

Co-Teaching for 10th 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

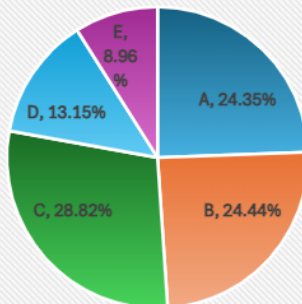
All 5 teachers attended a professional development offered on August 1st and September 11th. It was a nice way for teachers to get to know each other and begin creating collective commitments, planning, and setting themselves up for success.



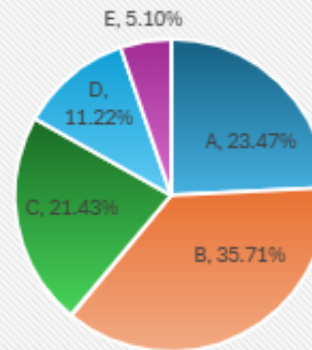
Grade comparisons



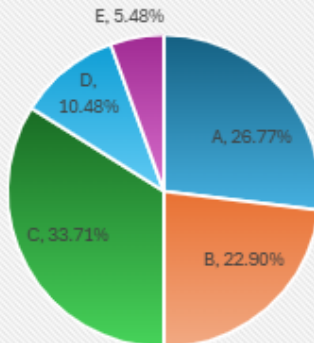
24-25 Grade Breakdown Int Math 2



