

Co-Teaching 101

Creating a Co-Teaching Climate

Supported by VSU and the GaNTEP grant

Norms

- Be present
- Participate with an open mind
- Share your knowledge
- Question when in doubt
- Any additional items?

Housekeeping

- Restrooms
- Breaks

Where do you want to go?

- Choose one of the “destinations” in the various locations in the room.
- Limit 4 or 5 people per location.
- Discuss the topic/question under your destination.





- I can define co-teaching.
- I can discuss the benefits and barriers of co-teaching.
- I can discuss critical components of co-teaching.
- I can describe different types of co-teaching models.

Co-Teaching Defined

- With your elbow partner(s), create a definition of co-teaching.



Definitions of Co-teaching

“An educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting”

(Bauwens, Hourcade, & Friend, 1989, p. 18)

“Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space”

(Cook & Friend, 1995, p.1)

Definitions Cont.

“Co-teaching is when two or more educators **co-plan, co-instruct, co-assess,** and **co-manage** a group of students with diverse needs in the same general education classroom.”

(Murawski, 2003, p. 10)

Co-Teaching is an Attitude

An attitude of sharing the classroom and students.

Co-Teachers must always be thinking...

**WE'RE
BOTH
TEACHING**

“Marriage”

- https://www.youtube.com/watch?v=_pnxst7dkLk

Perceived Benefits of CT

- Benefits for Students

- Increased Individual Attention (Zigmond & Matta, 2004)
- Reduced Negative Behaviors (Dieker, 2001)
- Improved Self Esteem and Social Skills (Walther-Thomas, 1997)

- Benefits for Teachers

- Increased Professional Development (Weiss & Brigham, 2000)
- Shared Accountability and Responsibility (Friend & Cook, 2007)
- Reduced Burnout and Improved Morale (Weiss & Brigham, 2000)
- Increased use of Instructional Strategies (Murawski & Dieker, 2004)

REAL Barriers to CT

- Lack of Training
- Limited Resources
- Scheduling issues
- Lack of joint planning time
- Differences in philosophies
- Differences in personalities
- Lack of administrative support
- Unclear roles of general and special education teachers

(e.g., Dieker & Murawski, 2003; Mastropieri et al., 2005; McDuffie, 2010)

Co Teaching...

Is

- Shared decision making
- Collaboration
- Inclusion
- Shared leadership
- Effective teaching
- All teachers responsible for all students
- Trust
- Co-Teaching Models

Is Not

- One teach – one sit
- One teach – one prepare materials
- Teacher and Para-educator
- Tutoring
- When the ideas of one person prevail
- A fad

The 3 C's of Co-teaching

- Co-Planning
 - Co-Instructing
 - Co-Assessing
- Ideally, co-teachers co-create goals, co-instruct, collaborate on student assessment, class management, and jointly make decisions pertaining to their class.

• (Cook & Friend, 1995).

Things to Consider

- Roles and Responsibilities
- Classroom Routine and Management
- Instructional Issues
- Non-Instructional Activities
- Communication and Teaming Issues
- Other Important Issues

** Handouts (3)

Essential Components

- Administrative Support
 - Scheduling
 - Class roles
 - Common planning time
 - Keeping both teachers in the classroom
 - Professional development
 - Purposeful matching of co-teachers (similar philosophies)
- Common Planning Time
 - Sacred time
 - Use time wisely
 - Differentiation of instruction
 - Use of effective instructional strategies
 - Establishing roles
 - Avoiding the paraprofessional trap

Essential Components Cont.

- Class Management
 - Share pet peeves
 - Co-create rules and procedures
 - Create a joint classroom (both names of the door/board)
 - Desk/Space for each teacher
 - Both teachers should play an active role in classroom management
- Effective Communication
 - Discuss expectations
 - Address conflicts immediately

Essential Components Cont.

