The clinical internship was a much easier task for me due to my previous experiences. Working with the same team of leaders and administrators from my Teacher Residency experiences was a significant benefit. During my prior experiences, I always supported secretaries, teachers, or administrators in any way possible whenever they needed help. That created a better relationship between us, and as a consequence, everybody in the building knew me. I was present at school meetings, follow-ups with parents and administrators, and included in special events. During this time, I also was able to present in different educational, regional and national, conferences that helped me deepen my knowledge and my critical thinking.

Towards the halfway point of clinical internship. I began to receive job offers based on my work in schools and my presentations at conferences, like the NAPDS conference. Two months before my clinical internship concluded, I accepted a position at Long Branch High School.

Conclusion

The Teacher Residency Program has certainly helped me achieve my goals as a teacher candidate while fulfilling the School of Education's vision for the Teacher Residency program. In my case, it was extremely important to me to earn a salary to help support my family. Although the income I earned through the Teacher Residency program did not compare to my previous employment, it provided enough compensation to make it possible for me to spend so many extra hours in the field. I knew that the time I spent in the field would better qualify me for a teaching position and smooth the transition into my first year of teaching.

Programs like the Monmouth Teacher Residency offer several advantages by making college more affordable, by making it possible to spend sufficient time in classrooms to learn how to teach well, and by enabling me to gain the necessary skills to really make a difference for my students in my first year of teaching. It has also given me a first-hand experience performing multiple educational roles within the school. I believe that will help me better understand how to work with tutors, paraprofessionals, and substitute teachers in the future.

The collaboration, communication, and strong partnership between Dean Henning and my superintendent Dr. Salvatore were critical to the transition and success of this experience (NAPDS Essential 1). Their desire for innovation in school partnerships gave me the opportunity I needed to succeed (NAPDS Essentials 2 and 4). Even more importantly, the Teacher Residency program created a better, more prepared, and confident teacher who can serve all students.

Angello Villarreal (s1166299@monmouth.edu) is a recent MAT graduate from Monmouth University licensed in Spanish & ESL. Angello is currently hired as an ESL high school teacher and is currently starting the Doctoral Program in education at Monmouth University.

John E. Henning is a professor and dean at Monmouth University. His research interests include clinically-based teacher education, mentoring, teacher development and innovation in education. His latest book is Building Mentoring Capacity in Teacher Education: A Guide to Clinically-Based Teacher Education.

Co-Teaching in Professional Development Schools: The Gradual Release of Responsibility

Amanda Mann, Wichita Falls ISD (TX)
Emily Kate Reeves, Midwestern State University (TX)
Christina Janise McIntyre, Midwestern State University (TX)
Daphney L. Curry, Midwestern State University (TX)

The co-teaching model is a system that has been designed to incorporate the use of more than one teacher in the classroom (Sachs, Fisher, & Cannon, 2011). Among other things, it facilitates the interaction of students with learning disabilities with students who are working at optimal levels, which can increase their learning capabilities (Brendle, Lock, & Piazza, 2017; Peery, 2017). The teachers in this scheme of classroom orientation are general education teachers, educators who specialize in specific areas, mentors, and even pre-service teachers (PSTs) (Peery, 2017; Gerlach, 2017). The co-teaching model is not an academic arrangement that is without restrictions; however, every teaching pair has their own approach and sometimes a few methods that they have found to be uniquely useful (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Walsh, 2012). As the models are more widely incorporated over time, seven models have been identified which evolve constantly to fit the needs of educators and their students (Badiali & Titus, 2010; Gerlach, 2017). The seven models that have been established are one teach-one observe, parallel teaching, one teach-one assist, station teaching, supplemental teaching, alternative or differentiated teaching, and team teaching (Ackerman, 2017; Harter & Jacobi, 2018). Even though each mode of co-teaching is effective, some are more frequently used in comparison to the others (Ackerman, 2017). As the use of co-teaching has become more prevalent in the educational system, it has proven to be beneficial to pre-service teachers (PSTs) and in-service teachers alike (Peery, 2017; Hurd & Weilbacher, 2017; Yopp, Ellis, Bonsangue, Duarte, & Meza, 2014).