S1 Grade Breakdown Int Math 2 Co -
Taught



S1 Grade Breakdown Int Math 2 Standard



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 1

Mathematical
Representations

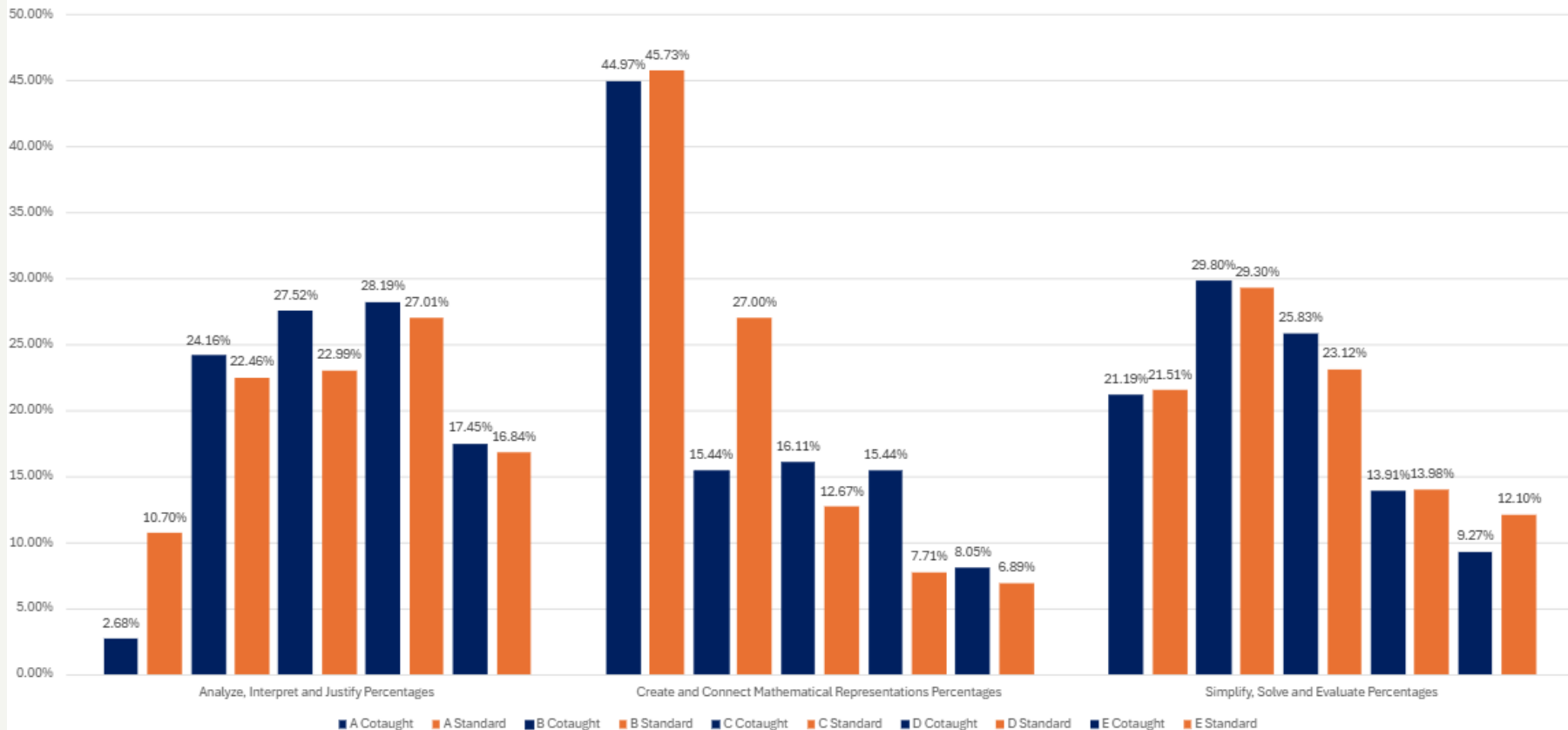
SKILL 2

Simplify, Solve and
Evaluate

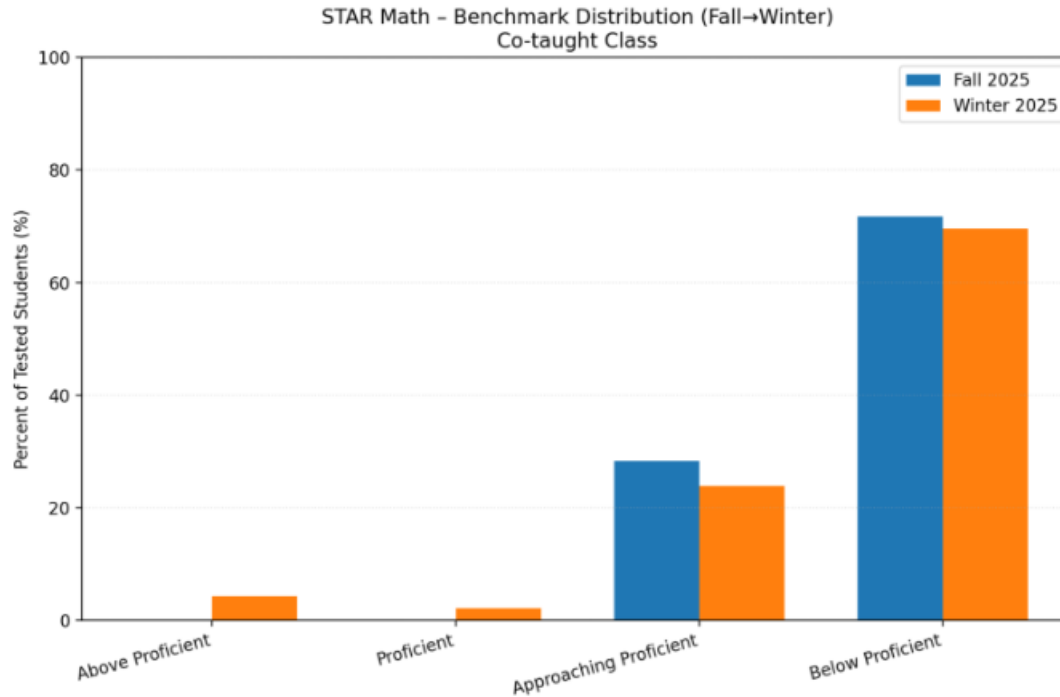
SKILL 3

Analyze, Interpret and
Justify

Skill Grade Comparison
Cotaught vs Standard Classes (No Honors)

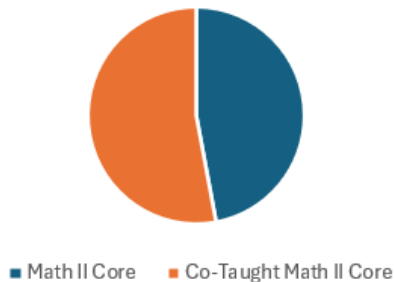


Benchmark distribution (Fall vs Winter)