- Similar Philosophies
- Compatibility
- Flexibility
 - Willing to negotiate
 - Varying the types of Co-teaching
 - Driven by the lesson and accommodations needed
- Voluntary Participation
 - To co-teach
 - Your co-teacher
- *Time to discuss all of these things prior to school starting!*

Key Elements for Success

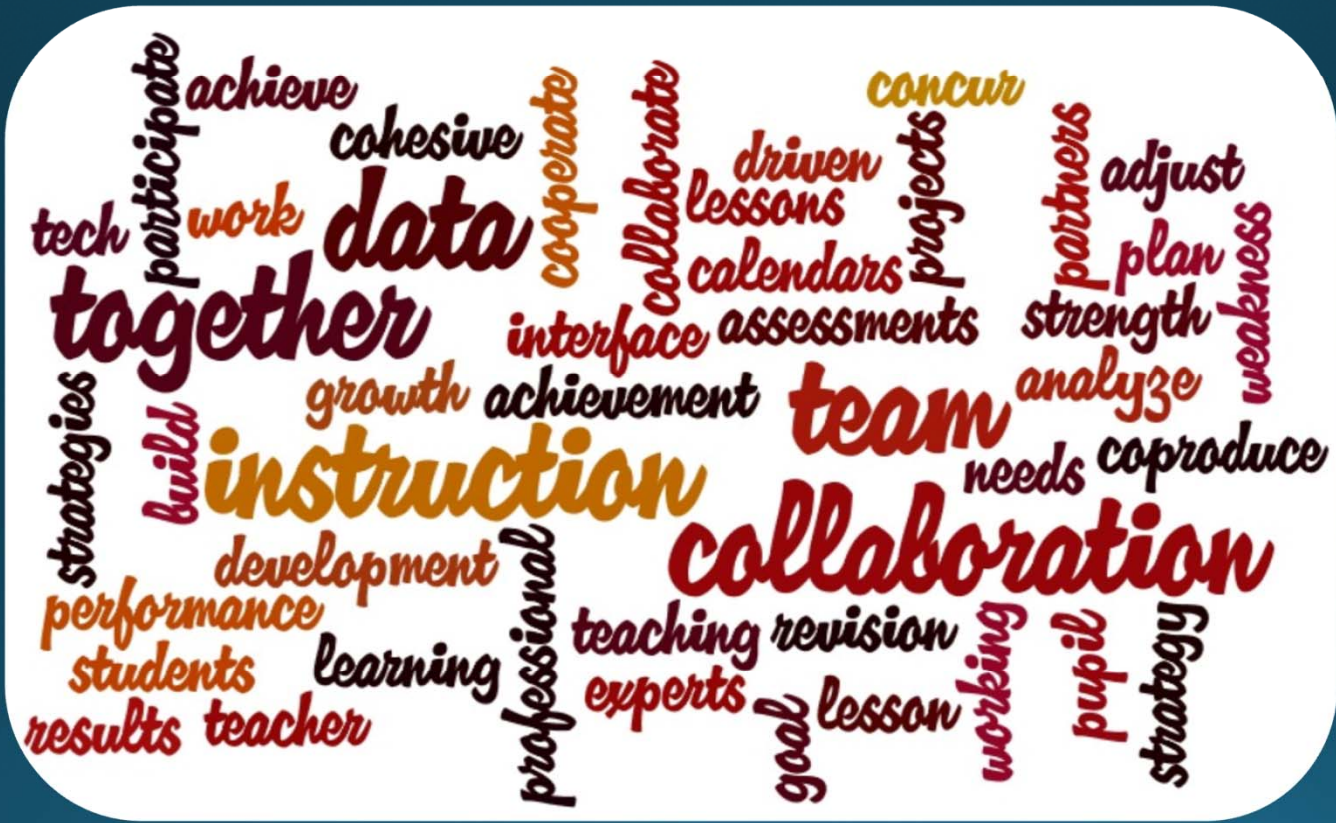
- All teachers need more knowledge
- Common planning time
- Roles need to be defined
- Strong relationships need to be established between co-teachers.

Co-Teaching is not “an activity”, rather it is a way of work for two teachers.



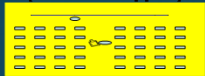
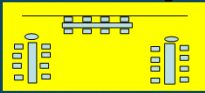
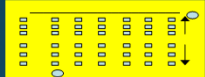

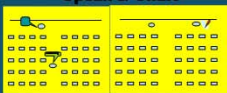
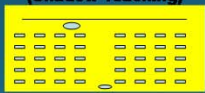

- Choose **one** of the two activities in your packet

- Linear Arrays (or) Four-Two-One



Use Handout,
as we watch
and learn about
our co-teaching
approaches.

