



# **CO-TEACHING MAP TO SUCCESS**

**2014-2015**

# **CO-TEACHING**

## **○ DIVISION EXPECTATIONS:**

- Co-Teaching: Each teacher taking part in Planning, Instruction, and Assessment of Students**
- Planning: Plans that indicate each teachers responsibilities and are negotiated between both teachers**
- Active Participation In The Classroom**
- Types of Co-Teaching we are looking for: Team Teaching; Alternative Teaching; Station Teaching; Parallel Teaching**

# **BARRIERS TO INCLUSIVE TEACHING**

## **○ Barriers That Have Been Eliminated:**

- You have administrative support
- You have a multitude of resources including instructional coaches
- You have a common planning time everyday
- Training is available

## **○ Barriers Left:**

- Personality / Philosophical Clashes
- Inability to Give Up Control

# ACTIVITY

- **KNOW YOURSELF: WHAT TYPE OF LEADER ARE YOU?**

The background is a warm gradient from yellow to orange, decorated with various autumn leaves in shades of orange and yellow. The text is centered and underlined.

**HOW DO WE**  
**GET THERE?**

# ACTIVITY

- **WHAT IS CO-TEACHING?**
- **WHAT ISN'T CO-TEACHING?**

# ACTIVITY DATA

WHAT IT IS	WHAT IT'S NOT
<p>RAPPORT IS BUILT STUDENTS ARE BOTH OF YOURS PLAN TOGETHER COMMUNICATION SET UP RULES TOGETHER SET ROUTINES BOTH NAMES ON EVERYTHING SHARING DATA DIFFERENTIATION MAKING ASSESSMENTS TOGETHER WORKING WITH ALL STUDENTS</p>	<p>SPED TEACHERS WORKING ONLY WITH SPED STUDENTS NOT A TEACHER'S AIDE NOT A COMPETITION NOT JUST SHOWING UP NOT JUST SITTING AT A TABLE AND WATCHING – NOT OFFERING ASSISTANCE PULLING OUT SPED STUDENTS EVERYDAY NOT SEPARATING SPED STUDENTS IN THE CLASSROOM</p>

# WHAT IS CO-TEACHING?

## ○ 2 TEACHERS WHO:

- Co-Plan
- Co-Instruct
- Co-Assess



# CO-TEACHING IS NOT?

- Dividing Tasks – telling someone to do this or someone to do that
- Dividing Students – my students and your students
- One Teacher Teaching/One Teacher doing Clerical work
- One Teacher Pointlessly Observing the other
- One Teacher's Idea Prevailing
- One Teacher Assigned as a Tutor
- One Teacher is the "head teacher"; the other teacher is an aide
- Co-Teaching is a TREND

# CHANGES WILL OCCUR?

- New skills must be developed and practiced;
- Old beliefs about students and teaching must be examined and may need to be revised;
- Classroom teachers who are used to working alone, must now adapt to a cooperating teacher, operating in the classroom as an equal.
- Special Ed. teachers accustomed to small group instruction in resource classes must now interact with a larger number of students, and may feel overwhelmed by the complexities of trying to provide support in the regular education classroom setting.
- As co-teachers adjust to these new roles, they should look beyond their personal comfort level and maintain a constant focus on developing the model for the benefit of all students in their classrooms.

# EFFECTIVE CO-TEACHING PRODUCES?

- Successful co-teachers can accomplish more together than they could on their own.
- Good teaming amplifies the teaching power of both teachers in the partnership.
- Produces:
  - observable, and hopefully, measurable outcomes for all students in the inclusion class,
  - Increased student engagement levels,
  - Improved behavior, and
  - Growth in test scores.

# EFFECTIVE CO-TEACHING PRODUCES?

- ▶ Both teachers have a decreased sense of isolation and improves their understanding of each others' programs and services.
- ▶ Stigmatization of students with special needs can be reduced.
- ▶ Collaboration is essential when assisting students with disabilities to make the transition from a more restrictive to a less restrictive environment.
- ▶ Many students who are not eligible for special education services benefit when teachers collaborate.
- ▶ Integrity for students with disabilities may be enhanced.

# CO-TEACHING IS A MARRIAGE

The background of the slide is a warm, golden-yellow gradient. It is decorated with various silhouettes of autumn leaves in shades of orange and yellow, scattered across the frame, particularly concentrated on the left and right sides.

