

# Co-Teaching for 10<sup>th</sup> grade Core Math Classes

First Semester Update 2025





# Why Co-Teaching?

## **Addressing Diverse Learning Needs:**

Two teachers can cater to a wider range of student abilities and learning styles within a single classroom.

## **Improved Engagement and Achievement:**

Research indicates that co-teaching can lead to increased student participation, improved understanding of concepts, and higher academic achievement for all students.

## **Professional Development Opportunity:**

Co-teaching fosters collaboration and professional growth among teachers, allowing them to share best practices and learn from each other's expertise.

\*Research from US Dept of Education, Illinois Research Center and HanoverResearch.com

# Why now? Why Sophomore year?



- Reality Check findings (\*24-25 RoadMap data) indicated that Sophomore Math content becomes more complex, and students tend to struggle more in 10th grade, as reflected in declining grades, attendance, and engagement
- 9th grade students receive extensive support at the FC and FA - 10th grade students are often expected to navigate challenges more independently
- Opportunity to intervene meaningfully during Tier 1 in the classroom

# Co-Teaching 25-26 School Year

These teachers have been hand selected as co-teachers based off the master schedules that have been created already. The teachers that will be co-teaching Integrated Math II Core are:

West: Katie Morris and Dea Qendro

East: Zach Keiffer and Jenna Valenti

East: Jacob Paterkiewicz and Jenna Valenti

# Meet our Co-Teachers



**Morton West**  
**Integrated Math 2 Core**

Katie Morris and Dea Qendro



**Morton East**  
**Integrated Math II Core**

Zach Keiffer and Jenna Valenti  
Jacob Paterkiewicz and Jenna Valenti



# Co-Teaching Professional Development

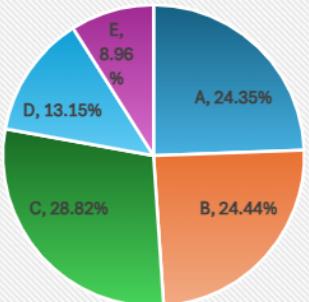
All 5 teachers attended a professional development offered on August 1<sup>st</sup> and September 11<sup>th</sup>. It was a nice way for teachers to get to know each other and begin creating collective commitments, planning, and setting themselves up for success.



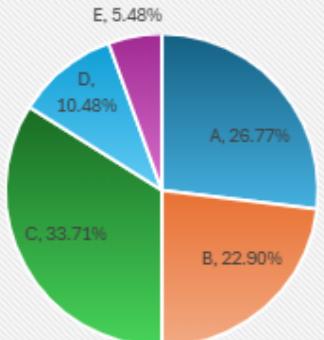
# Grade comparisons



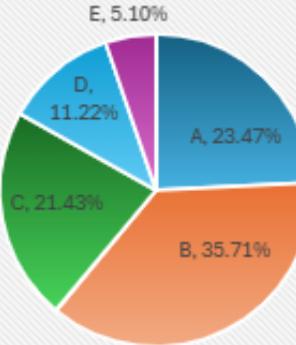
24-25 Grade Breakdown Int Math 2



S1 Grade Breakdown Int Math 2 Standard



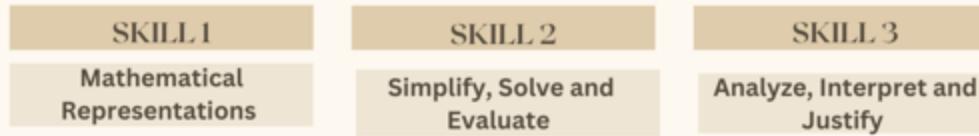
S1 Grade Breakdown Int Math 2 Co - Taught



