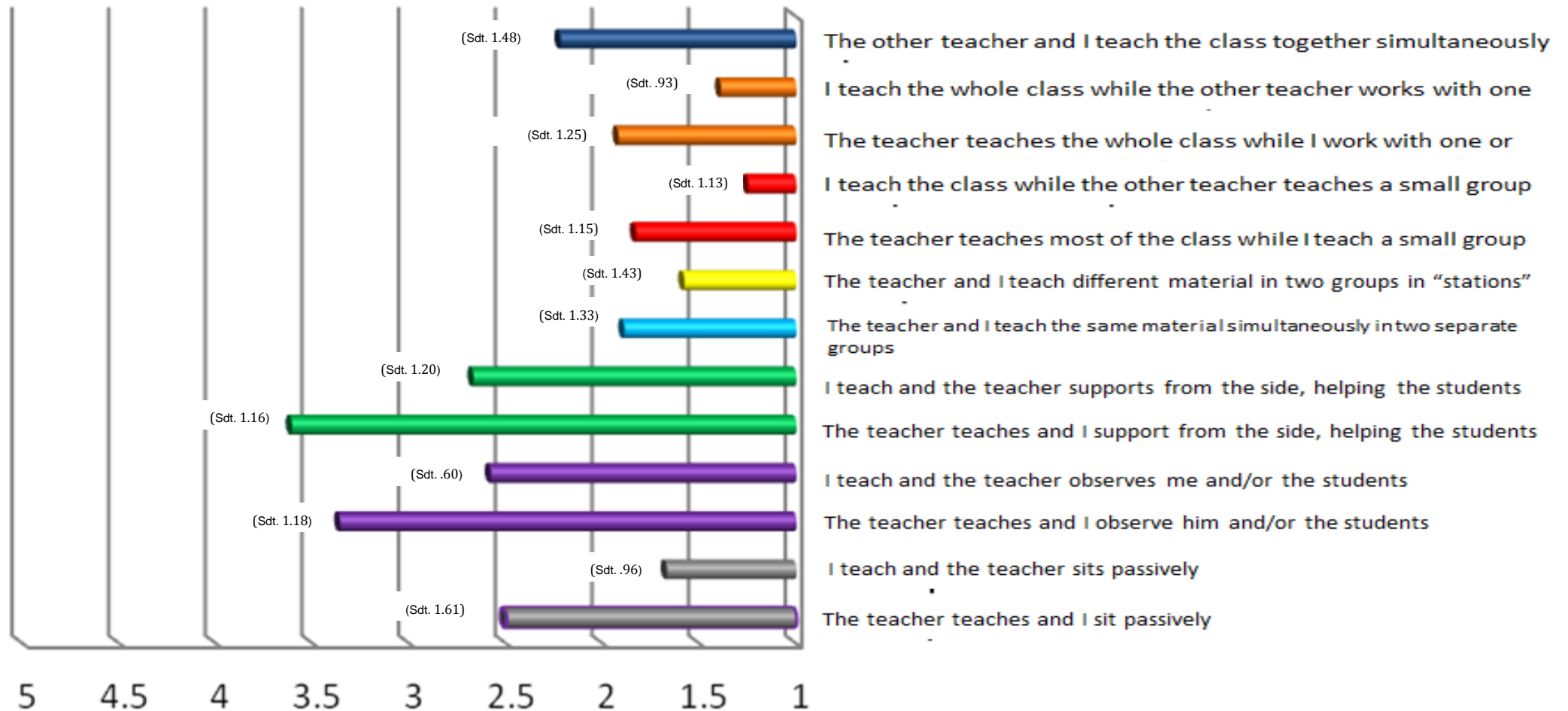
# Teachers= 69

- Early Childhood
- Science
- Physical Education
- Judaism
- Mathematics
- Israel Studies
- English
- Biology
- General education



