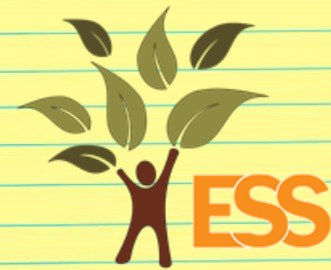


# The Nuts and Bolts of Co-Teaching



# *Introductions*

- *Kimberly Sims, Ed.D.*
  - *ADE/PLS Retention, Recruitment, Teacher Preparation Specialist*
- *Susan Shooter, M.Ed.*
  - *ADE/PLS Inclusion Specialist*
- *Linda Mosteller, M.Ed.*
  - *ADE/PLS Program Specialist*



# *Objectives*

- *Define the big picture of co-teaching*
- *What it is and what it is not*
- *Delivery models*
- *Scheduling*
- *Administrator's support*
- *Resources*

What is your role in the public/charter educational setting?



# *The Co-Teaching Process*

**CO-PLANNING**

**Co-Instructing**

**Co-Assessing**

# *Co-Teaching is...*

- *A service-delivery option.*
- *Two or more professionals with equivalent licensure and employment status.*
- *Shared instructional responsibilities and accountability for a single group of students for whom they both have ownership.*
- *Occurs primarily in a shared classroom or workspace.*
- *Each teacher's level of participation may vary.*

## *RDA & Co-Teaching*

*“Co-teaching supports Results-Driven Accountability (RDA) because it sets high standards for academic outcomes for all students.”*

*Do you believe this to be true? Share out in the chat box.*

### *Discussion Time!*

*What is the buzz on your campus regarding co-teaching?*



## *What research says...*

*Pugach and Wesson (1995) interviewed 9, 5<sup>th</sup> grade students in co-taught classrooms and concluded, “The students we interviewed felt as if their academic and social needs were being met better than they had in been in classes instructed by a single teacher.” (p. 291).*



*Dieker (2001) interviewed 54 secondary students with and without disabilities and reported that all students reported benefiting from the co-taught class, except for one student labeled with an emotional disability who reported. "You can't get away with anything." (p. 19).*

*By pairing educators with differing areas of expertise (the general educator typically identified as the content specialist and the special educator as the expert in modifications, accommodations, and behavior management), teachers are able to better collaborate and differentiate (Dieker, 2001).*



# *Curriculum Development in the Co-Taught Classroom*

*Focus on the general education curriculum and AZCCR Standards for all students makes the development of curricular goals for students with disabilities easier.*

*At the same time, students with disabilities have additional curricular expectations as outlined in their IEPs.*

*Therefore, students with disabilities who are included in the general education classroom have two curricula that must be considered when working as a team.*

**Co-teachers MUST work together  
to address:**

The general education curriculum,  
AZCCR Standards  
and  
the curricular expectations  
of the IEP

