

## A Reflection Paper on the CPCT Processes

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In Co-Teaching Models, the teachers work closely together so that it is not obvious that there is an intern or a hierarchy in the mathematics or science classroom. The goal is the have the students see Co-teaching “as a much more equitable responsibility for the instruction (Co-Teaching, 2018, 25:15)”. “They [students] see it as, I have two teachers (Co-Teaching, 2018, 25:18)” and not just a trainee in the classroom. The roles of the teachers can be reversed at any time. Co-Teaching allows for interns to be trained in the classroom while keeping the integrity of the teaching profession and training new teachers simultaneously.

Nonetheless, I heard a conversation between professors and students about how co-teaching does not work. In the model, one teacher is teaching and one teacher observes, the professor stated that students always know that the intern is not able to teach as well. The defining factor is knowledge of the content, as new teachers are not able to communicate the mathematic or science information in the same manner as a seasoned teacher. According to Muhammad (2020), criticality is “something that may not be in the forefront of the teacher’s minds” especially when we do not see but one teacher of color on all of the videos. Urban schools are not afforded the opportunity to have Co-Teaching as a budget item in order to have two teachers per classroom. Therefore, this is not a model that is known throughout the greater Atlanta school system.

This was also the opinion of my peer, Tina Tyler. She explained to me in our group discussion, that we would be hard pressed to find an example in the schools of Co-Teaching, Co-

Planning that worked. We discussed how it can be irritating to the teacher who is carrying most of the responsibility while the other teacher “observes”. Co-Planning received negative reviews, as it may stall when teachers are not cooperative in the planning period. I see that teachers have their own way of individually wanting to execute the lesson in the classroom with their style and activities. Co-planning teachers must be flexible and willing to work on a team, utilizing the strengths of each participant.

To be successful, as Samantha Slack explains in the video Team Teaching (2016), a model of collaborating between teachers shows students what is expected of them with their peers (Team Teaching, 0:17). Students have a model of how to work in groups when they have a team of teachers in the classroom. Teachers must have active and equal roles that are different.

Ms. Tyler and I work well together, because we compliment and acknowledge each other’s strengths that are brought to the table. Ms. Tyler has the experience of 8 years of teaching yet she supports me fully as I am at 6 weeks of pre-certification. I am tasked with managing the work flow and setting up the projects. Ms. Tyler, in our version of lesson planning, brings the supplements, assessments and the finishing touches. One Plans, One Reacts is the Co-planning model that we used in our class this past summer, where I began the plan, and Ms. Tyler provided improvement to the lesson plans.

Prior to working on the CPCT model, my peer, Tina and I were assigned to do 4 Team-Teachings for ‘I am Stem Camps,’ a virtual camp for 300 students around the country. We presented the sections of the mathematics and science lessons that complimented our strengths. I ran the technology, presented the slides and performed the experiments. Tina provided the content and answered the questions. We traded assigned tasks when needed.

In Team Teaching, one instructor can take on the parts of the lesson that connects with their strengths. The teachers share the responsibility of lead instruction and they are active in different ways and most the time teachers are both in front of the classroom. The Team must work well together and ‘check each other in a way that is positive (1:27)’. This was only needed in our case was when the technology was not running smoothly. Tina was leading the class when her internet started running slowly. I was able to jump in and correct the challenge by sharing my screen and getting the lesson back on track.

Building relationships between Mentors and Interns is vital to Co-Planning and Co-teaching. Without the relationship, the students will feel the disconnection and all authority can be undermined. The teachers must work well together. How well will it work with power struggle or with as your classroom management? If children have issues with authority, role of teachers, and establishing norms, it could all fall apart.

Furthermore, care should be taken to place or assign students with a well matched mentor. I have been fortunate in this respect. I enjoy my Middle School mentor and she enjoys assisting me. She is precise and to the point as well as very knowledgeable about the teaching profession. Our conversations flow with ease and she is responsive to my needs. We connected easily even though we were never formally introduced. She helps me to find and submit all of my tasks and assignments for the Middle School. She assists me at times with my tech support and navigating technology. Mostly she informs me on classroom management, parent discussion and email contacts.

In addition to my Middle School mentor, there are many other compassionate leaders in my school. I have a co-worker that also assist me on a daily basis. We have our own classrooms, and embrace many of the aspects of Co-Teaching. We Co-Plan together in a group. Our PLC or

Professional Learning Community consists of the Vice –Principle as the leader, a county assigned Science Curriculum Specialist, another 6<sup>th</sup> grade science teacher and an administrator all who collaborate in weekly meeting to complete the lesson plan. We have used a tiered version of One Plans, One Assist; One Reflects, One Plans; One Plans, One Reacts. Co-planning effectively gives a graduated way of instructing and mentoring on lesson planning. We are constantly building on each style for improving instruction in the science classrooms.

These strategies all have strengths as to when they are most useful. Initially a new intern would benefit most from a One Plan, One Assist model. This gives time to watch and learn from the professionals. The next phase that is most beneficial is the One Reflect, One Plans Model. I recently was given the task of typing in the lesson plan on our collaborating form for the science team. I was also given the task of locating the next Georgia Standard of Excellence for 6<sup>th</sup> Grade Earth Science. Finally, the One Plans, One Reacts tests the intern's depth of knowledge of lesson planning. This would be used as the final phase of assessment for the intern as it is mine final evaluation when I submit my lesson plan to my administrator.

In conclusion, Co-Teaching models are designed to improve student performance. Co-Teaching serves to lift the relative position and respect of an intern to the level of teacher immediately by facilitating more involvement for the teacher candidate. Mentors are able to give more input during the active work of teaching in the classroom and all involved are more successful in the educational system.

## References

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