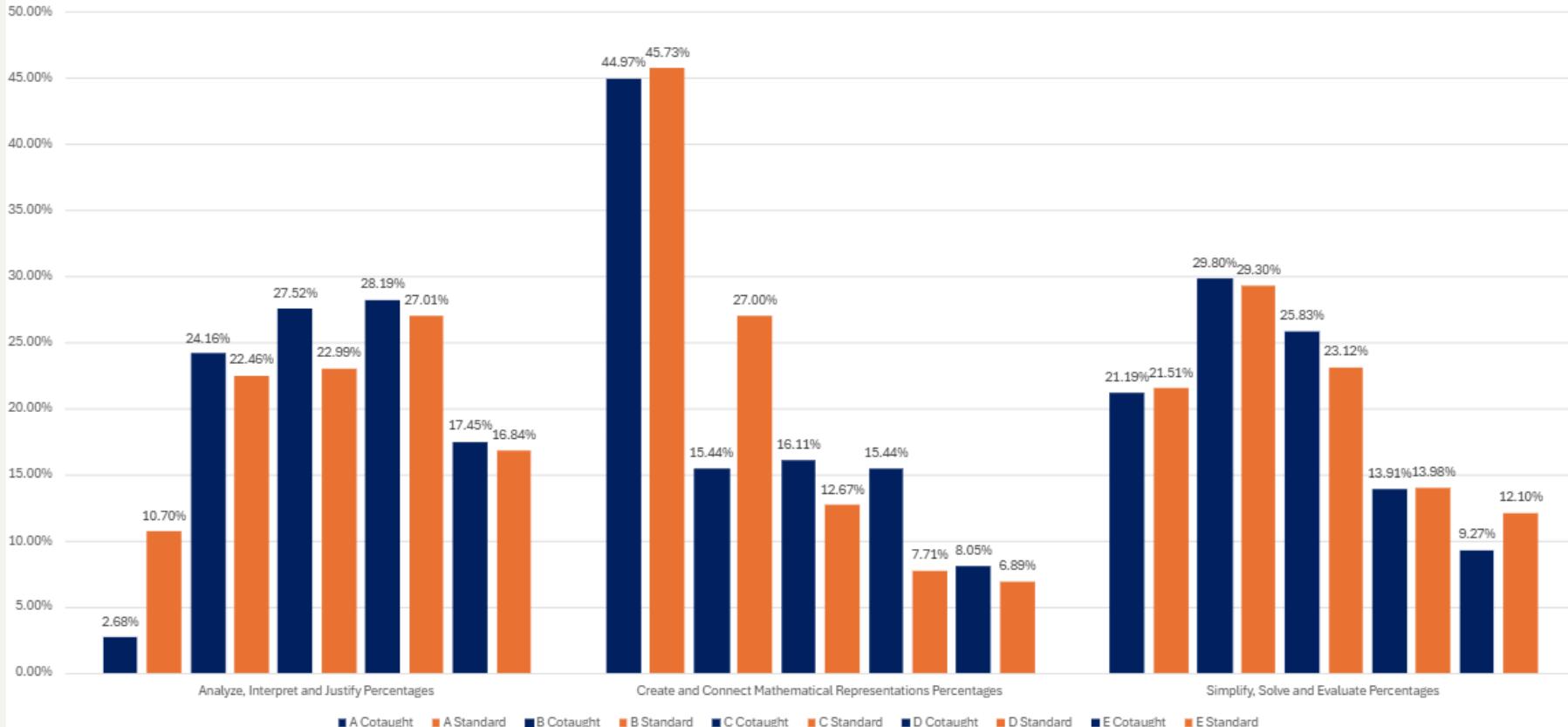
## Takeaways:

- Lower percentage of Es for coteaching
- Higher percentage of As & Bs (and combined)
- Higher percentage of As and Bs combined (50% compared to 60%)

# ◆ Skill Comparison



Skill Grade Comparison  
Cotaught vs Standard Classes (No Honors)