*How is this taking place at your school  
sites?*

# Responsibility of Special Educators and Related Services

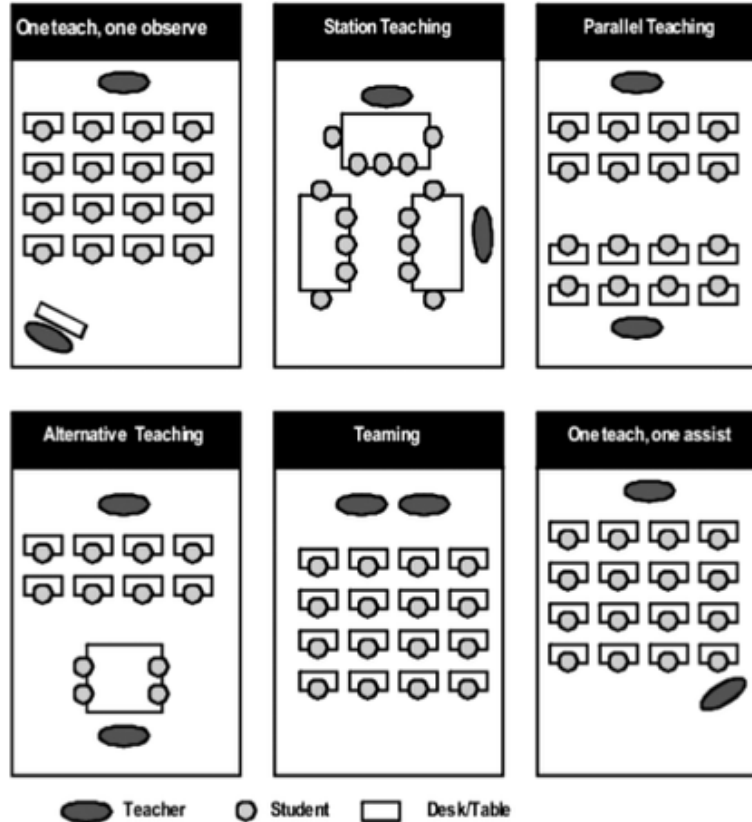
- *Communicating present levels and IEP goals of a student*
- *Provide general educators with copy of IEP*

*What other responsibilities should be considered?*



Are you  
currently  
Co-  
Teaching?

# Co-Teaching Approaches



# *One Teach, One Observe*

- One teacher leads instruction while the other gathers data regarding students' academic progress, behavior or social skills, and/or responsiveness to teacher directions. Data should form the basis for instructional decision-making.

## **Video Clip**

*One Teach, One Observe*



# *One Teach, One Observe*

*Lesson Example: In the elementary level...students are learning how to do multiple-digit multiplication. Students have individual white boards and are completing problems one teacher writes on the board. Each time students raise their white boards to show their answers, the other teacher scans them and notes on a seating chart which students do not yet understand how to perform the calculation.*

**Raise your hand if you would like to share an example of one teach, one observe.**

# *Station Teaching*

- Teachers group students and provide instruction by group. Each teacher teaches content to a group and repeats the instruction for the other group. If appropriate, an additional “station” could give students an opportunity to work independently.

Video Clip

[Station Teaching](#)

# Station Teaching

*Lesson example: In the high school...the objective for 9<sup>th</sup> grade English is to review literary elements. Four stations are established: (a) one teacher reviews figurative language, including similes and metaphors; (b) students watch a brief video on conflict and then review three young children's books to identify the conflict in each (independent); (c) the other teacher reviews style, using brief examples of types of writing; and (d) the students work with a partner to analyze how setting is communicated, directly and indirectly, sometimes through inference, using two passages. A timer goes off when groups should move. The final 5-minutes of class are used to summarize the lesson and assign homework.*

**Raise your hand if you would like to share an example of station teaching.**

# *Parallel Teaching*

- The teachers are both teaching the same objective, but they divide the class and accommodate and/or modify their instruction according to their group's needs.

Video Clip

[Parallel Teaching](#)

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

# *Alternative Teaching*

- One teacher takes responsibility for the large group while the other works with a smaller group. The purpose for grouping the students may vary.

Video Clip

[Alternative Teaching](#)

What are some ways students can be grouped for this model?

# *Teaming*

- In teaming, both teachers are delivering the same instruction at the same time.

Video Clip

[Teaming](#)

Why might this approach be called “one brain in two bodies” or “tag team teaching?”

# *One Teach, One Assist*

- In one teach, one assist, you have one teacher who holds primary responsibility for teaching while the other teacher circulates through the room providing discreet assistance to students as needed.