# Findings

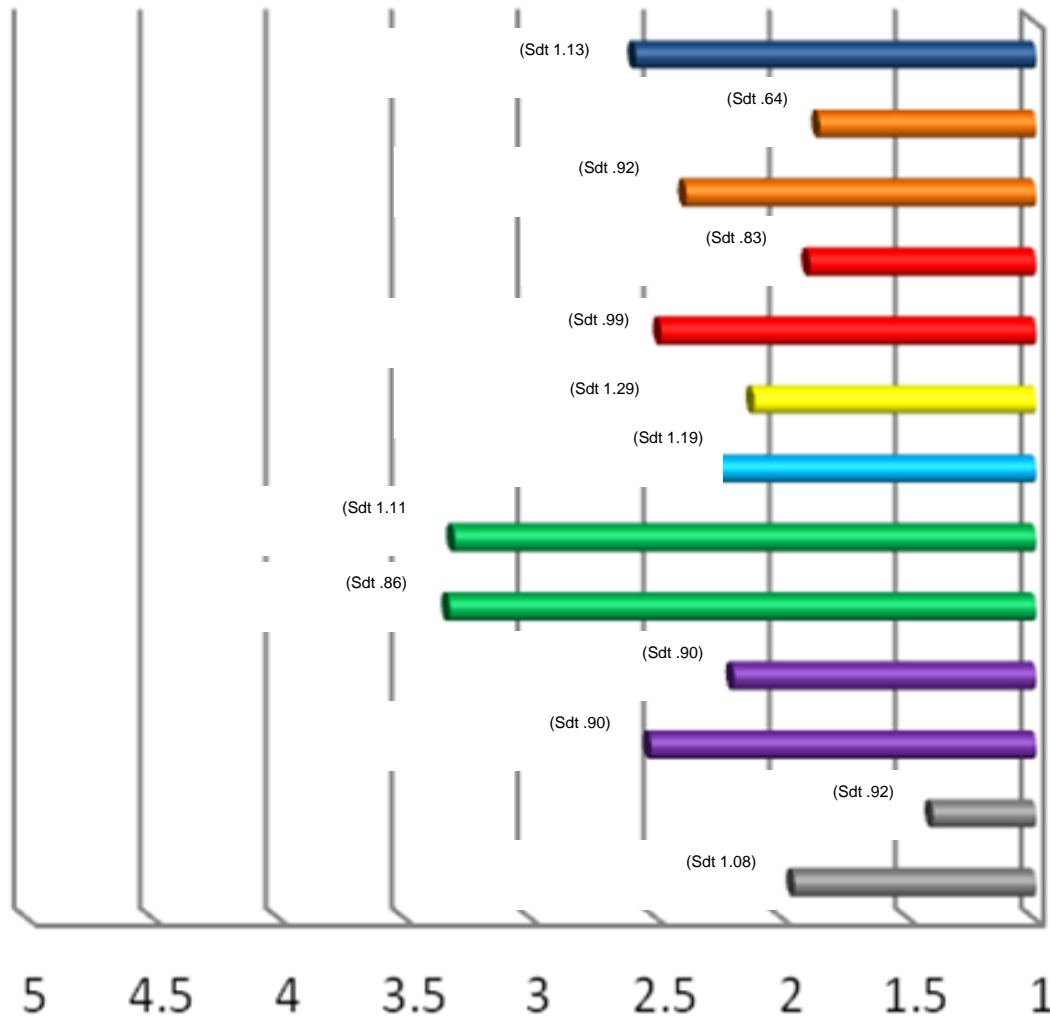
Teaching students. N=36 – **Models of Experience in Co-Teaching**



## Mentor teachers.

N=51

## Models of Experience in Co-Teaching



The student and I teach the class together simultaneously

The student teaches the whole class while I work with one or two students

I teach the whole class while the student works with one or two students

The student teaches most of the class while I teach a small group

I teach most of the class while the student teaches a small group

The student and I teach different material in two groups in "stations"