Attendance Data

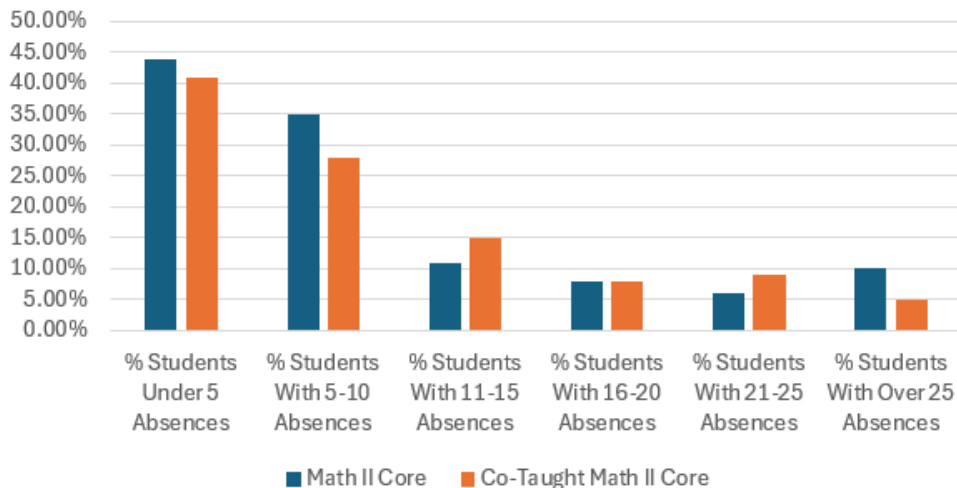
Average Absence Per Student



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

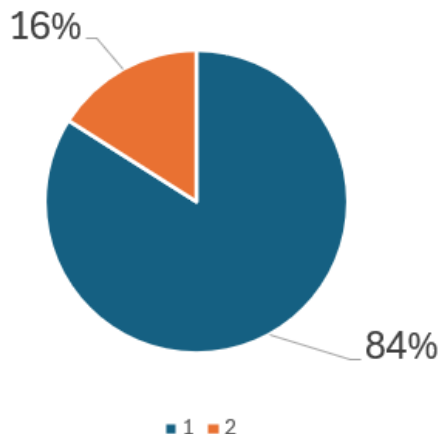


Findings from the Co-Teaching



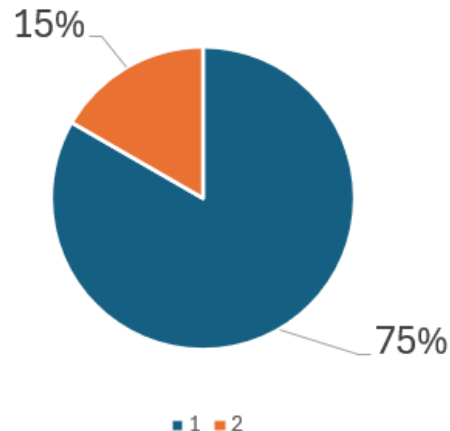
84% of students reported feeling more supported with TWO teachers than with ONE

Feel More Supported



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

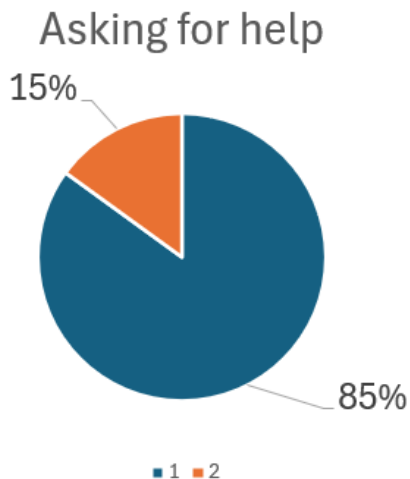
Understand Math Better



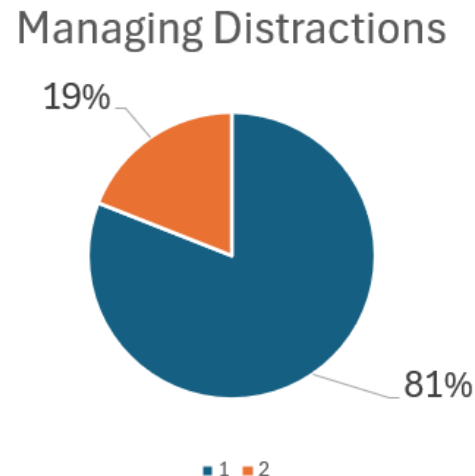
Findings from the Co-Teaching



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 Paterkievic



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!