List Strengths
and Challenges.

Co-Teaching Approaches Strengths & Drawbacks			
Co-Teaching Approach	Strengths	Drawbacks	Our Classroom When to Use/Not Use
One Teach, One Observe (Lead and Support) 			
Station Teaching 			
Parallel Teaching 			
Alternative Teaching 			
Teaming - Speak & Add, Speak & Chart 			
One Teach, One Assist (Shadow Teaching) 			
Skill Groups 	(not on video)		

Basis for Selecting a Co-Teaching Approach

- Student characteristics and needs.
- Teacher characteristics and needs.
- Curriculum, including content and instructional strategies.
- Pragmatic considerations



Co-Teaching Approaches

Whole Group

One Teach, One Observe

One Teach, One Assist (Shadow Teaching)

Team Teaching

Co-Teaching Approaches

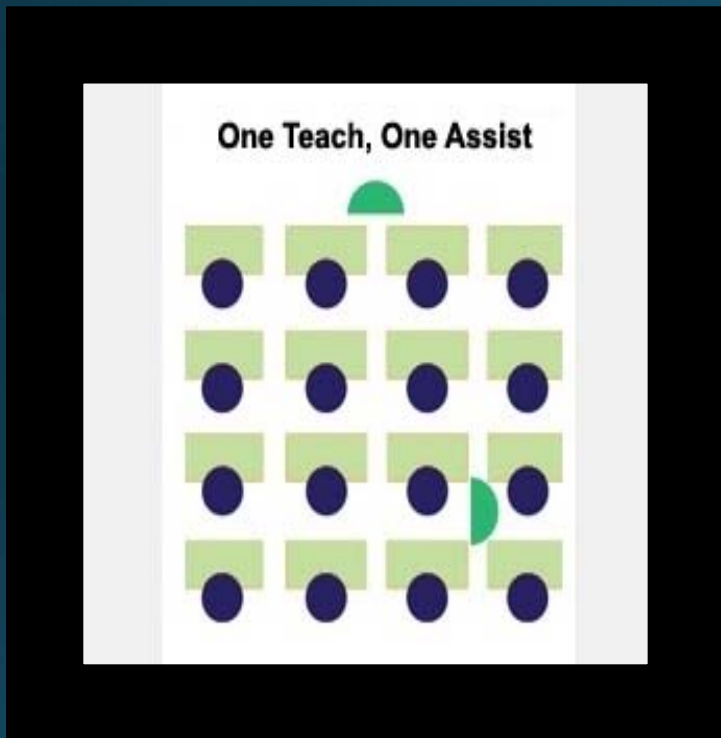
Small Group

Station Teaching

Parallel Teaching

Alternative Teaching

One Teach – One Assist



One Teach – One Assist

- Checking work
- Proximity Control
- Give additional supports for students
- Models behaviors for students
- Monitors behaviors
- Roles are to be exchanged to sustain teacher parity