The student and I teach the same material simultaneously in two separate

The student teaches and I support from the side, helping the students

I teach and the student supports from the side, helping the students

The student teaches and I observe him and/or the students

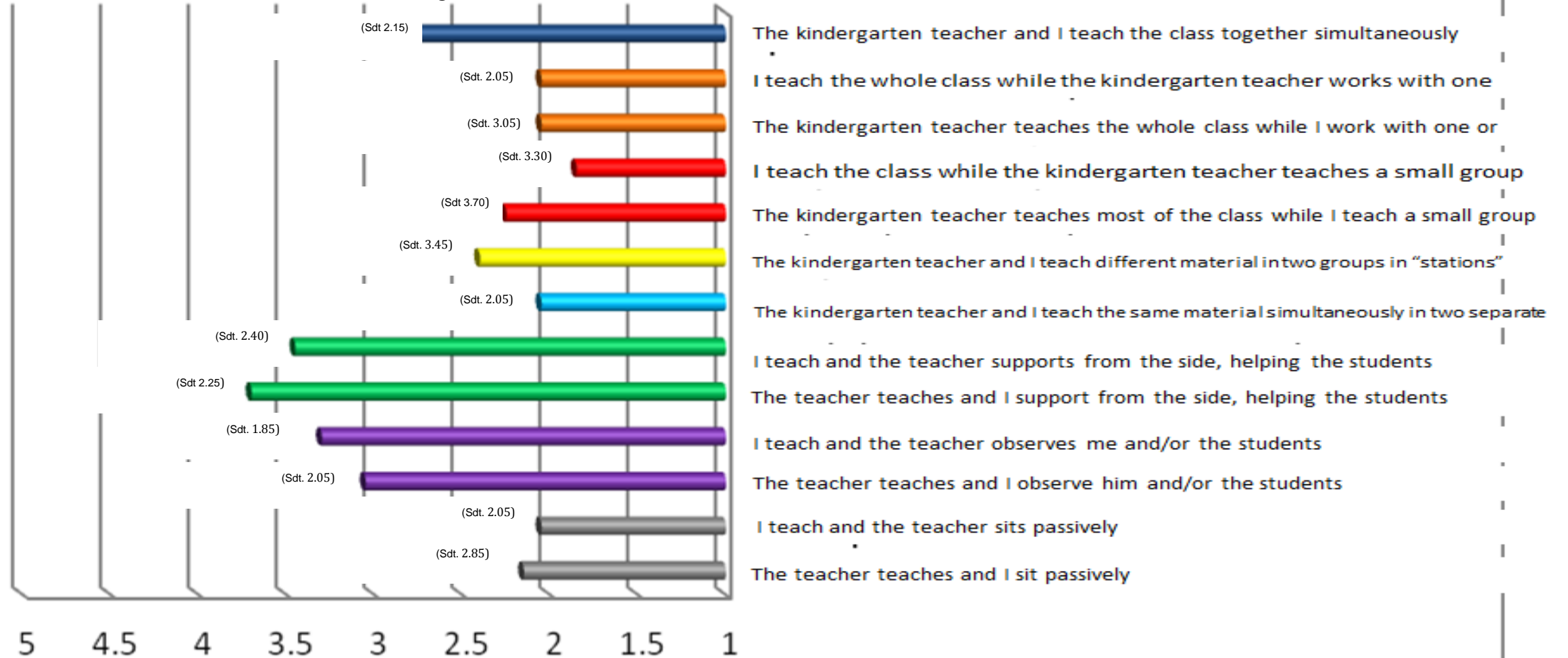
I teach and the student observes me and/or the students

