



# UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS

COTEACHING STRATEGY AS A SUPPORT TO IMPROVE CLASSROOM  
MANAGEMENT AND STUDENT PERFORMANCE IN KLEBER FRANCO  
CRUZ HIGH SCHOOL

HEREDIA ARICHABALA MIRIAN ROCIO

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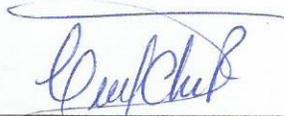
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## DEDICATION

I dedicate this work mainly to Jehovah God who is my strength in times of trouble and my family who have always supported me in the goals that I have raised. The support of my dear father, but he is not with us but he saw the beginnings of my career, he has always been my inspiration to complete my studies.

And my dear friends who I always have consented and supported during of my career.

## **GRATITUDE**

First I thank Jehovah God and my family for giving me their support during of my career. At the Universidad Tecnica De Machala for giving me the opportunity to pursue my studies at the Faculty of Social Sciences.

College Kleber Franco Cruz for opening their doors to make this work. Lic John Chamba for guiding me in the process of preparing this report.

## **ABSTRACT**

This work was achieved for teachers of KLEBER FRANCO CRUZ high school and others interested with purpose to contribute with relevant information on the correct management of the Co-Teaching strategy in the educational field. The fact of realizing what it is and it is for, will make its application gain he expected aims.

The role to be played by each teacher in this strategy of Co-Teaching is of vital importance, so we must be familiarized ourselves at this point, which emphasizes that there should be collaborative attitude, willingness to work, good management of personal relationships, motivation and harmony among teachers who are part of this strategy. When implementing these perspectives, teachers will be more creative and dynamic when preparing their school activities in the teaching-learning process.

Lack of knowledge the characteristics of Co-Teaching has not allowed to fully exploit this strategy to benefit both teachers and students with and without special needs. This document presents information about the benefits that Co-Teaching provides to the professional profile of teachers and developing the skills of students learning. Lack of knowledge of the structures of Co-Teaching has also not allowed to develop appropriate activities when giving the class. For that reason the main structures of Co-Teaching and its characteristics will be discussed.

When having relevant concept and objective of the strategy mentioned above will allow us to dispel the negative factors that have impeded the correct use at the moment of teaching.

**KEY WORDS:** Co-Teaching Strategy, Collaborative Work, Teacher Education.

## RESUMEN

El presente trabajo fue realizado para docentes tanto del Colegio KLEBER FRANCO CRUZ y demás interesados con el fin de aportar información pertinente sobre el manejo correcto de la estrategia de la Co-Teaching en el campo educativo. Tener en claro que son estrategias y para qué sirven nos ayudara a entender mejor como debe ser aplicada la Co-Teaching y así alcanzar el objetivo deseado.

El rol que debe desempeñar cada docente dentro de esta estrategia de Co-Teaching es de vital importancia, por ello debemos familiarizarnos en este punto, el cual enfatiza que debe existir actitud colaborativa, predisposición para los trabajos, buen manejo de relaciones personales, motivación y armonía entre los docentes que sean partícipes de esta estrategia. Al poner en práctica estas perspectivas los docentes serán más creativos y dinámicos a la hora de preparar sus actividades escolares dentro del proceso enseñanza-aprendizaje.

El desconocimiento de las características de la Co-Teaching no ha permitido explotar al máximo esta estrategia en beneficio tanto de los docentes como de los estudiantes con o sin necesidades especiales. Este documento presenta información de los beneficios que aporta la Co-Teaching al perfil profesional de los docentes y en el desarrollo de las habilidades de aprendizaje de los estudiantes. El desconocimiento de las estructuras de la Co-Teaching también no ha permitido desarrollar las actividades de forma apropiada al momento de dar la clase. Es por ello que resolvimos plasmar las estructuras principales de la Co-Teaching y el procedimiento de cada una de ellas.

Al tener el concepto y finalidad pertinentes de la estrategia antes mencionada nos permitirá desvanecer los factores negativos que han impedido el uso correcto al momento de enseñar.

**PALABRAS CLAVES:** Estrategia de Co-enseñanza, Trabajo Colaborativo, Formación Docente.

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## INTRODUCTION

Contemporary teaching has undergone several changes in the teaching-learning process. For this reason, it will always be necessary to set objectives that will reach by the teacher through sessions required for academic formation.

There is no doubt that the various techniques and strategies which are applied to teaching have evolved in the constant analysis of this activity, which is becoming more multidisciplinary, since it requires scientific basis.

The various theories that are held to find a better way to impart knowledge and achieve student learning, it is known as the science of education. The development of this work with the thorough investigation is aimed to determine how it affects the lack of management Co-Teaching high school because it is a new strategy that is being implemented and has provided excellent results in both the classroom management and educational process.

By comparing techniques and skills teaching throughout the years, we can identify the difference of what it was long ago, where even when we applied the best to carry it out, there was no talk about the techniques that are part of many requirements nowadays and they must be covered for those seek to practice them. A determining factor for those teach is the conviction of carry out with the formalities that require the techniques and strategies that currently prevail, allowing to demonstrate the ability of those teachings.