Pre-service Teachers

Co- teaching helps create a school–university culture that is committed to the preparation of future educators by increasing active engagement in the school community (NAPDS Essential 2). Providing a framework that focuses each pre-service teacher's (PST's) school clinical observation time on working side by side with experienced educators, increases the effectiveness of PST's time in the field. The co-teaching model elicits active participation and collaboration with the more experienced in-service teacher, resulting in better clinical outcomes. PSTs experience the benefits of co-teaching because they are allowed to gain occupational experience on a practical level (Zartman, 2015). These PSTs are able to apply the information that they have gained in their college careers, allowing them to find their niche in a practical way (Ross, Vescio, Tricarico, & Short, 2011). Co-teaching also allows PSTs to see what the educational system is lacking (Sachs, et al, 2011). Ultimately, this can lead to further education in special areas, leading to the implementation of transformational learning schemes that to shift the "norm" of education (Ross, et al, 2011). In a co-teaching classroom, the PST is not just a student, he or she is the teacher as well (Ackerman, 2017; Zartman, 2015). PSTs experience various perspectives which can be useful in the preparation of creating a classroom that is conducive to a diverse group of learners (Gerlach, 2017; Sachs, et al, 2011; Yopp, et al, 2014). Co-teaching encourages PSTs to prepare themselves for their future work environment through a range of experiences that allows them to mentally assess various possibilities (Ackerman, 2017; Sachs, et al, 2011; Zartman, 2015). Every classroom is different; therefore, by immersing pre-service teachers into a co-teaching environment, the possibility of being unprepared is drastically reduced (Ackerman, 2017; Hurd & Weilbacher, 2017; Ross, et al, 2011).

In-Service Educators and PDS Mentors

Another beneficiary of the positive attributes of the co-teaching models is the in-service teacher. For years the teacher-to-student ratio has been a point of concern in many classrooms due to overcrowding in schools (Peery, 2017). Fortunately, co-teaching reduces the teacher-to-student ratio because of the addition of one to two more teachers in the classroom (Harter & Jacobi, 2018). Reducing the student-to-teacher

ratio helps each teacher have the opportunity to spend time more quality with individual students (Ackerman, 2017; Gerlach, 2017). Mr. L, a PDS mentor stated, "Having my intern allowed me to spend time in small groups and one-on-one with more students. I also utilized her abilities to work individually with students. I loved having my intern, I am sad to see the semester close!" This quote clearly shows how co-teaching allows teachers time to provide students with the attention and individualised instruction and scaffolding that they need in order to move forward in their studies (Rexroat-Frazier, 2017).

By reducing the student-to-teacher ratio, there may also be a reduction in teacher burnout as well (Ackerman, 2017; Rabidoux & Rottmann, 2017). Each year an alarming number of teachers become fatigued, overwhelmed, and even fall ill due to the pressures placed on them from a myriad of outlets, not the least of which is heading a classroom and being responsible for the academic success of countless students (Rabidoux & Rottmann, 2017). Co-teaching allows each teacher to have the opportunity to focus on students while the other can focus on a different aspect of the classroom responsibilities (Rexroat-Frazier, 2017; Stumpf, 2015). With co-teaching, each teacher can uniquely contribute to the learning environment, making it easier to foster the smooth operation of managing the classroom, and more importantly, of providing the most effective instructions for the students (Grubesky, 2014; Harter & Jacobi, 2018). This is illustrated in a quote from mentor- teacher Mrs. B, "Ms. R is a wonderful asset to our classroom. She has taken over my small groups which allows me time to get students tested and work with individual students that need it."