One Teach-One Assist

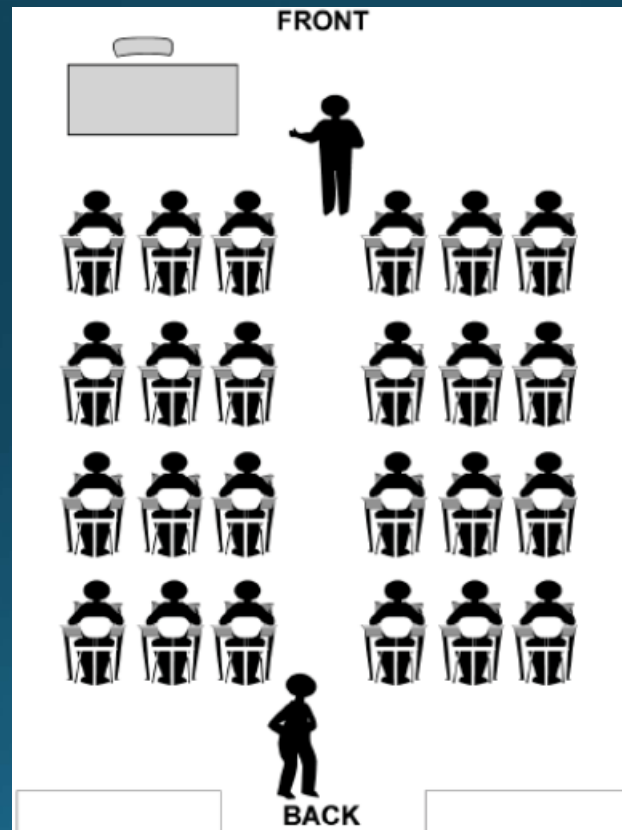
- Requires little joint planning time
- Provides opportunity for SE teacher or teacher candidate to learn about curriculum
- Particularly effective for teachers new to collaboration
- Can result in special educator or teacher candidate as being relegated to role of an assistant
- One teacher has the primary responsibility for planning and teaching
- This approach is the most commonly used, but the least preferred

One Teach – One Assist

- https://www.youtube.com/watch?v=AeUa_cdaC6w



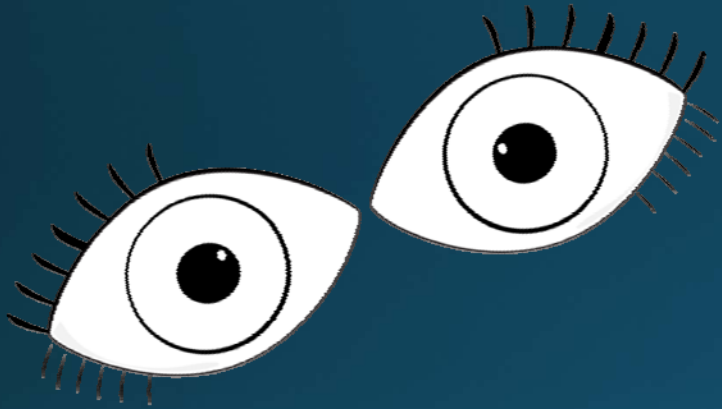
One Teach – One Observe



One Teach – One Observe

- Data Collection on preset criteria
 - Single student
 - Small group
 - Whole class
- “See Me Later” Cards
- Roles are to be exchanged to sustain teacher parity