The necessity of reinvent and reorientation of pedagogical practice is starting up from the point of view of educational policies opportunities for all students. Co-Teaching or collaborative work is one of the strategy is going to be talked here, sharing responsibilities which fulfill the requirements and needs of the students.

In addition it is demonstrated in many educational institutions in which a classroom has more students than required so it is a problem to monitor, that space and especially that all students pay attention to information, it is a difficult job for one teacher, as each deponent has needs different for this reason a study will be done and the next problem will be identified How the lack of knowledge in management of Co-Teaching in the teaching-learning process of Kleber Franco Cruz high school affect? And another very important point is How to apply this strategy for teachers to work effectively in the development of the class.

Several teaching approaches have shown that collaborative work has successful to guide educators to work in Co-Teaching associations to differentiate instruction.

## **DEVELOPMENT**

### **STRATEGY**

Strategies are used in different fields in which people survive. For example, soccer always analyzes the opponent team and then a strategy is used to achieve their goal; to win. Therefore, strategies are very effective to achieve a desired goal regardless of the environment in which it is used.

Within education, strategies can be conceptualized as default actions that allow to plan, organize and execute methods and appropriate techniques to achieve the objectives set in education standards. Therefore, strategies are of great importance in the teaching-learning process, as they allow to teacher to plan actions to achieve the effective use of teaching materials, techniques, methods, etc., so that the student is able to develop or apply the right skills for acquiring of knowledge that lead to meaningful learning.

“The strategies for teaching and learning are involved, by virtue of the unity between teaching and learning. Because that it is more frequent use of the term strategies of teaching and learning, which can be considered as integrated sequences, more or less extensive and complex, actions and procedures select and organized that, according to all the components of the process that they purpose to achieve educational purposes established” (Recio & Ramirez, 2011).

As it is mentioned in the previous paragraph, the strategies that are used by teacher cannot be separated from the student, because teaching strategies allow planning, preparation and realization of contents for the development of student skills, as it influences motivation for assimilation and interpretation of learning.

Also, it allows to determine the information to be processed and also targeted and evaluate knowledge involved in education, thus solving problems in education and intentional planning process in producing actions of flexible nature, aimed at a goal. Therefore we must choose the right strategies to fulfill a purpose through default actions; they can have variation depending on the need of students and the educational context.

## **CO-TEACHING**

It is a collaborative effort to achieve better results in education. This task is carried out by two or more players by working together in harmony to attain its objectives in goals to achieve.

In this work, environment among actors should be no power struggle as it does not to create an optimal environment for effective learning, rather they must commit equally in the role they are fulfilling each of them in the classroom, which maximizes the strengths of each the same that will be reflected in the fulfilled needs of each student.

Co-Teaching helps teachers increase their skills, abilities and more it favors their socio-professional skills in the work context, on the other hands the student is encourages being more participatory demonstrating that they developed their communicative and collaborative skills (Diaz, 2016).

The main point in Co-Teaching is that teachers share their experiences, knowledge, teaching skills, etc., among them; getting rich together and thus achieve a relationship between them that encourage motivation, satisfaction and equitable performance. With teachers who can work to form collaborative environment, students will be served effectively in all possible needs in order to promote inclusive education for all (Constantino Tormo, 2014).

## ***BENEFITS OF IMPLEMENTING CO-TEACHING STRATEGY***

Co-teaching is an innovative strategy that many institutions are implementing to make education inclusive. Teachers achieve to improve their professional development, increase their knowledge of content, manage to make more appropriate classroom and curriculum planning is superior. As it was mentioned earlier with the application of Co-Teaching achieves better results in teacher performance and student achievement which benefits society (Bennett & Fisch, 2013).

As a viable strategy for education in our country and in particular for the Kleber Franco Cruz high school due to excess of students in a classroom, not all students receive attention to their learning needs. Although teachers have good planning in their class and they make maximum efforts to get the attention of all students, at the end it becomes a difficult task because they do not achieved their goal. Therefore implement Co-Teaching strategy in the classroom the high school before mentioned would be a great positive change in favor of those involved (Bonilla & Garcia, 2012).

A principal teacher that harmonizes with the teacher assistant doing the preparation of the class, monitoring during classes and evaluation of results and needs of students it permits a better use of classroom, teaching materials and others resources to teaching creative. Because that is important to be clear the role should be performed by each of the members of the Co-Teaching.

The main action that the team should do in Co-teaching is to have a joint planning between them to determine activities, methods and strategies that encourage each course depending on learning needs of the students that need to be improved. The role of each must be taken responsibly and altruistic, they must always be in agreement regarding the role going to do each one to perform at the time of issuing the class, as students would notice quickly if there is disagreement among teachers and this will create a tense atmosphere and no achieve a correct learning (Grant, 2014).

The benefits mentioned in previous paragraphs such as : professional growth, improved instructions, differentiation of instruction, teacher access, behavior management, student engagement, support for unidentified students, time on task, acceptance of diversity, high expectations to development skills of students allow to teach more creatively and the students are assisted more effectively to their educational needs.

