

# Salem-Keizer Collaborative Clinical Co-Teaching Study

Results from 2018 – 2019



**Study Purpose:** To assess the efficacy and fidelity of the clinical co-teaching model

## Intervention

### Clinical Co-Teaching Placements



+ Co-Teaching Model + Clustered Placements  
+ Training and Support + Embedded Supervisors

## Control

### Traditional Placements



+ Traditional Student Teaching Model

### Student scores on the easyCBM math assessment



significant at  $p = 0.002$

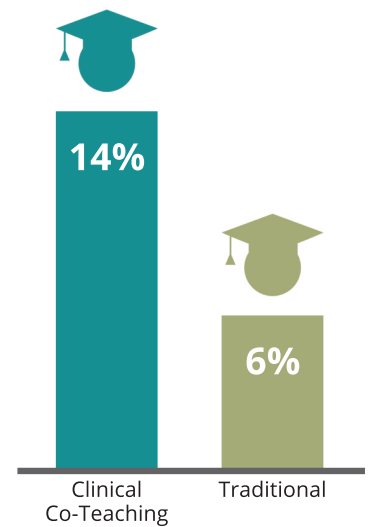
Based on attitudinal surveys, students **feel better and are more comfortable** in classrooms with the clinical co-teaching model than in traditional model classrooms.



significant at  $p = 0.001$

### Improvement in teacher candidates' self-efficacy

*From fall to spring term*



significant at  $p = 0.002$

“

Using co-teaching strategies, we can meet the needs of our diverse student population.

– Sharlee Blackwell, Clinical Teacher

As a clinical teacher, the dialogues exchanged while co-teaching furthered reflection on my teaching practice.

– Josette Boyden, Clinical Teacher

I was able to learn how to become a teacher with the constant support and feedback.

– Carolina Garcia, Teacher Candidate

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# WE ARE THE Salem-Keizer Collaborative

*Dedicated to the comprehensive, collaborative, and systemic improvement of teacher education at both the pre-service and in-service levels*



## OUR GOALS



1 Develop a robust pipeline of outstanding future educators

2 Support professional development of pre-service and in-service educators

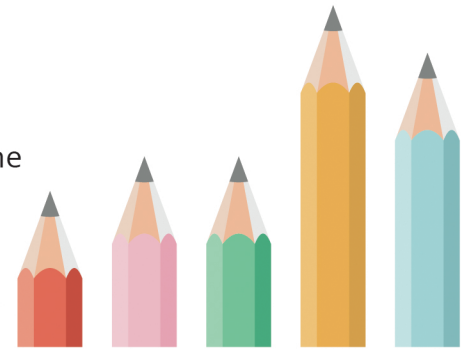
3 Design and validate a clinical co-teaching model for professional development of future educators

4 Share data in ways that enhance collaboration and allow for continuous improvement

## Co-Teaching vs. Traditional Student Teaching Model

In the **co-teaching model**, the teacher candidate and clinical teacher share the planning, delivery, and assessment of instruction, with the teacher candidate eventually becoming the “lead” teacher.

In the **traditional model**, the teacher candidate observes the clinical teacher, gradually taking on more responsibility until eventually “solo” teaching.



## HISTORY

2008

The Collaborative begins as part of the Oregon Mentoring Program grant

Receive Teach Oregon Grant

2012

2017

Pacific University joins the Collaborative

Completed first year of a multi-year study to assess the clinical co-teaching model

2019