

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

May 14, 2025

MORTON HIGH SCHOOL  
**RUN  
WITH  
MUSTANGS**



# 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

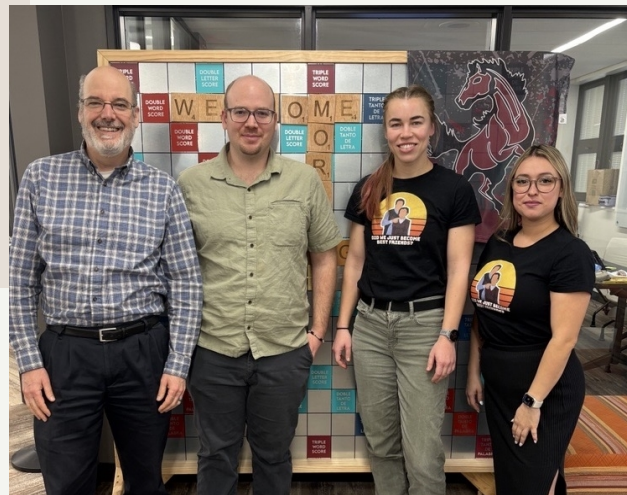
# Why now? Why Sophomore year?



- Reality Check findings (\*24-25 RoadMap data) indicates 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 Pilot

To better support all learners, we launched a small co-teaching pilot to explore how collaborative teaching can improve access to grade-level math content. Our goal is to gather evidence on student outcomes and instructional impact, with the hope of expanding this model district-wide.



# Who is involved in the pilot?



**Morton West**

**Integrated Math I Core**

Dan Fordney & Steve Miller



**Morton East**

**Integrated Math II Core**

Sarah Schoel & Erica Coss



# Common Assessment Data



Unit 4	Skill 1	Skill 2	Skill 3
Co-Teaching West	2	2.48	2.8
Miller P5 (No Co-Teaching)	1.7	2.3	1.4
Teacher 1 P1	1.4	2.8	1.4
Teacher 1 P3	1.5	2.8	1.8
Teacher 1 P6	1.4	2.1	1.4

Unit 4	Skill 1	Skill 2	Skill 3
Co-Teaching East Period 5	4.3	3.1	
Co-Teaching East Period 6	3.7	3.03	
NO Co-Teaching Period 7	3.9	3	
Teacher 1 P6	2.9	2.7	
Teacher 1 P7	1.9	2.2	
Teacher 2 ELL Period 3	3.8	2.9	
Teacher 2 ELL Period 4	3.5	2.2	
Teacher 2 ELL Period 5	4	2.4	
Teacher 2 ELL Period 7			

## SKILL 1

Mathematical Representations

## SKILL 2

Simplify, Solve and Evaluate

## SKILL 3

Analyze, Interpret and Justify

# Common Assessment Data cont...



WEST			
Unit 5	Skill 1	Skill 2	Skill 3
Co-Teaching West	3.4	3.6	
Miller P5 (No Co-Teaching)	3.2	3.5	
Teacher 1 P1	2.7	2.3	
Teacher 1 P3	2.9	2.5	
Teacher 1 P6	2.8	2.5	

EAST			
Unit 6	Skill 1	Skill 2	Skill 3
Co-Teaching East Period 5	3.8		3.4
Co-Teaching East Period 6	3.6		3.2
NO Co-Teaching Period 7	3.4		3.1
Teacher 1 P6	3.2		3.5
Teacher 1 P7	3.5		3.5
Teacher 2 ELL Period 3	2.5		3
Teacher 2 ELL Period 4	1.7		2.5
Teacher 2 ELL Period 5	2.9		3.1
Teacher 2 ELL Period 7	2.7		2.9

## SKILL 1

Mathematical  
Representations

## SKILL 2

Simplify, Solve and  
Evaluate

## SKILL 3

Analyze, Interpret and  
Justify

# Common Assessment Data cont...



EAST			
Unit 7	Skill 1	Skill 2	Skill 3
Co-Teaching East Period 5		3.5	4.8
Co-Teaching East Period 6		3.5	4.7
NO Co-Teaching Period 7		4.1	3.4
Teacher 1 P6		3.9	3.6
Teacher 1 P7		3.6	3.9
Teacher 2 ELL Period 3		2.2	4.1
Teacher 2 ELL Period 4		2.3	4.2
Teacher 2 ELL Period 5		2.3	3
Teacher 2 ELL Period 7		3	4.5

## SKILL 1

Mathematical  
Representations

## SKILL 2

Simplify, Solve and  
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## SKILL 3

Analyze, Interpret and  
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# Pre-ACT Assessment Data