Another factor that does not allow managing the Co-teaching strategy correctly is the lack of knowledge of their structures or forms. These structures that will be mentioned in the next point to allow teachers coordinate the work they will perform in the classroom, thus achieving a performance and results more effective within the educational field. Therefore it is very important to study the structures to determine which is appropriate, taking into consideration the type of students that will attend the class and their educational environment. (Thomas J., 2014)

### ***CHARACTERISTICS AND CO-TEACHING STRUCTURES***

Analyzing what is Co-Teaching and how benefits both teachers and students, helping for determine the following main characteristics of Co-Teaching.

- Participate two professional teachers
  - Teaching is taught in the same classroom and heterogeneous students.
  - Can be used at any level and subject.
  - More creative and dynamic teachers.
  - More interaction between teacher-student.
  - The team is responsible for conducting meeting with managers, parents, etc.
- (Bacharach, Heck, & Dahlberg).

*The Role of Principal Teacher* is to be responsible for coordinating the contents to be taught, techniques and methods that will be used in activities, develops lesson plans that

include higher and lower levels of complexity, determines resources to use, organizes meetings with parents; he is the leader in the class.

*The role of Assistant teacher* is to support guidelines of lead teacher who shares ideas for construction and choice of lesson plans, selects of activities, participates in the meetings of parents, he is the support when giving the class to monitor description of activities, does feedback, observes, responds to questions from students at time he is circulating in the classroom and among others (Beninhof, 2012).

*The Structures* within the Co-Teaching strategy that were found and determined as principal in this research are the follows:

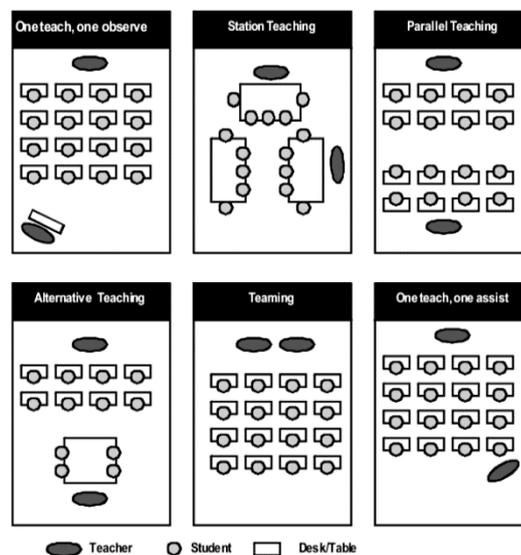


FIG. 1.- TYPES OF STRUCTURES OF CO-TEACHING (Friend & Bursuck, 2009)

- Co-Teaching observation. As the name implies the support teacher stays on one side of the classroom or in the back and he is responsible for assimilating the behavior, participation and assimilation of information exposed by the principal teacher. This information will determine what changes should be given to how to provide the class if the case will need. The point is to get the attention and available of the students for effective learning.

- Co- Teaching stations. The class is divided into three groups and in the same way the selected teaching materials in the planning of teachers is given to students. This structure is characterized by independent work done by one group. Teachers are rotating and giving instructions to the groups.
- Co- Teaching simultaneous groups. Teachers separate students into two groups. Each teacher is responsible for the overall education of their group, although the information is the same for the two groups because it was prepared by teachers beforehand.
- Co- Teaching alternative. There may be students who need special attention and that is the task that a teacher performs while the other teacher does the rest of the class. It is a small group who is assisted to support learning needs
- Co-Teaching Team. In this structure teachers exchange roles to teach the class. By planning ahead moments are shared. For Example, a teacher can start the class, after the other teacher can develop the class and finally who begins the class can conclude it. As in the other structures the main points is that students benefit from the skills and abilities of each teacher.
- Co- Teaching support. Here one teacher is responsible for driving on the classroom and answering any concerns of students, while the other teacher takes the role of leader in the class, because he is who dictates the class and instructions. The best practice in this structure is that teachers exchange roles, so students will not see to teacher only as an assistant teacher, rather they will see two professionals with teaching skills. (Marilyn Friend, 2010)

The teaching team must determine which of the above structures is appropriate for their students because much depends on their educational environment, social environment, learning needs of students, and among others.

### ***FACTORS THAT DIFFICULTS CO-TEACHING***

In our country one of the main factors is the budget for education, as this does not cover enough to pay the salaries of more teachers in the education system. Add to that the

possible lack of appropriate interpersonal relationship among teachers, as one can feel superior to the other and believe that all decisions must be respected. It is important to maintain fellowship, collaborative attitude and be motivated to a common purpose.

Another factor that difficults the Co-Teaching is the lack of support from the administration and lack of training teachers to implement strategies for special education. Training is very important to hit when applying the above mentioned structures which allow the correct use of the Co-Teaching that benefit both teachers and students. . (Rodriguez, 2014)

The lack of knowledge of Co-Teaching management and its benefits has not also allowed to fully exploiting this strategy within the teaching-learning process. Teachers do not have a clear concept of the role that each must do at the moment to apply this strategy in the classroom, also they do not get the expected result because not achieve a harmony of a collaborative work which characterizes the strategy of co-teaching.

For the implementation of the Co-Teaching should not be left aside these possible factors that impedes to obtain an effective result in developing in this strategy within the education field. The Co-Teaching as already mentioned above is a strategy that benefits both teachers and students, because it is an excellent strategy to be implemented in educational institutions.