Video Clip

[\*One Teach, One Assist\*](#)

# *One Teach, One Assist*

- *Lesson Example: In a middle school ...the objective for the 7<sup>th</sup> grade math lesson is for students to demonstrate understanding of adding and subtracting positive and negative integers. A life-size number line has been created on the classroom floor. Students have worksheets with number lines. One teacher leads the activity, writing simple addition and subtraction problems on the board using both positive and negative integers. A student is selected to come to the front of the room to walk off the problem on the number line while the other students work the same problem at their seats. The second teacher checks to be sure that students working at their seats are correctly working the problems.*

***How often do you use one teach, one assist in your classroom? And WHY?***



# Group Activity

**Co-Teaching is...**



**Co-Teaching is not...**



# *Co-Teaching Is / Is Not*

## Co-Teaching Is...

- Shared decision making
- Collaboration
- Inclusion
- Content expert/special educator
- Shared leadership
- Effective teaching
- All teachers responsible for all students
- Trust
- Team teaching
- One teach, One observe
- Station teaching
- Parallel teaching
- Alternative teaching
- One teach, One assist

## Co-Teaching Is Not...

- One teach – one sit
- One teach – one prepare materials
- Teacher and Paraeducator
- Tutoring
- When the ideas of one person prevail
- A fad
- The only approach to meeting NCLB/IDEA requirements