The student teaches and I sit passively

I teach and the teacher sits passively

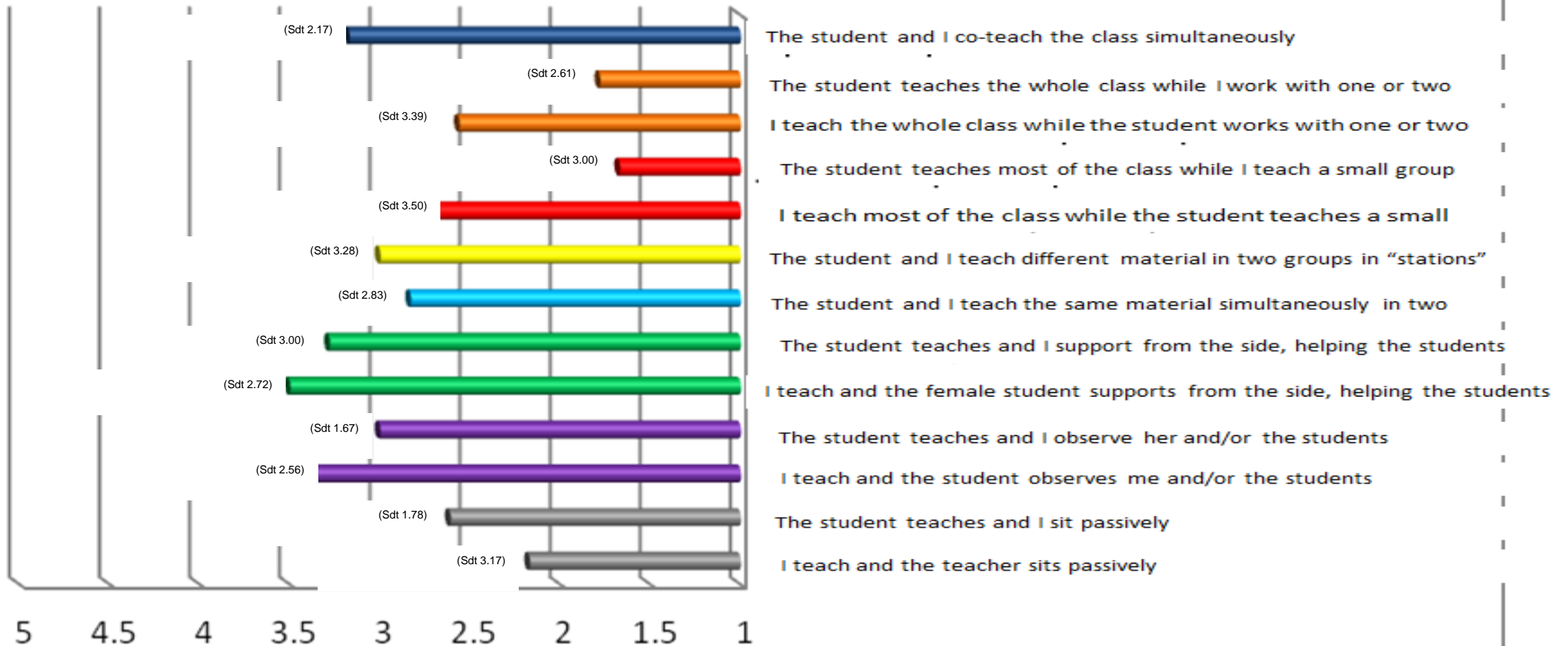
## Students of Early Childhood Education – Models of Experience in Co-Teaching