## CONCLUSIONS

Having worked in the educational environment, Kleber Franco Cruz high school has allowed in this work to set relevant information on the subject exposed, thus extending the understanding of the Co-Teaching and implement improvements in the way of implementation of this strategy in educational classrooms.

Teachers who have the commitment and dedication to Teaching will have to improve their reading habits, which will help them to establish appropriate activities, techniques, etc., for the proper management of Co-Teaching. It is also important to maintain good relationships among participants in the collaborative work which allows for better planning, organization and execution of work both inside and outside the classroom.

The application goes according to their educational environment, as it will allow choosing the correct structure in accordance with the learning needs of the students. The aim of this strategy or another different is that students get a meaningful learning which is rewarding for teachers, parents, school and society in general.

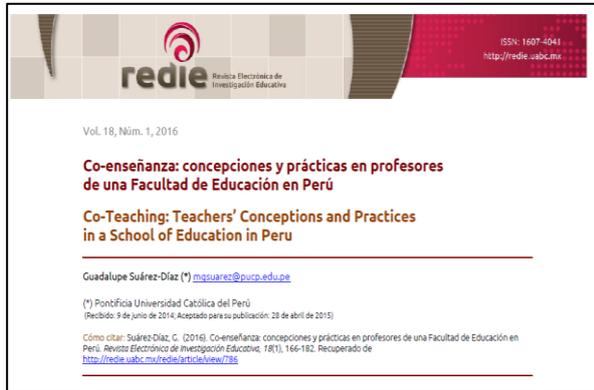
If this type of strategy helps teachers to raise their professional profile and students may be attended equitably, they require special attention or not, and then it is important to improve the management of the use of this strategy in the education field.

Develop successful measures with the help of directors and a collaborative attitude of the teachers which will allow the Teaching-learning process to be successful and dynamic.

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# ANNEXES



Más allá del nivel en que se aplique, es reconocida la contribución de la co-enseñanza al crecimiento profesional docente, al incremento de su motivación, al desarrollo de sus competencias comunicativas e interpersonales, así como a una mayor satisfacción laboral y autoestima, esto último como efecto de un trabajo conjunto que atiende sus necesidades de poder, libre elección y pertenencia institucional. En relación a los estudiantes, destaca el incentivo a la participación, fruto de una mayor motivación, y el desarrollo de habilidades colaborativas y comunicativas (Villa, Thousand y Nevin, 2008).

Un factor clave que facilita la co-enseñanza es la coordinación del profesorado, en tanto favorece procesos de reflexión y retroalimentación permanentes, aumenta la visión personal y colectiva de la práctica docente, y eleva la seguridad frente a su actuación en el aula (González y Asensio, 2006; Velasco, Rodríguez, Terrón y García, 2012).

En particular, para una exitosa co-planificación, considerada más importante que la práctica misma de co-enseñanza, se requiere potenciar la comunicación verbal y no verbal entre co-docentes (Cook, 2004; Velasco et al., 2012), que se refleje en coordinaciones extra-clase no sólo para fines de planificación sino para discutir las necesidades de los estudiantes y articular filosofías y estilos de enseñanza. Ello aportará a la equidad de roles en el aula y reducirá las posibilidades de conflictos personales y de emisión de mensajes contradictorios (Forbes y Billet, 2012).

Sin embargo, la base de una relación armoniosa y fuerte entre co-docentes es su participación voluntaria en la enseñanza, no restringida a una división de tareas a realizar en determinado número de semanas (Weiss y Brighman, 2000; Sileo, 2011). Luego, el rol de las autoridades académicas resulta crucial, debiendo expresarse antes, durante y después de la co-enseñanza, a través de mecanismos de motivación, entrenamiento, organización, seguimiento, consolidación y retroalimentación de los equipos (Friend, 2008; Nierengarten, 2013).



- Es un aprendizaje en grupos, pero su diferencia fundamental con el trabajo en grupo es que este es competitivo y poco estructurado, mientras que el trabajo también en grupo, pero cooperativo-colaborativo no es competitivo y la estructura la establece el docente con reparto de tareas, asignación de objetivos y análisis final de los productos y del proceso.
- Es un modo de socialización que previene las conductas violentas, ya que enseña a confiar en los demás, a aceptar a las personas y sus diferencias; utilizando la aparición de conflicto como ocasión de aprendizaje, y generando capacidad para la autocrítica y la autoevaluación.
- El trabajo cooperativo-colaborativo necesita unos requisitos:
  1. Interdependencia positiva, lo que supone que la suerte individual está ligada a la del grupo, de manera que, estando todos y cada uno vinculados al objetivo final, todos pueden pedir ayuda a los demás y todos están obligados moralmente a prestarla.
  2. Responsabilidad, que es individual para la consecución del objetivo común, de manera que la aportación de cada uno debe ser visible y equitativa tanto cualitativa como cuantitativamente para todos los miembros del grupo.
  3. Desarrollo de competencias cooperativas, habilidades sociales, de comunicación, saber escuchar, saber intervenir, entender lo que el otro quiere decir sin prejuicios.
  4. Clima psicológico positivo, necesario para el intercambio de opiniones; es la confianza de quien puede intervenir sin sentirse juzgado.
  5. Configuración del grupo de trabajo, que para ser idónea no debe ser mayor de 4 miembros, estableciendo tanto objetivos de aprendizaje centrados en la tarea, como en el proceso mismo.
  6. Revisión y evaluación; es fundamental el control del proceso de aprendizaje, de la tutorización de lo que se está haciendo y cómo, tanto de la tarea, como del aprendizaje de estrategias colaborativas, que han de ser valoradas; aquí cabe una autoevaluación, que sería fundamental para la mejora.