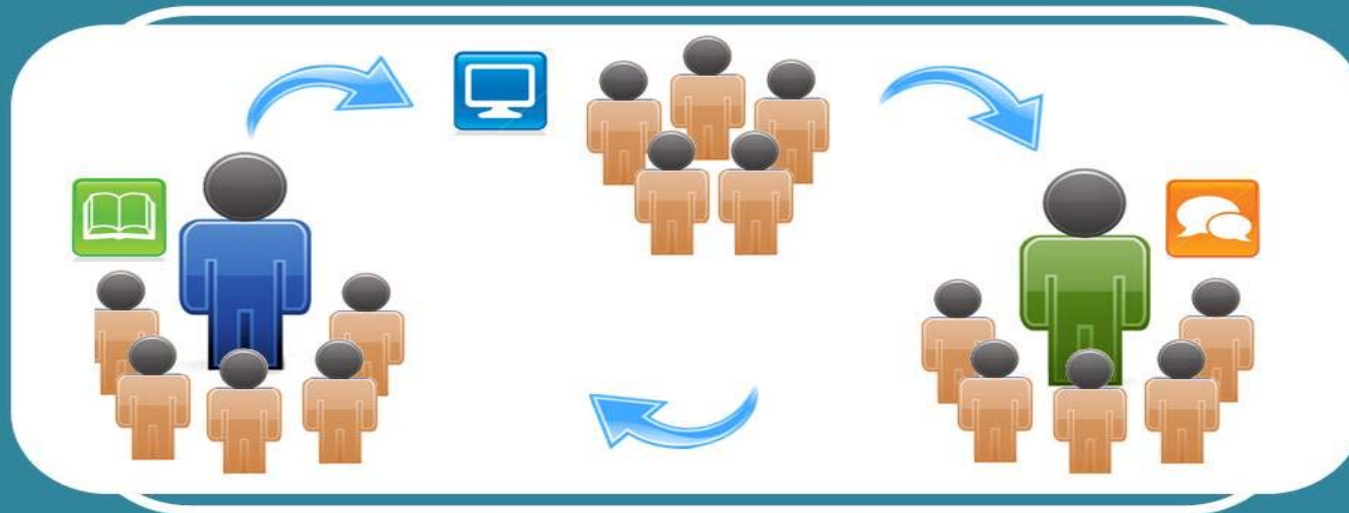
One Teach – One Observe



- <https://www.youtube.com/watch?v=S3AK33YOZfE>

Station Teaching

STATION TEACHING



Both teachers staff different stations.

Station Teaching

- Each professional has separate responsibility for delivering instruction
- Lower teacher:student ratio
- Students with disabilities can be more easily integrated into small groups
- Practice routines as a class procedure
- Use of timers and signals

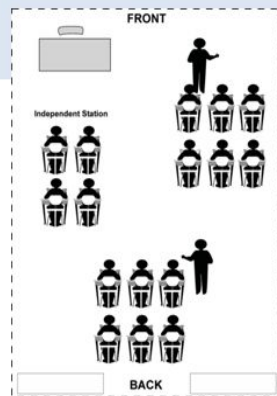
Station Teaching

- Noise level can be distracting
- Movement can be distracting
- Co-teaching partners should not use this approach when content is required to be taught in sequential order

Station Teaching

When to use it:

- Practice and review
- Remediation or re-teaching for a small group
- Checking for formative understanding
- Exploratory learning on a concept that students should be able realize without explicit instruction
- Extension and expansion of knowledge for those learners who have mastered basic concepts
- Application of learning that has been taught
- Differentiated instruction



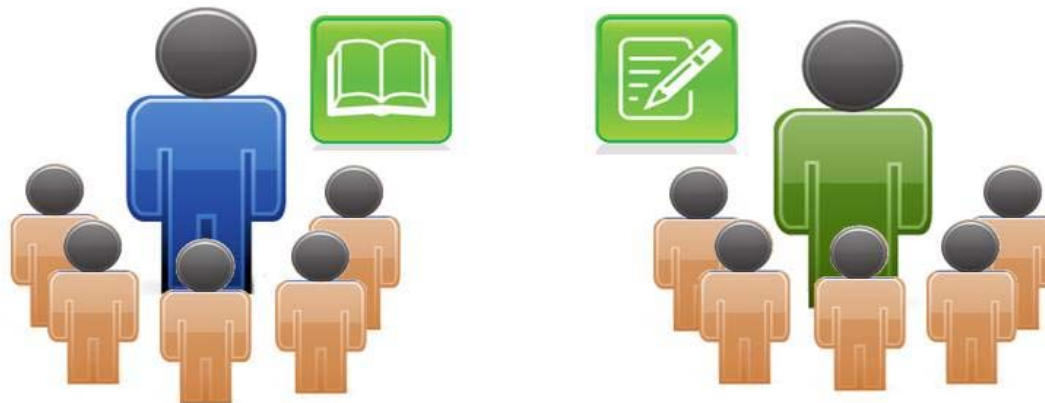
Station Teaching

- <https://www.youtube.com/watch?v=hrprg1r7kSs>



Parallel Teaching

PARALLEL TEACHING



Teacher A
teaches a concept
using one method.

Teacher B teaches
the same concept
using a different method.

