

CO-TEACHING MODEL OF STUDENT TEACHING:
PERCEPTIONS OF BEGINNING TEACHERS FOR CAREER READINESS

Ryan D. Huff

Dr. Sandy Hutchinson, Dissertation Supervisor

ABSTRACT

This study investigated the effectiveness of the Co-Teaching Model of instruction as implemented by the University of Central Missouri (UCM) teacher education program in relation to teacher readiness, retention, satisfaction, and preparedness to complete the required tasks in the teacher certification process. In addition, the study examined the new teacher evaluation form as outlined by the Missouri Department of Elementary and Secondary Education (MoDESE) and how equipped new teachers are in meeting the new teacher evaluation expectations.

Four themes emerged from the findings of this study. These four themes are: 1) modeling, 2) relevant experiences or practice, 3) district resources/culture, and 4) scenarios. The findings and following discussion led to recommendations for university educational leaders to provide further opportunities for modeling of expected teacher behaviors, providing useful and relevant experience/practice for specific areas of suggested improvement, encouraging greater diversified experiences in the teacher preparation program to expose student teachers to the many different cultural and socio-economic situations that are found in public schools, and providing real-world examples through role playing and scenarios.

The Co-Teaching Model of student teaching has many positive aspects. These include providing positive modeling for appropriate teaching behaviors/processes, learning the skill of collaboration with peers, discovering and experiencing new and useful technological tools, and the opportunity to face difficult real-life situations.