Also, by instituting the co-teaching models, it allows each teacher to learn and even divide the classroom in ways that can target learning issues in a unique manner (Gerlach, 2017; Hurd & Weilbacher, 2017). By using either the station teaching, parallel teaching, or even supplemental teaching, it can encourage students to focus better, thereby igniting their desire to learn more (Badiali & Titus, 2010; Gerlach, 2017; Harter & Jacobi, 2018). For example, a PDS mentor teacher reported, "Ms. N was extremely helpful with directing small reading groups, delivering whole group instruction, grading and filing, answer questions, and general monitoring of students". Increased student engagement can ultimately make the teaching process much easier and more effective (Rexroat-Frazier, 2017). Mentors have seen benefits from the mentor-mentee relationship using the co-teaching models. Mentors gain the ability to develop innovative studies that can contribute to the culture of socially diverse classrooms (Harter & Jacobi, 2018; Ross, et al, 2011; Zartman, 2015). Mentorship is not only a system where the more experienced professional guides, but also a system that provides an opportunity for educators to learn about the individual needs that their students may require to be academically successful (Stumpf, 2015; Zartman, 2015; Walsh, 2012). Mentors are given the ability to observe and accurately assess the needs of their classroom (Sachs, et al, 2011; Grubesky, 2014; Yopp, et al, 2014). This can mean creating an inviting classroom atmosphere by simply adding decorations or by aiding mentees with valuable information to direct the outcome of the class, and so much more (Stumpf, 2015). One PDS Mentor indicated that the co-teaching model supported planning, "Great a co-teaching activities, thinking ahead to what may come next in each subject".

The utilization of the various co-teaching models for the sake of mentors creates an opening for mental breaks and the ability to conduct administrative tasks that are necessary for running an organized classroom (Harter & Jacobi, 2018; Sachs, et al, 2011; Stumpf, 2015). Classroom mentors using the co-teaching models allows them to learn and practice diverse teaching styles and approaches that can be used with their mentees and other future teachers (Hulin, 2018; Sachs, et al, 2011; Yopp, et al, 2014). The experience of working with teaching models outside of their normal routine can benefit their overall teaching practice (Ross, et al, 2011; Zartman, 2015; Yopp, et al, 2014). This give and take learning environment facilitates a needs-focused, ongoing, and reciprocal professional development experience for both the in-service teachers and PSTs (NAPDS Essentials 3).

University Supervisors

Implementing the co-teaching model in the methods courses has been an invaluable strategy in the improvement of the overall field experience for PSTs. University supervisors have noted that the quality of PSTs' lessons and classroom management strategies has been evident during formal teaching observations. Since the implementation, PSTs on the whole are demonstrating better instructional and management skills due to the specific requirements of the co-teaching model. For more reticent PSTs who aren't as willing to jump right in, it takes the guesswork out of what to do in the classroom early in the field placement. There is less wasted time getting acclimated because there are specific requirements to attend to. The co-teaching model increases the interaction and collaboration time between mentors and PSTs, resulting in better lessons and more strategic planning for specific students. The co-teaching model has helped PSTs get involved more quickly and feel more comfortable in the classroom which has resulted in better relationships with the P12 students and more investment in the classroom culture. This is evident during initial formal teaching observations in PSTs meaningful interactions with the P12 students and the range of teaching and management strategies that the PSTs are comfortable utilizing. What would typically be evident in perhaps the second or third formal observation is occurring earlier in the semester allowing for PST lessons to improve on much deeper levels by the end of the placement. PSTs seem more focused on student learning gains and differentiation strategies and less concerned about following a scripted lesson, something that PSTs frequently do in their first formally observed lesson.

Quality reflection is integral to good teaching (van Es & Sherin, 2010), and university supervisors have noted that the caliber of PST's reflections has improved due to the interactions with experienced mentor teachers. Their reflections have been less superficial and more thoughtful, recognizing areas for improvement and connecting planning and decision-making to best practice pedagogy. University supervisors have also noted that mentor teachers have been enthusiastic about the model, which has strengthened the PDS-university relationship.