N=20

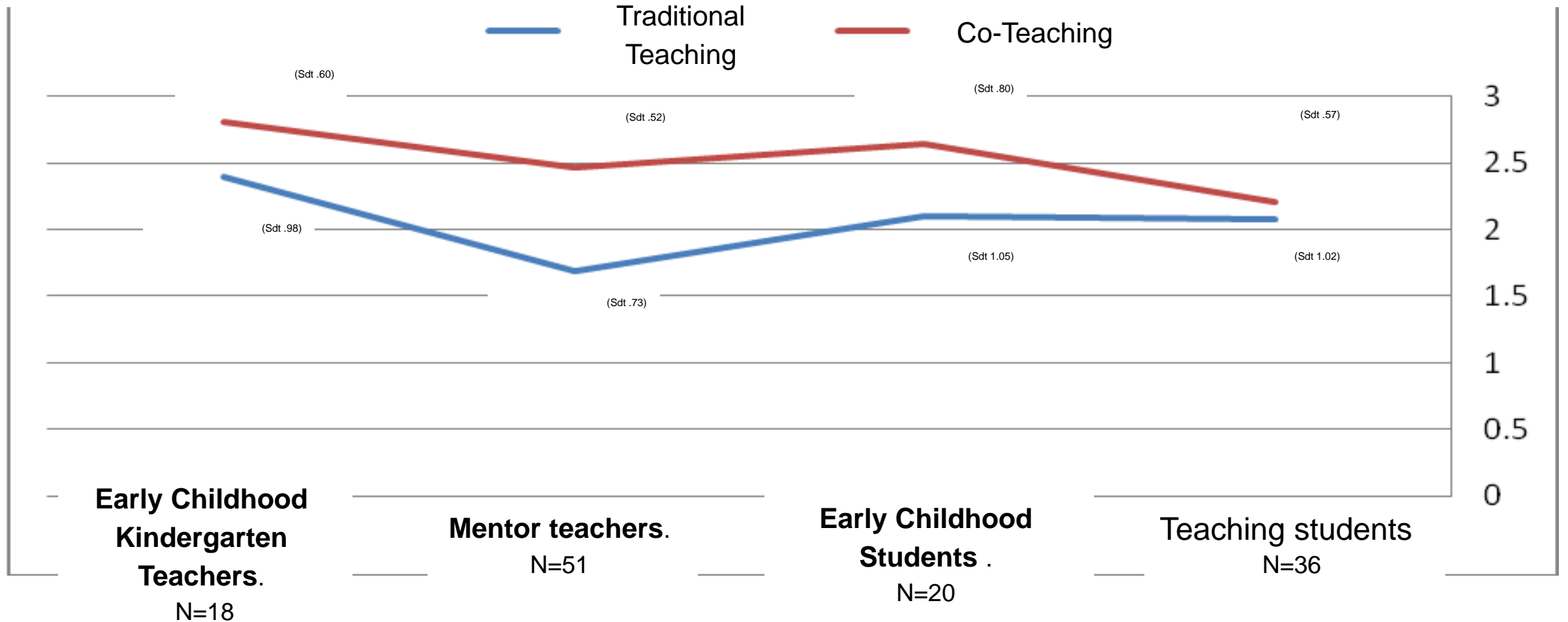


## Early Childhood Kindergarten Teachers – Models of Experience in Co-Teaching

N=18

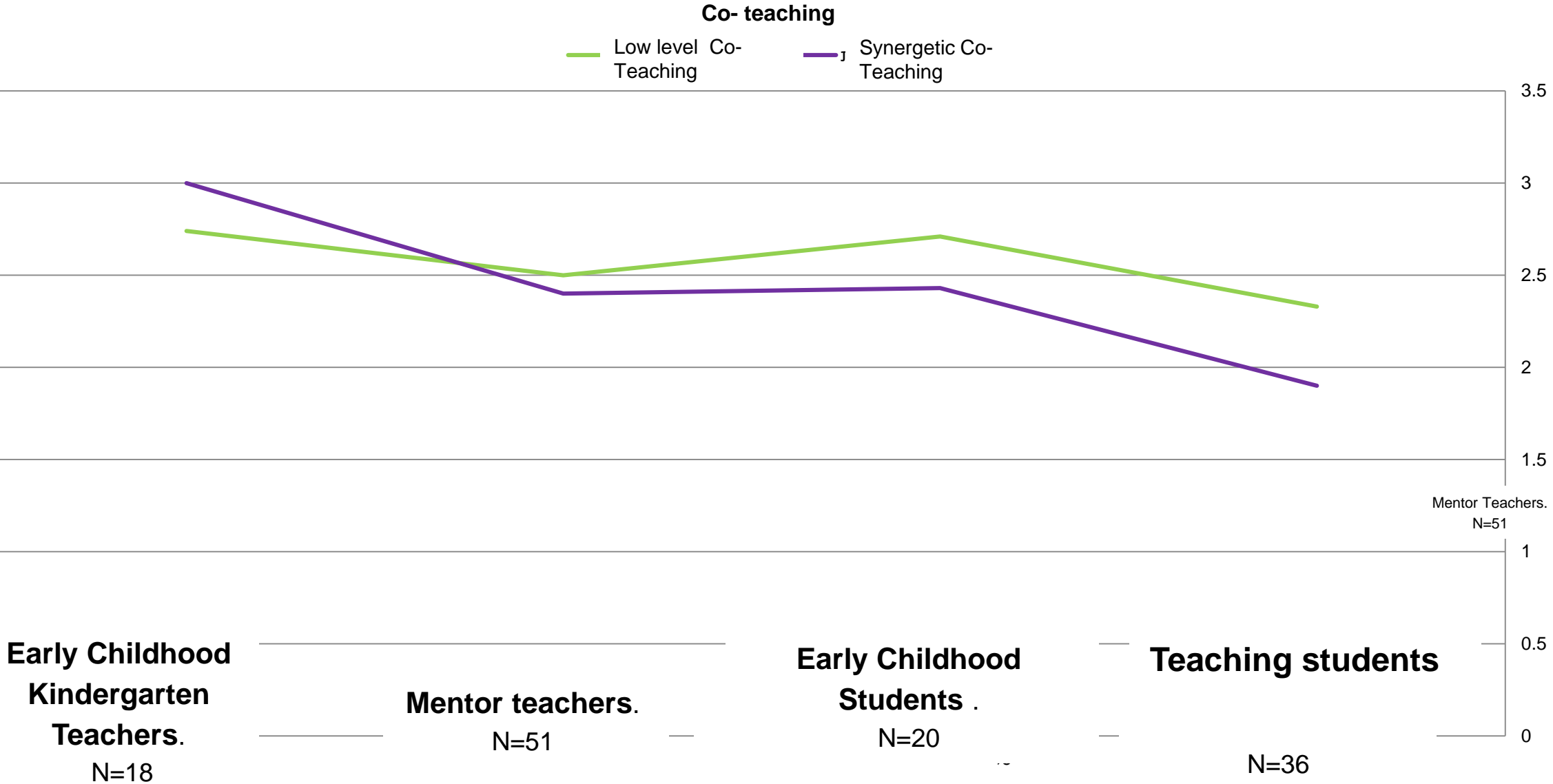


# Traditional Teaching V.S. Co-Teaching





# Low level Co-Teaching V.S. Synergetic Co-Teaching



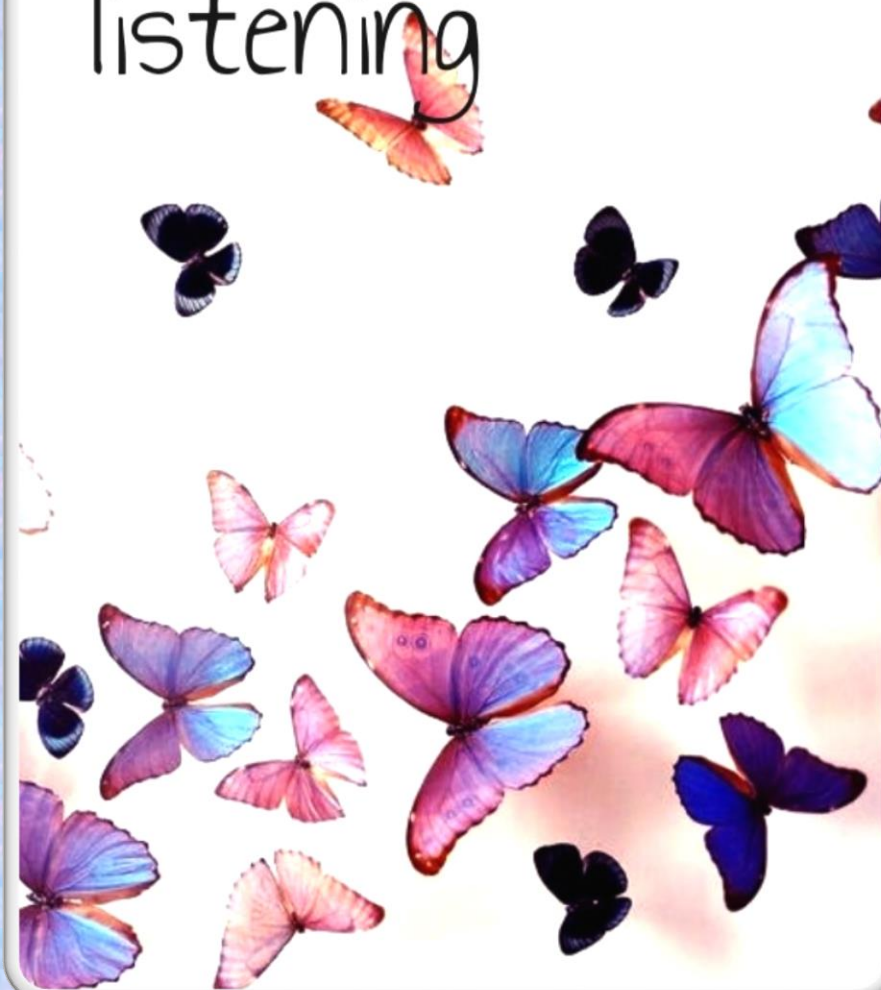
# Conclusions

- The research showed that the students and mentor teachers reported on working in various models of co-teaching as described in the literature .
- Co-teaching was used more frequently than the traditional teaching model.
- Most of the teams of teachers and students reported higher incidents of working together according to the low level as compared to Synergetic Collaboration models.
- Early childhood students and kindergarten teachers were the exception in their ability to work together in the Synergetic Collaboration model.

# Recommendations

- To continue to develop and encourage the co-teaching models in the practicum of teachers training .

Thank you for  
listening



Dr. yonit nisim  
yonitn@ohalo.ac.il