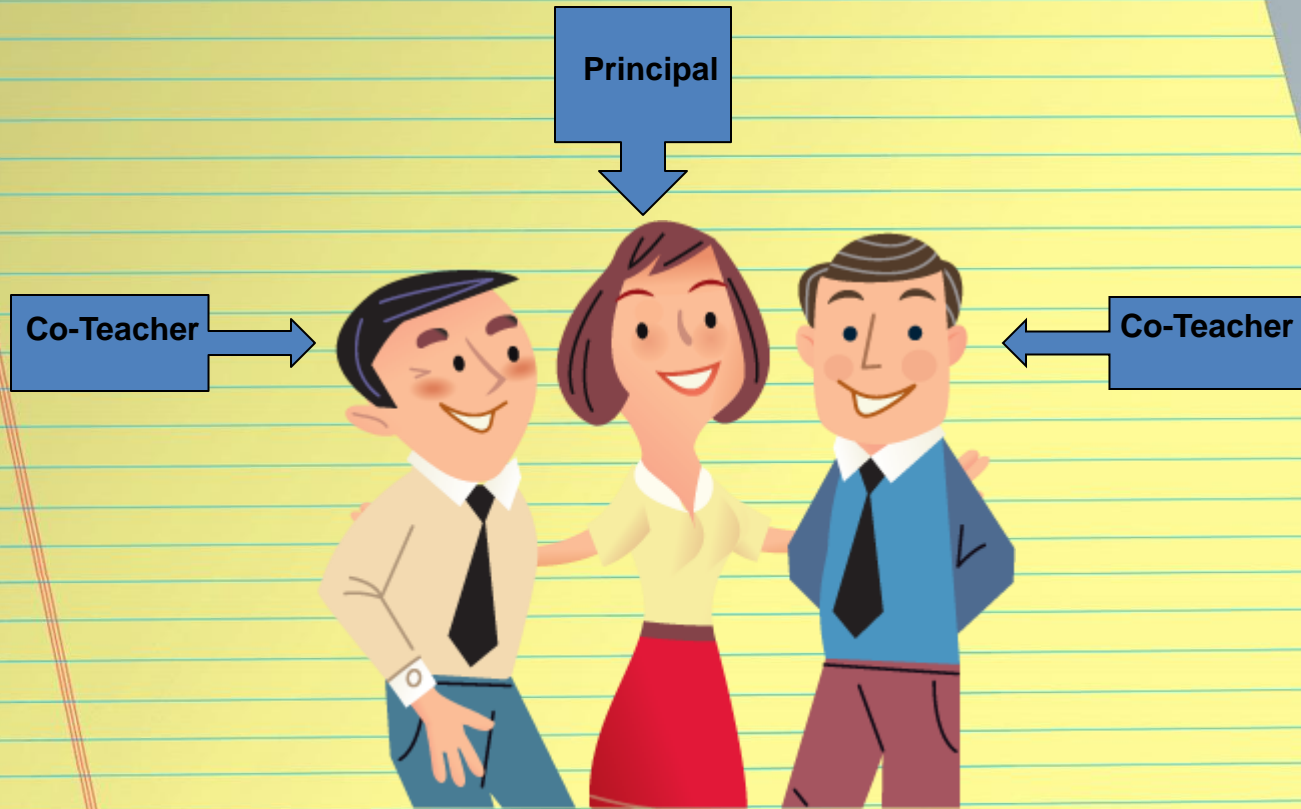
# *Co-Teaching in the Classroom*

<b>If one of you is doing this:</b>	<b>The other can be doing this:</b>
	Modeling note taking on the board or overhead
Passing out papers	
	Collecting and reviewing last night's homework
Circulating, providing 1:1 support as needed	
Providing large group instruction	Circulating, using proximity control for behavior management





# *Compatibility*



<http://lifelonglearningteachers.blogspot.com/2012/01/collegiality-clil-challenge.html>

# *Characteristics that Play a Part in Compatibility*

- *Communication*
- *Flexibility*
- *Shared common philosophy*
- *Clear definition of roles and responsibilities*

*Arguelles, Hughes, & Schumm, 2000; Cook & Friend, 1995; Murata, 2002*

# *Planning Time*

## *#1 issue*

*Dieker, 2001; Keeke & Moore, 2004*



<http://www.lovethatmax.com/2013/06/a-new-auto-injector-for-allergic.html>



# Student/Class Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15					
8:15-8:30	Gym	Gym	Gym	Gym	Gym
8:30-8:45	Elem. Assembly	Story/Calendar	Story/Calendar	Story/Calendar	Story/calendar
8:45-9:00	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit
9:00-9:15	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit
9:15-9:30	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit
9:30-9:45	RTI	RTI	RTI	RTI	RTI
9:45-10:00	RTI	RTI	RTI	RTI	RTI
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:30	Math	Silent Reading	Math	Silent Reading	Math
10:30-10:45	Math	Keyboarding	Math	Keyboarding	Math
10:45-11:00	Math	Keyboarding	Math	Keyboarding	Math
11:00-11:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15	Reading/Lit	Reading/Lit	Reading/lit	Reading/Lit	Reading/Lit
12:15-12:30	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit	Reading/Lit
12:30-12:45	PE	Math	PE	Math	PE
12:45-1:00		Math		Math	
1:00-1:15	Spelling	Spelling	Guidance	Spelling	Spelling
1:15-1:30	Spelling	Spelling	Guidance	Spelling	Spelling
1:30-1:45	Recess	Recess	Recess	Recess	Recess
1:45-2:00	Snack/Story	Snack/ Story	Snack/ Story	Snack/Story	Snack/Story
2:00-2:15	Science/SS	Music	Science/ SS	Music	Science/ SS
2:15-2:30	Science/SS		Science/SS		Science/ SS
2:30-2:45	Penmanship	Math	Penmanship	Math	Art
2:45-3:00	Penmanship	Math	Penmanship	Math	Art
3:00-3:15	Ready for home	Ready for home	Ready for home	Ready for home	Ready for home
3:15-3:30	Bus duty	Bus duty	Bus duty	Bus duty	Bus duty
3:30-3:45		K-6 Meeting	K-12/Tech Meeting		
3:45-4:00					