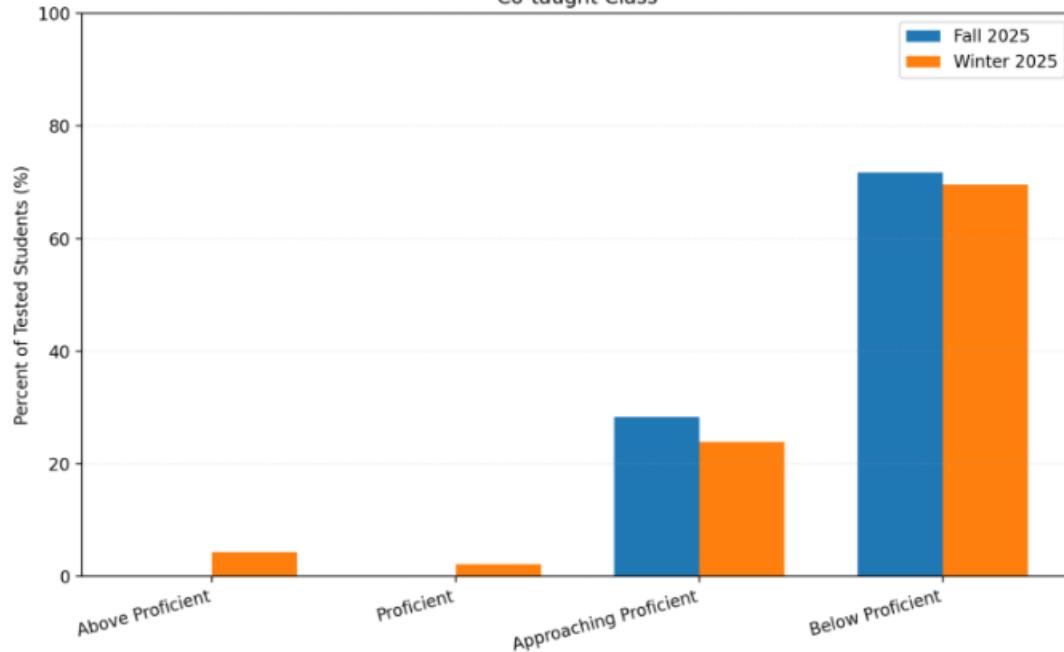


# Star Data



## Benchmark distribution (Fall vs Winter)

STAR Math - Benchmark Distribution (Fall→Winter)  
Co-taught Class





# Attendance Data

Average Absence Per Student

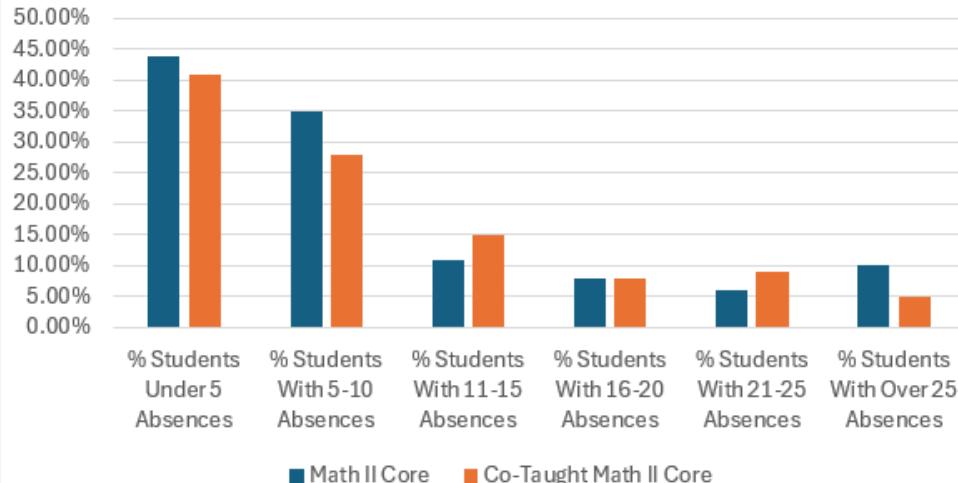


■ Math II Core ■ Co-Taught Math II Core

## Takeaways:

- Lower number of absences in co-taught classes (above 25)
- Higher number of 10 or less absences in co-taught classes
- Students with greater than 10 absences can be due to factors outside of school