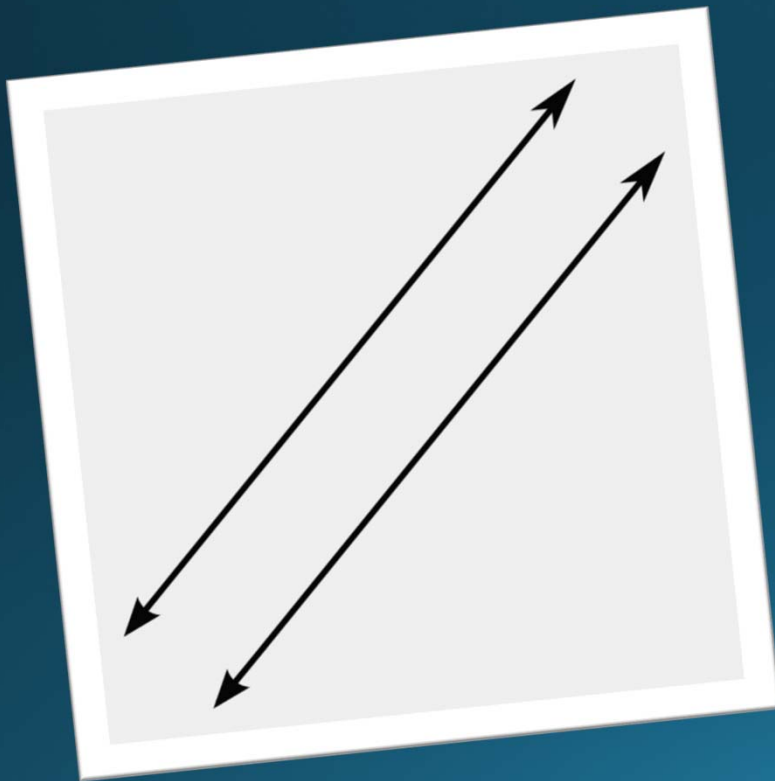
Parallel Teaching

- Lower teacher : student ratio
- Heterogeneous grouping
- Allows for more creativity in lesson delivery
- Teachers must both be comfortable in content and confident in teaching the content
- Should not be used for initial instruction

Parallel Teaching

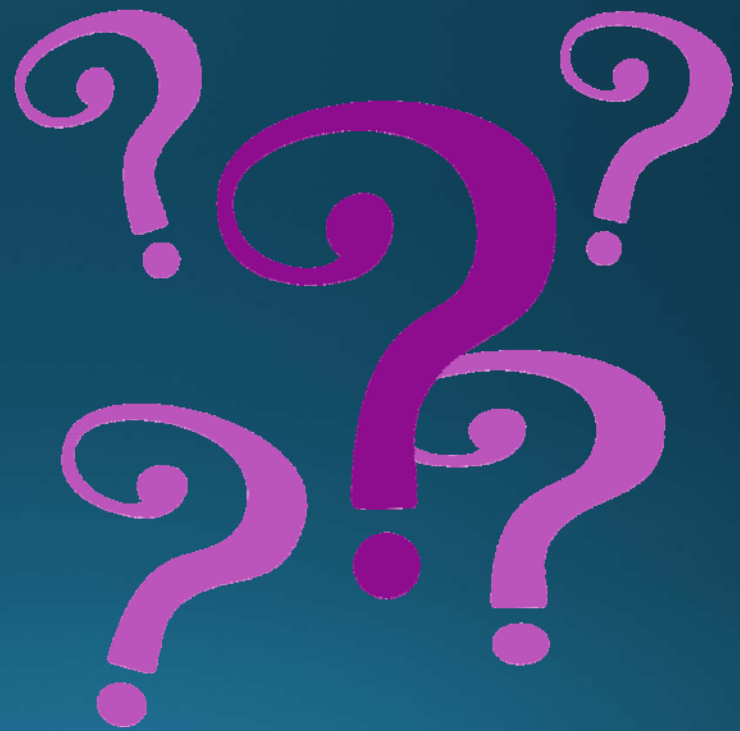
- Co-teaching partners, each take on an active role
- Instructionally by dividing the class into two groups and teaching the same content simultaneously
- This approach allows more supervision of student learning
- This approach also provides students a greater chance to participate and interact with their peers