BENNETT, DEBORAH J.; FISCH, AUDREY A.

<http://files.eric.ed.gov/fulltext/EJ1063053.pdf>



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Infusing Coteaching Into the General Search Advanced Search Tools  
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### Infusing Coteaching into the General Education Field Experience

Bennett, Deborah J.; Fisch, Audrey A.  
Interdisciplinary Journal of Teaching and Learning, v3 n1 p18-37 Spr 2013

With the proliferation of inclusion, teacher education programs must prepare general education candidates to work collaboratively in a coteaching environment. This study addresses a coteaching assignment introduced into the general education field experience course for secondary content majors. The candidates enrolled had no previous preparation in coteaching. The findings revealed that combining minimal reading, a focused observation assignment, and an online discussion forum that required writing and reflection enabled candidates to engage in a meaningful discussion of the challenges and benefits of coteaching. The study also revealed that these activities inspired some candidates to reframe discussions to benefit candidates observing negative models of coteaching.

Descriptors: Team Teaching; General Education; Field Experience Programs; Inclusion; Team Training; Assignments; Teacher Education Programs; Teacher Collaboration; Learning Activities; Group Discussion; Observation; Modeling (Psychology); Undergraduate Students; Secondary School Curriculum; Qualitative Research; Statistical Analysis; Student Participation; Learner Engagement; Scores; Rating Scales; Learning Experience; Teaching Methods

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Publication Type: Journal Articles; Reports - Research  
Education Level: Higher Education; Postsecondary Education; Secondary Education  
Audience: N/A  
Language: English  
Sponsor: N/A

The candidates in the program were able to become comfortable with the developmental stages of the coteaching relationship, even if they were reluctant to numerically rate their mentor teachers as less than proficient practitioners. More broadly, although the models that the candidates observed were uneven and sometimes negative, as is reflective of the state of the field (Harbort et al., 2007; McKenzie, 2009; Scruggs et al., 2007), these candidates were able to recognize less than adequate collaboration between coteachers without devolving into the language of blame or an overall pessimism about coteaching.

Because of the exchanges between candidates on the online discussion forum, we observed that the candidates were able to find avenues to articulate and refine positions in which they recognized the value of collaboration for teachers and students. Moreover, the candidates were able to do important work in appreciating the difficulty of achieving a true collaborative partnership in the classroom, framing a discussion of the challenges of collaboration in terms of time, training, commitment, and interpersonal skills, and beginning to outline personal strategies and ambitions for their own future collaborative partnerships.

Finally, our study revealed that the online discussion forum amplified the benefits of the observation of positive coteaching models in the field, even for those candidates who were unable to personally observe a positive model. The candidates were able to appreciate and learn indirectly from the positive experiences of their peers and to ameliorate the effects of their own observations of less successful models.

Researchers have argued that attitudes are precursors to behavior and with more positive attitudes, teachers are more apt to modify their instruction to meet the needs of all students (Swain et al., 2012). If so, our candidates are better prepared to do the work ahead of them.

THOMAS J., DIANA JR.,

<https://education.ok.ubc.ca/shared/assets/co-teaching53400.pdf>



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### Co-Teaching: Enhancing the Student Teaching Experience

Diana, Thomas J., Jr.  
Kappa Delta Pi Record, v50 n2 p76-80 2014

Co-teaching is a common practice in many P-12 schools today. An emerging trend, however, is the use of this practice in teacher preparation as one way of enhancing the development of student teachers. With the increase in teacher accountability and the heightened scrutiny of teacher evaluation, co-teaching is a strategy that can be incorporated into student teaching to ensure that effective teaching is taking place and that student learning is maximized. In fact, some colleges and universities are beginning to examine the implementation of a co-teaching model to replace the traditional model of student teaching (Bacharach, Heck, & Dahlberg, 2010). Co-teaching as an instructional strategy may not be a new phenomenon in education, but it may just change how we prepare our new teachers in the future. Co-teaching is defined as two or more teachers working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction as well as the physical classroom space (Teacher Quality Enhancement Center, 2010; Villa, Thousand, & Nevin, 2008). This article discusses the benefits and challenges of co-teaching as well as co-teaching as professional experience and during student teaching. It concludes that if implemented effectively, co-teaching in teacher education programs can significantly enhance the teaching profession as well as change the way future teachers are prepared.

Descriptors: Teaching Experience; Team Teaching; Student Teaching; Student Teachers; Teacher Education Programs; Educational Practices; Professional Development; Teaching Methods; Instructional Effectiveness; Barriers

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Publication Type: Journal Articles; Reports - Descriptive  
Education Level: Postsecondary Education; Higher Education; Elementary Secondary Education  
Audience: N/A

sustain effective professionals for long-lasting careers. Teacher educators, specifically, are reviewing their current student teaching programs and considering how to deliver quality professional experiences that will have a lasting impact on reform-oriented teachers. One approach is to incorporate a co-teaching experience into teacher education programs.