Co-teaching Benefits

Co-teaching was designed to complement the IDEA act which required inclusion in the classrooms (Peery, 2017). Although this new act was designed to help students with learning disabilities through the use of co-teaching, co-teaching has been found to be just as beneficial for the educators (Badiali & Titus, 2010; Peery, 2017; Rexroat-Frazier, 2017). Teachers, mentors, and pre-service teachers all experience the benefits that are associated with the seven co-teaching models (Peery, 2017). With the use of co-teaching, the education system is aided with professionals that have grasped a full understanding of the use of partnership in the classroom (Friend, et al, 2010; Gerlach, 2017). Educators are also given the tool vital for gaining the attention of students and equipping them with techniques that can be used throughout their educational career (Gerlach, 2017; Hulin, 2018). Future educators are able to experience first-hand what it means to operate in the actual capacity that they have been training for with guidance and constructive criticism (Sachs, et al, 2011).

Also, experienced educators who have felt the wear and tear of teaching are being relieved from burnout, high-stress levels and more information on how to reach children that may not be functioning optimally (Gerlach, 2017; Hurd & Weilbacher, 2017; Rabidoux & Rottmann, 2017). Mentors have been given the opportunity not only to benefit from co-teaching models, but they are also afforded the opportunity to scope future educators in the way forward for a better educational system (Hulin, 2018; Ross, et al, 2011; Yopp, et al, 2014).

Co-teaching in a Professional Development School

Professional development schools (PDS) provide a living teaching and learning laboratory allowing teacher candidates to work with experienced classroom mentors as they practice and refine their pedagogical skills. Through ongoing and reciprocal relationships, experienced mentors work alongside teacher candidates in a shared commitment to innovative and reflective practices (Zenkov, Shiveley, & Clark, 2016). PDS who partner with Midwestern State University actively

Table 1: Co-teaching Models

One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
One Teach, One Assist	One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.
Parallel Teaching	Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
Alternative/ Differentiated Teaching	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend, 1995)

engage in co-teaching as a shared commitment to innovative and reflective practice (NAPDS Essential 4). Mentor teachers and pre-service teachers work using all seven aspects of the co-teaching model to prepare teacher candidates for the classroom. Through co-teaching, teacher candidates and mentor teachers work together to positively impact student learning through a variety of mutually-beneficial activities including small/whole groups, STEM focused learning labs, guided reading/math, informal assessment, just to name a few. Mentor teachers and teacher candidates participate in co-teaching orientation and training prior to each semester to ensure effective implementation. The co-teaching models below are included in the training and used to create a log the teacher candidate use to document participation in the field.

In addition, measures of impact on student learning each semester ensure teacher candidates are proficient in planning, implementing, and assessing student learning. Through mentor teacher collaboration, teacher candidates carefully consider contextual factors that influence instruction and then use those factors to plan, design, and implement a unit of instruction, including an assessment plan to measure their impact on student learning. Alongside their PDS teacher mentor, candidates reflect on their instructional decision making and modify instruction as needed.

Since implementing the co-teaching approach in collaboration with our PDS, there has been a better understanding of the roles and responsibilities of both the PDS and the university on the part of the mentors and mentees. The co-teaching model and the required PST documentation has given all parties specific roles and defined tasks to accomplish, ameliorating any possible confusion or miscommunication PSTs and mentor teachers might experience. Having well defined roles and responsibilities outlined for stakeholders from district level PDS-university MOAs all the way to the class mentors and PSTs, creates a more organized and smoother running partnership for everyone. This supports and strengthens the integral component of successful partnerships having an articulation agreement developed by the respective participants that delineates the roles and responsibilities of all involved parties (NAPDS Essential 6). Well defined roles, responsibilities and expectations create a better experience for all involved.