1<sup>st</sup> Grade - 27 April 2011

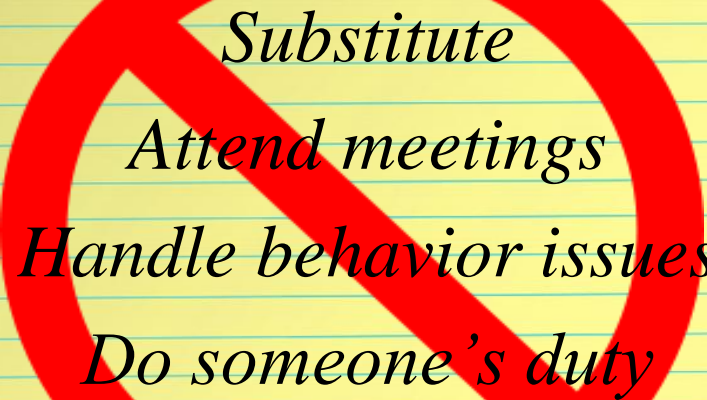
<http://amandajohnson.wikispaces.com/First+Grade+Schedule>

# *Professional Development*

*Ongoing  
for both administrators  
and co-teachers*



# *Caution!*



*Substitute  
Attend meetings  
Handle behavior issues  
Do someone's duty*

# *Respect for Teaching Assignment*

*"The task of the leader is to get his people from where they are..."*



*"...to where they have not been."  
- Henry Kissinger*

<http://edleaderlounge.blogspot.com/2011/04/leadership-density-and-pitfalls-to.html>

# *Resources*

- *Co-Teaching Connection*

<http://marilynfriend.com/index.htm>

- *Maryland Learning Links*

<http://marylandlearninglinks.org/1007>

- *National Dissemination Center for Children with Disabilities*

<http://nichcy.org/schoolage/effective-practices/coteaching>

- *Co-Teaching-University of Louisville-Kimberly McDuffie Landrum*

<http://louisville.edu/education/abri/files/Co-teaching%20Webinar.ppt>

- <http://www.edutopia.org/> - *Edutopia*
- <http://2teachllc.com/> - **2 TEACH** provides practical, innovative and research-based strategies to improve instruction in today's inclusive PreK-12 classrooms.



**Administrators**

**Paraprofessionals**

**Parents**

**Related Service  
Providers**

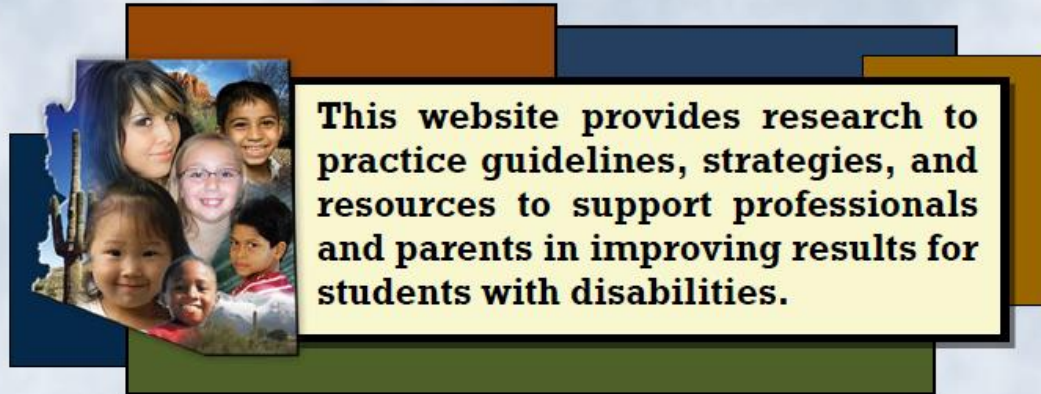
**Special Education  
Directors**

**Teachers**



# **AZ Promising Practices**

## **Educating Students with Disabilities**



**This website provides research to practice guidelines, strategies, and resources to support professionals and parents in improving results for students with disabilities.**

Links to other websites do not imply an endorsement of the materials. Although every effort has been made to ensure that the articles provided herein are accurate and timely, the Arizona Department of Education is not responsible for the materials contained at any website linked to this site.

Arizona Department of Education, Exceptional Student Services  
John Huppenthal, Superintendent of Public Instruction

**[www.azpromisingpractices.com](http://www.azpromisingpractices.com)**

*Thank you!*