The co-teaching experience not only benefits the preservice teacher, but also offers professional development for the cooperating teacher. These teams can be most effective when supported by an effective learning community. Attributes of the community, as identified by the National Commission on Teaching and America's Future (NCTAF), include: (a) shared values and goals; (b) collective responsibility; (c) authentic assessment; (d) self-directed reflection; (e) stable settings; and (f) strong leadership support (Fulton & Britton, 2011, p. 5).

According to an NCTAF report (Fulton & Britton), participating in learning teams can successfully engage teachers in discussions about the subjects they teach. This may sound like a simple and basic idea; but as the report identified, this is crucial for effective teaching. While it is considered a professional trait to continuously seek more knowledge, it can actually be threatening for some professionals to acknowledge that there may be something more they should know or understand better. Many teachers operate in isolation and are often hesitant to discuss the content they teach. The NCTAF report found that improving teaching quality is the single most important investment we can make to prepare today's students for college and career success. However, this need comes as many states and school districts are

learning outcomes with a more cost-effective deployment of existing resources. The NCTAF report found that we can achieve this objective by enabling teachers to team up for more effective teaching and learning. Implemented effectively, co-teaching among preservice and cooperating teachers can successfully include each of the six principles identified in the NCTAF report and help to increase both student learning and new teacher satisfaction.

#### Co-teaching During Student Teaching

Co-teaching can have a positive impact on the key stages of the teacher professional continuum. Figure 1 illustrates the various phases of the continuum. Although co-teaching can have a positive impact on all stages of the continuum, integrating co-teaching during preservice teacher education programs will have a long-term effect on sustaining educational reform across the continuum.

With many states placing a greater emphasis on student test scores as one indicator of teacher performance, many potential P-12 cooperating teachers are hesitant to work with student teachers in their classroom. In addition, many administrators worry about how student teachers might impact teacher and administrator evaluation. Implementing a co-teaching model during the standard student teaching placement can alleviate these concerns and provide more stability in the classroom. Because a teacher candidate, often with little to no experience teaching in an actual classroom, will not be left alone, this approach will significantly diminish classroom management issues, minimize the teaching of incorrect content, and increase the teacher-to-

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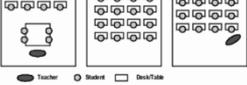
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**Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education**  
 Friend, Marilyn, Cook, Lynne, Hurley-Chamberlain, DeAnna, Shamberger, Cynthia  
 Journal of Educational & Psychological Consultation, v20 n1 p9-27 2010

Although collaboration among service providers has been a hallmark of special education almost since its inception, co-teaching, the sharing of instruction by a general education teacher and a special education teacher or another specialist in a general education class that includes students with disabilities, is a relatively recent application. As a result of recent federal legislation and related policy changes, co-teaching has evolved rapidly as a strategy for ensuring that these students have access to the same curriculum as other students while still receiving the specialized instruction to which they are entitled. Despite considerable enthusiasm expressed by those who write about co-teaching and those who implement it, co-teaching illustrates the complexity of conceptualizing and studying collaboration in special education. Most inquiry on co-teaching has emphasized co-teachers' roles and relationships or program logistics rather than demonstrating its impact on student achievement and other key outcomes, and far more literature exists describing co-teaching and offering advice about it than carefully studying it. Contributing to the admittedly equivocal evidence base for co-teaching are factors such as the still emerging understanding of this special education service delivery vehicle, inconsistencies in definitions and implementation, lack of professional preparation, and dilemmas related to situating co-teaching in a supportive, collaborative school culture. The future of co-teaching may be dependent on increasing the quantity and quality of research on it and placing co-teaching in the larger context of school reform and improvement. (Contains 1 figure.)

Descriptors: [Team Teaching](#), [Regular and Special Education Relationship](#), [Inclusive Schools](#), [Special Education](#), [Teacher Role](#), [Outcomes of Education](#), [Educational Change](#), [Professional Development](#), [Teacher Education](#), [Educational Research](#), [Program Administration](#)

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Publication Type: Journal Articles; Reports - Evaluative  
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**FIGURE 1** Co-Teaching Approaches. From M. Friend & W. D. Bursock, 2009, *Including Students With Special Needs: A Practical Guide for Classroom Teachers* (5th ed., p. 92). Columbus, OH: Merrill.

1. *One teach, one observe*, in which one teacher leads large-group instruction while the other gathers academic, behavioral, or social data on specific students or the class group;
2. *Station teaching*, in which instruction is divided into three nonsequential parts and students, likewise divided into three groups, rotate from station to station, being taught by the teachers at two stations and working independently at the third;
3. *Parallel teaching*, in which the two teachers, each with half the class group, present the same material for the primary purpose of fostering instructional differentiation and increasing student participation;
4. *Alternative teaching*, in which one teacher works with most students while the other works with a small group for remediation, enrichment, assessment, preteaching, or another purpose;
5. *Teaming*, in which both teachers lead large-group instruction by both lecturing, representing opposing views in a debate, illustrating two ways to solve a problem, and so on; and
6. *One teach, one assist*, in which one teacher leads instruction while the other circulates among the students offering individual assistance.