% of Students with absence type

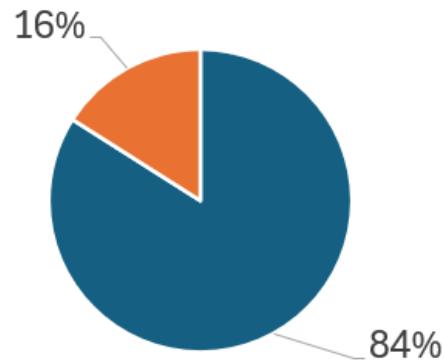


# Findings from the Co-Teaching



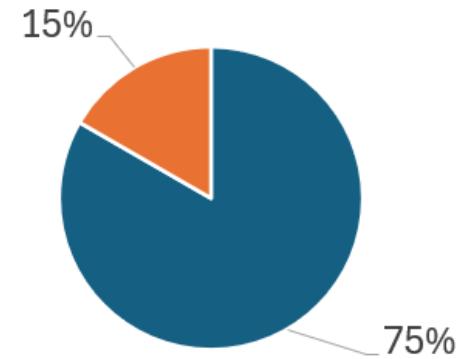
**84% of students reported feeling more supported with TWO teachers than with ONE**

Feel More Supported



**75% of students reported that having TWO teachers helped them understand the Math better**

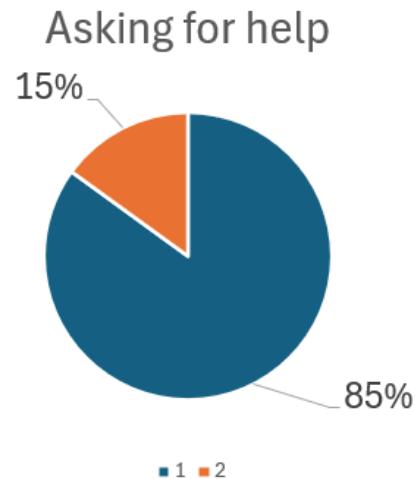
Understand Math Better



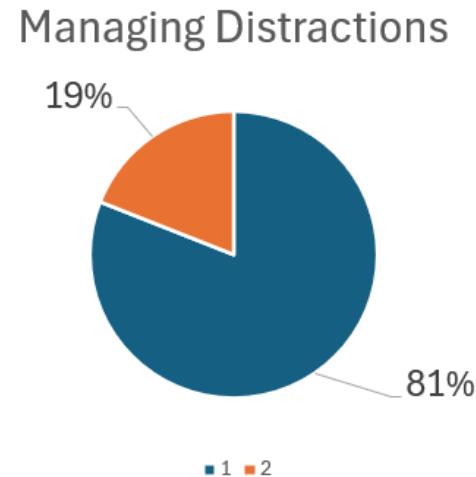
# Findings from the Co-Teaching



85% of students were more likely to ask for help with TWO teachers in the room



80% of students reported that co-teaching helped with managing distractions, behavior, or staying focused



# ◆ Testimonials

*"Having two math teachers with different personalities in the room has been a huge benefit for students. Some students naturally connect more with one teaching style or approach, and co-teaching gives them options. Students feel more comfortable asking questions, seeking help, and engaging in their learning because they can work with the teacher they connect with best—without leaving the classroom."*

*– Jacob Paterkiewic*

# Positive Impact of Co-Teaching

## For Students:

- Increased access to instruction
- Greater confidence and classroom participation
- Targeted skill-building and personalized support

## For Teachers:

- Opportunities for meaningful collaboration
- Ongoing professional learning
- Enhanced instructional practices

## Key Outcomes:

- Increased state standardized test performance
- Improved formative & summative assessment results
- Reduced course failure rates
- Stronger student-teacher relationships





# Thank you!

MORTON HIGH SCHOOL

**RUN  
WITH  
MUSSTANGS**