Quality clinical experiences are an essential component of preparing candidates for their future roles as classroom teachers. Using a gradual release of responsibilities model, co-teaching in a PDS relationship allows multiple opportunities for mentor teachers and teacher candidates to plan, implement, and assess instruction in a collaborative, purposeful, and methodical manner. PDS relationships paired with co-teaching allow teacher candidates to gain essential knowledge, skills, and dispositions through a variety of diverse settings and activities. To sum up, Ms. Z states it best when reflecting on the pre-service teacher in her classroom:

She vastly improved from her first lesson to her last one. This is a very tough group of 8th graders and she did very well with them. I could visibly see her confidence grow with each lesson, she did a fantastic job and it was a pleasure to have her in my classroom. She was extremely helpful with directing small reading groups, delivering whole group instruction, grading and filing, answer questions, and general monitoring of students.

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Amanda Mann (451flame@gmail.com) is an Assistant Principal at S.H. Rider High School in Wichita Falls ISD.

Emily Kate Reeves (emily.reeves@msutexas.edu) is an Associate Professor in Curriculum and Learning at Midwestern State University.

Christina Janise McIntyre is an Assistant Professor in Curriculum and Learning at Midwestern State University (TX). Daphney L. Curry is the Chair of Curriculum and Learning at Midwestern State University (TX)

Tips and Tricks to Manage Professional Development School Portfolios For New or Beginning Site Coordinators

Jennifer Gleason, Crofton Meadows Elementary School (MD)

Being a Professional Development School Site Coordinator has many roles and responsibilities. As outlined in the 9 Essentials for Professional Development Schools, a PDS (Professional Development School) site is more than just PDS teachers and teacher candidates, but rather, it is the sum of your entire site working together to build the skills and capabilities of the teacher candidates through active engagement in the school community. As the site coordinator, you serve as the liaison between your university and your site, so it is up to you to coordinate and facilitate meetings between your teacher candidates, PDS teachers, university liaison and your administration. At Crofton Meadows, site-based professional development is offered by our staff for our teacher candidates on instructional technology, e-curriculum, lesson planning, classroom management, resume writing and any other topics the teacher candidates request during their yearlong internships. Our teacher candidates are valued members of our school community and often volunteer at Family Reading Night, STEAM Night and our Operation Read Literacy outreach for our incoming Kindergarten learners.

In addition, I am also an active participant in the site coordinator meetings offered at both my university and throughout Anne Arundel County. At Bowie State University (BSU), the site coordinator meetings focus on the signature aspects of BSU PDS programs including Inquiry Groups, and Action Research to name a few. In the Anne Arundel County site coordinator leadership meetings, I have the unique perspective of working with site coordinators from the 9 other Universities Anne Arundel County partners with for teacher preparation. These learning communities provide ample opportunity for collaboration and accountability. This is all documented and maintained in my site's PDS portfolio. Your PDS portfolio is a collection of artifacts that document the work your PDS site collects to document that all PDS standards have been fulfilled. This can be an overwhelming, daunting task. But, knowing what artifacts to collect and why they are important can make this task more manageable.

As a career educator with a master's degree in Administration and supervision, I accepted my first teacher candidate over 20 years ago. A few years later, the role of site coordinator opened up and I was selected to step into the new position. That first year, I had little to no knowledge of what the role entailed. The second year, I wasn't much better! I attended all of the meetings, took copious notes and thought, when I get back to my site, I'm going to implement all of these amazing ideas. Reality check, once I hit my building, these ideas were all put on the back burner as other tasks required immediate attention. Those Post-its of my meeting notes full of great ideas, stayed in the folder until the next meeting when I would see them again and think, *man those still sound like great ideas.* Truth of the matter, it wasn't that I didn't want to implement these ideas, it was finding the time in our all-too-busy schedules with plates already overflowing of 'Must Do' tasks. I didn't really even understand all of the lingo, or have any idea at all what an artifact was, or that I was even supposed to be collecting them. Fast forward a few years, and I am still site coordinator but have learned a thing or two about how to successfully fulfill the role of site coordinator. Our PDS site has hired over a dozen teacher candidates to begin their careers right out of their internship at our school. In fact, a former teacher candidate who I mentored, is now my current principal. I guess I did ok as his PDS mentor!