FELIPE RODRIGEZ

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La co-enseñanza, una estrategia para el mejoramiento educativo y la inclusión.

Autores: Felipe Rodríguez  
 Localización: Revista latinoamericana de educación inclusiva, ISSN 0718-5480, Vol. 8, N.º 2, 2014, págs. 219-233  
 Idioma: español

Texto completo (pdf)

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La literatura indica varios elementos organizacionales que dificultan el trabajo colaborativo, entre los cuales están la falta de tiempo y espacios para planificar e implementar los programas de los estudiantes, las dificultades de coordinación entre los docentes, la sobrecarga de trabajo de los profesores, la falta de apoyo por parte de los administradores y la poca comprensión que los directores tienen respecto a la colaboración entre docentes (Araneda et al., 2008; Castro y Figueroa, 2006; Rodríguez, 2012; Stuart et al., 2006; Waldron y Mcleskey, 2010).

Otro factor relevante es la cultura escolar, particularmente el predominio de una cultura de trabajo pedagógico aislado (Waldron y Mcleskey, 2010). En Chile se han hallado indicios de que el trabajo colaborativo se ve dificultado por un problema de cohesión a nivel de la cultura y de la organización escolar, consistente en una separación de ámbitos de competencia entre la educación regular y la educación especial (Rodríguez, 2012).

También dentro de la cultura, relacionado con el ambiente de trabajo y las percepciones de los docentes, están la existencia de actitudes y creencias individuales desfavorables a la colaboración, como desmotivación para el trabajo en conjunto (Castro y Figueroa, 2006); la resistencia a trabajar en forma colaborativa, solicitando y recibiendo colaboración (Araneda et al., 2008; Stuart, Connor, Cady y Zweifel, 2006); y la presencia de sentimientos de desconfianza y confrontación (Sánchez, 2000). Particularmente en Chile se ha encontrado el desarrollo de una relación asimétrica entre los profesionales, en donde un profesional es considerado experto y superior al otro, por lo que se deben acatar sus indicaciones (Castro y Figueroa, 2006; CEAS, 2004).

Finalmente, se agrega la deficiente formación profesional para atender las necesidades educativas especiales de los estudiantes, debido a la falta de capacitación en estrategias

RECIO, NANCY MONTES DE OCA; RAMIREZ, EVELIO F. MACHADO

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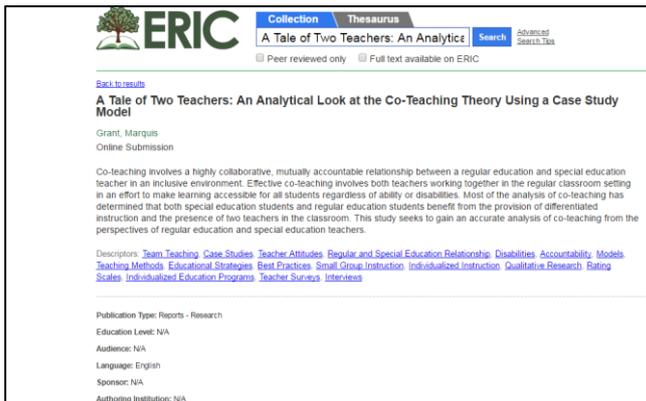
medios que conducen a la solución de los problemas...<sup>9</sup> Ello llega a constituirse en un aprendizaje estratégico, ya que el estudiante de forma consciente elige, planifica, coordina y aplica los métodos y los procedimientos necesarios para conseguir un objetivo o aprendizaje.

Las estrategias de enseñanza y las de aprendizaje se encuentran involucradas, en virtud de la unidad entre enseñar y aprender. Por lo que cada vez es más frecuente la utilización de la expresión *estrategias de enseñanza-aprendizaje*, las cuales pueden ser consideradas como secuencias integradas, más o menos extensas y complejas, de acciones y procedimientos seleccionados y organizados que, atendiendo a todos los componentes del proceso, persiguen alcanzar los fines educativos propuestos.<sup>7</sup>

Bajo este criterio, la aplicación reflexiva de un sistema secuencial de acciones y procedimientos para la enseñanza presupone necesariamente el condicionamiento de las acciones del estudiante. Es por ello que es inapropiado *enfocar estrategias de enseñanza como algo independiente de las estrategias de aprendizaje*, pues significa

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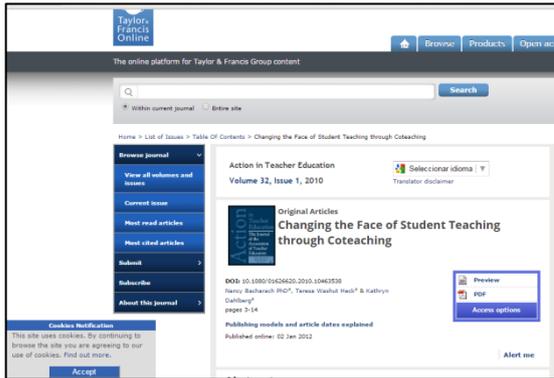


provides opportunities for both teachers to be "on," working with students to best meet their needs.