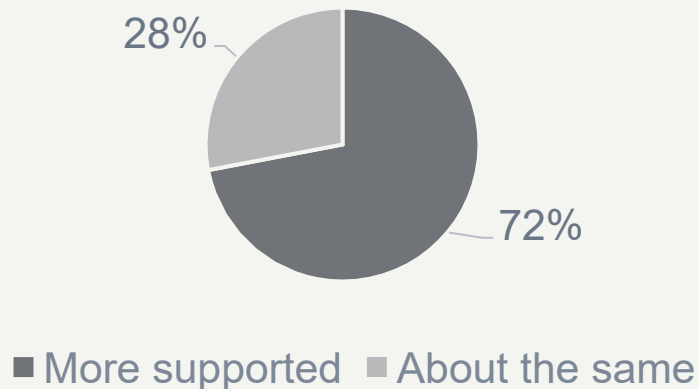
Group	Avg Fall Score	Avg Spring Score	Avg Growth
Schoel Per 5	14.89	15.08	0.24
Schoel Per 6	14.80	15.45	0.68
Schoel Per 5 & 6	14.85	15.26	0.45
East Core 10th	14.30	14.73	0.43
East 10th	15.19	15.54	0.30
West 10th	15.78	15.94	0.15
District 10th	15.43	15.72	0.24

# Findings from the Co-Teaching Pilot



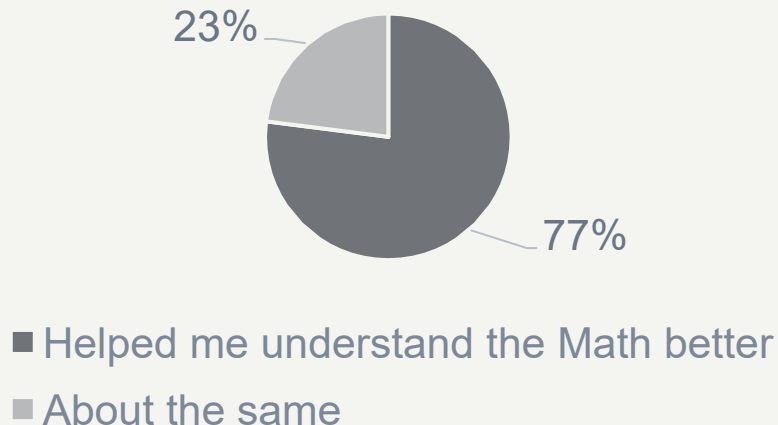
**72% of students reported feeling more supported with TWO teachers than with ONE**

Support with 2 teachers vs 1 teacher



**77% of students reported that having TWO teachers helped them understand the Math better**

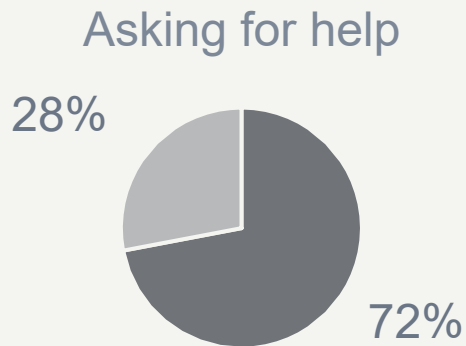
Understand the Math Better



# Findings from the Co-Teaching Pilot

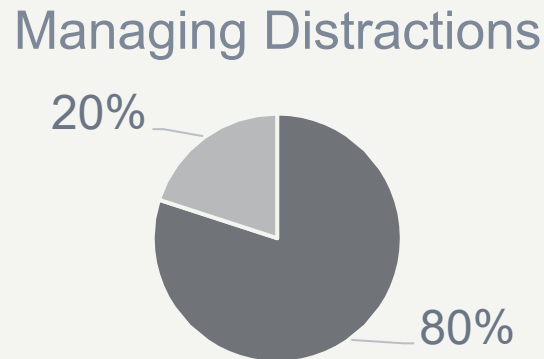


**72% of students were more likely to ask for help with TWO teachers in the room**



- More willing to ask for help
- About the same

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





- Helped with managing distractions
- About the same



# Testimonials

*"Now that the material has become more challenging (e.g., less overlap with middle school topics), our co-teaching Int 1 class is outperforming my regular class by a lot. I suppose that's not surprising. Co-teaching seems most advantageous for difficult topics." - Steve Miller (Morton West)*

*"I would definitely agree with Steve. My 3rd and 7th period are both very strong classes, but our coteaching classes are outperforming them by the sheer amount of students that are earning A's and B's." -Sarah Schoel (Morton East)*





# Financial Information for Co-Teaching

To build co-teaching into the *Math Department on a Sophomore level*

Based off our section numbers, the increase in FTE for Integrated Math II Core Co-Teaching would be projected at— **1.6 FTE**

**Districtwide**

This would cost the district approximately - \$144,000  
salary/benefits



# Other Financial Needs

## **Professional Development Costs:**

Funding for co-teaching training and ongoing professional development opportunities for teachers.

## **Classroom Materials:**

Allocation for additional instructional materials and technology tools to support co-teaching instruction.

# 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!