Parallel Teaching



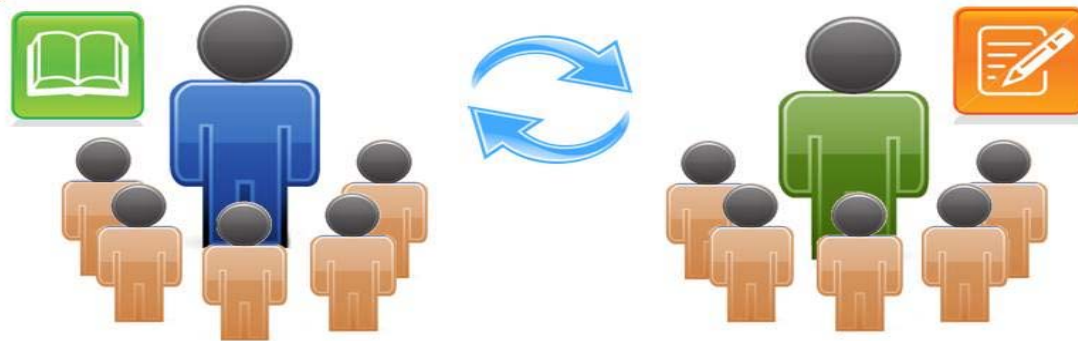
- https://www.youtube.com/watch?v=gLi4LiUopwY&index=5&list=PLCDsTyftAA2D_bul_Rti5p_hLZ1DdFsAMc

- How is parallel teaching different than simply splitting the class in half?



Alternative Teaching

ALTERNATIVE TEACHING



Teacher A
teaches a concept
using one method.

Teacher B teaches
a different concept
using a different method.

Alternative Teaching

- Helps with attention problem students
- Allows for re-teaching, tutoring, or enrichment
- Can be stigmatizing to group who is alternatively taught
- SE teacher or teacher candidate can be viewed as an assistant if he/she is always in alternative teaching role
- One co-teaching partner takes responsibility for instructing the large group while the other works with a small group for a specific instructional purpose
- The temporarily formed group maybe based on enrichment, re-teaching, interest area, pre-teaching, etc.

Alternative Teaching

- Use mini dry erase boards
- Have accessible computer station
- Create individualized folders with appropriate work
- Provide adapted classics or modified books available
- Excellent way to plan using differentiation

Alternative Teaching

- https://www.youtube.com/watch?v=fr-S5CGDXBQ&list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc&index=6



Team Teaching

TEAM TEACHING



**Both teachers take
the lead instructional role.**

Team Teaching

- Greatest amount of shared responsibility
- Allows for creativity in lesson delivery
- Prompts teachers to try innovative techniques neither professional would have tried alone
- Requires greatest amount of trust and commitment
- Co-Teaching partners are delivering the same instruction simultaneously
- Most difficult to implement

Team Teaching

- Co-teachers may have equally active roles, such as one co-teacher leading the large-group lesson while the other models note-taking or restates key concepts for clarification.
- One partner leads the instruction while the other adds to the lesson by...
 - asking students questions,
 - stating important information,
 - asking co-teaching partner for clarification (referencing),
 - uses humor, adds another perspective, and adding new information by way of anecdotes, real world examples, short stories, etc.

Team Teaching



- https://www.youtube.com/watch?v=MVeFjRdSH3c&index=7&list=PLCDsTyftAA2D_bul_Rti5p_hLZ1DdFsAMc

Sharing Planning

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Sharing Instruction

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Sharing Assessment

- Both participate in the assessment of the students
- Provide formative and summative assessment of students
- Determine grading workload

Tips for Successful Co-Teaching

- Planning is key!!!
- Effective Communication is Essential!!
- Discuss your views on teaching and learning with your co-teacher or teacher candidate
- Attend to details
- Prepare parents
- Avoid the “paraprofessional trap.”
- When disagreements occur, talk them out.
- Determine classroom routines (inc. grading)
- Plan for discipline
- Discuss ways to give and receive feedback
- Determine acceptable noise levels
- Share pet peeves
- REMEMBER.....
 - The three C’s of Co-teaching

Putting it all together

- Planning
- Classroom Management
- Established Roles for Both Teachers
- Pet Peeves
- Grading and Assessment
- Instructional Strategies
- Shared Responsibility
- Co-planning, Co-instructing, Co-assessing, and Co-managing

Final Activities

- 1. The Most Important Thing...
- 2. Workshop Evaluation
- 3. Disposition Change
- 4. DOOR PRIZES!!!!

References

- All videos were created by the School of Education at California State University at Chico.
- Alt, C., Bennett H., Parker, C. (2003). Blueprints: Coaching co-teaching teams. GLRS: Lenox, GA.
- Images from Google.