- **Relationship Building.** In non-co-taught student teaching models, the cooperating teacher and teacher candidate typically have little opportunity to build a relationship before beginning their work together. In contrast, co-teaching participants are brought together at the beginning of their shared experience to establish a foundation of professional trust and respect, and are supported as they continue to nurture this relationship throughout the student teaching experience.
- **Communication and Collaboration.** In non-co-taught student teaching, candidates are expected to inherently possess the communication and collaboration skills necessary to succeed in today's complex teaching and learning environment. Participants in co-teaching receive guidance on the importance of strong communication and collaboration skills. In addition, they receive instruction and opportunities to purposefully practice both effective communication and collaboration strategies with each other.
- **Planning.** In a non-co-taught student teaching experience, teacher candidates typically plan lessons in isolation, presenting them to their cooperating teacher in advance of

NANCY BACHARACH; TERESA WASHUT HECK; KATHRYN DAHLBERG

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Effective co-teaching blends the learning environment without regard to special circumstances of individual students. By law, teachers obligated to follow the accommodations and modifications designated for a child. However, their responsibilities do not stop there. In a true collaborative classroom, both teachers share equal responsibility when it comes to accountability for student success in the inclusive classroom. That means that the special education teacher is not just a teacher for children with disabilities but she is also a teacher for the other students as well. Collaborative teaching allows educators to identify individual and group strengths while managing the requirements of curriculum overload, frequent assessments, and accountability structures under state and federal mandates (Wilds, Mayeaux & Edmonds, 2008). In some districts, each co-teacher in the classroom is assigned fifty percent responsibility for all student achievement in the inclusive classroom. There is no more "these are mine and those are yours" in collaborative classrooms. While it may be tempting for a teacher to want to have certain students removed for instruction, particularly those students who have exhibited problematic behaviors or severe learning deficits, the overarching theme in modern classrooms is that all students deserve an opportunity to learn in the environment that best supports their needs.

Bonilla, Francisco Javier Álvarez; Garcia, José Rafael Prieto

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A screenshot of the Dialnet website showing an article titled 'El aprendizaje cooperativo en el Máster de Secundaria para enseñar y aprender a ser tutor'. The authors listed are Francisco Javier Álvarez Bonilla and José Rafael Prieto García. The article is in Spanish and published in 'Revista de Investigación Educativa' (RIE) in 2012. The page includes a 'Resumen' (Abstract) section in Spanish, a 'Texto completo (pdf)' link, and social media sharing icons.

**1. ANTECEDENTES.**  
Sin duda que debemos presentar la experiencia del curso 2011-2012 como fruto de un trabajo colaborativo entre docentes de diferentes áreas de conocimiento de la Facultad de Ciencias Sociales de esta Universidad. Un trabajo cooperativo que supone partir del "No podemos hacerlo sin ti", de la interdependencia positiva (Del Pozo y Horch, 2008) entre cada una de las áreas de conocimiento: Didáctica y Organización Escolar, Psicología Básica, Psicología Social y Trabajo Social. En ocasiones, poner en marcha una asignatura por parte de diferentes áreas supone poco más que el reparto de créditos y de horarios. Éste podría haber sido el caso de la asignatura "El Departamento de Orientación y la Tutoría en la Educación Secundaria", incluida en el módulo de libre opción del Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas, se lleva desarrollando en la Universidad Pablo de Olavide (Sevilla) desde el curso 2009-2010.  
En este caso ha sido muy relevante la relación interpersonal que el coordinador ha creado con el resto de docentes a través del liderazgo, la construcción de la confianza, la comunicación, la toma de decisiones y la resolución de conflictos. A través del establecimiento de relaciones de reciprocidad y mutualidad (Álvarez, 2011) a lo largo de los diferentes encuentros con el resto de docentes, se consigue facilitar el desarrollo de la autonomía personal y la satisfacción de necesidades humanas básicas (seguridad, pertenencia, afecto, respeto) de los docentes.

**2. EL APRENDIZAJE COOPERATIVO PARA LA MEJORA DE LA PRÁCTICA EDUCATIVA EN LA EDUCACIÓN SUPERIOR**  
**2.1. El aprendizaje cooperativo en la Educación Superior**  
El trabajo cooperativo es una herramienta eficaz para el aprendizaje, pero a su vez, su implementación en las aulas es compleja dado los múltiples factores que intervienen en el proceso de enseñanza-aprendizaje (Bolarín, 2012). Según Johnson y Johnson (1987), existe aprendizaje cooperativo dentro de un grupo cuando se produce interdependencia positiva entre sus miembros, asimilando los logros personales y los del grupo como aspectos básicos de su funcionamiento. La metodología de aprendizaje cooperativo que se ha desarrollado en la asignatura se centra en el modelo inclusivo (Pujadas, 2008), en el que las herramientas que aporta este enfoque permita una auténtica atención a la diversidad y el alumnado pueda poner en juego todas sus capacidades (cognitivas, sociales, emocionales y personales).  
Sus planteamientos no se centran en el logro de los contenidos curriculares, sino que constituye una enseñanza que se dirige a formar a las personas en su totalidad. Supone, por tanto, el sustrato sobre el que manejar las diferentes competencias básicas establecidas en el currículo.

**2.2. La agrupación del alumnado en el aprendizaje cooperativo**  
El trabajo en equipo requiere que exista una estructura estable en el grupo que le permita realizar actividades cooperativas que...