# HOW DO WE GET THERE?

## ○ NO SEPARATION!!!!!!!!!!!!!!

- Both teacher's names should be posted on the door
- Both teacher's names should be included on any papers that go home
- Both teacher's names should be on the report card
- Both teachers are assigned the same grade book
- If one teacher is absent, the other teacher takes the lead role that day
- Students are not separated into yours and mine; both teachers are responsible for ALL students
- One accommodation log is used to document IEP/504 accommodations

# HOW DO WE GET THERE?

- **Daily Classroom Procedures MUST be PLANNED and DISCUSSED:**
  - Classroom Management Expectations for both teachers;
  - Classroom Rules Expectations for both Teachers;
  - Procedures for: students going to restroom/locker/office; students asking for help; students needing supplies; students talking when they shouldn't be; etc.
- **A plan (that both teachers can live with) MUST be developed and followed by both teachers**
- **Forget last year; this is a new year!!!**

# HOW DO WE GET THERE?

## ○ **KNOW YOURSELF!**

- **You have to be willing to let your co-teacher know what your weaknesses are when it comes to content**
- **You also have to let your co-teacher know what your strengths are when it come to content**
- **WRITE THEM DOWN**
- **DISCUSS THEM**
- **Be willing to take the lead on content/units where you feel strong**
- **Share you classroom “pet peeves”**



# **HOW DO WE GET THERE?**

- **KNOW YOUR PARTNER! (Professional & Personal Levels)**
  - **Learn your co-teachers teaching styles (discuss it)**
  - **Know the preferences of your co-teacher**
  - **Know your co-teachers 'pet peeves' – RESPECT THEM**
  - **Take the time to know your co-teacher (what movies does he/she like, what types of books does he/she read, what are his/her favorite activities outside of school, what did he/she do over the summer, etc.)**

# ACTIVITY

- **SHARING HOPES, ATTITUDES, RESPONSIBILITIES, AND EXPECTATIONS**

# **TEACHERS MUST!!!!!!**

- **You and your co-teacher do not have to be best friends – however – you must foster a professional friendship**
  - **Your relationship will be a model for the students**
  - **The students will be watching and waiting for any weakness that they can use to play both of you against each other**
- **Remain cool at all times – Be Professional:**
  - **Keep all disagreements out of the classroom – deal with situations that occur after the students have left**
  - **Students know when co-teachers do not get along**
- **Share Information and Responsibility**
  - **Curriculum & Instruction can be very creative and successful many different ways**
  - **There are a variety of ways to provide instruction**
  - **There is no one correct way to present information**

# **TEACHERS MUST!!!!**

- **Both teachers need to know what materials and teaching method will be used at any given time:**
  - **ROLES** for each teaching unit **MUST** be spelled out in the plans
  - **RESPONSIBILITIES** for each teaching unit **MUST** be spelled out in the plans
  - **ONE SET OF PLANS** – created by both teachers
- **Be willing to provide on-the-spot modifications for students**
- **Be willing or prepared to unexpectedly take over a lesson**
  - **Emergencies happen**
- **Be willing to LISTEN to the concerns of your students**

# CO-PLANNING

- Both teachers need to focus on the Curriculum;
- Special Ed. Teacher's role should be to model or suggest modifications to the instruction; these modifications should make the curriculum more accessible to students with diverse learning needs and styles;
- The general education teacher must perceive the adaptations to be appropriate for the classroom and the subject matter being taught;
- A successful inclusion class will offer a wider variety of learning opportunities for all students that might be found in either a traditional general education setting or a separate resource setting;
- The classroom will have a heavy focus on strategy-based instruction;
- The Special Ed. teacher's perspective, being different from that of the classroom teacher, may yield strategies and adaptations that represent a qualitative change in the way instruction could take place.
- So long as the special ed. teacher's suggestions focus on successfully meeting the overall objectives, the classroom teacher should make every effort to keep an open mind and respect their partner's input during planning.

# CO-PLANNING

- To maximize the potential of planning sessions, the topic of discussion should be, "**How should we teach the lesson?**" as opposed to, "**What is to be taught?**"
- General Education teachers should provide their co-teacher in advance with information about the lessons or units to be taught.
  - 1) Text, poems, novels, short stories, reading passages that students will be reading, 2) Notes to be taken during the class 3) Worksheets or math problems, with answers filled in, to be done by students, 4) Vocabulary lists with their definitions.
- Special Ed. teachers must use that information to become familiar with the content, and then troubleshoot the lesson in order to develop adaptations to instruction that will address the needs of identified students, while still preserving integrity of the General Education classroom.
- Both teachers must also make a commitment to honor whatever scheduled planning time is available, and meet for the expressed purpose of planning, as opposed to using that time to perform other administrative duties.

# CO-PLANNING

- A wide range of instructional methods and strategies are needed to satisfy the diverse needs of students in an inclusion classroom.
- The co-teaching model has the potential to meet this challenge, especially when teachers bring different sets of skills and teaching techniques to the partnership.
- If students experience difficulty with one method of instruction, they may experience success if the co-teacher(s) can provide another.
- On the other hand, if partners closely resemble each other in their teaching styles and approaches to instruction, their ability to overcome obstacles to learning is greatly reduced.
- Diversity, when embraced and coordinated, is a tremendous strength.



# CO-PLANNING ON THE FLY STRATEGIES

## ○ INSTRUCTIONAL START-UP STRATEGY:

- **ELEM:** Used whenever the teacher enters the room
- **MS & HS - Teachers who stay the entire class period:** Used at the beginning of class
- **MS & HS – Teachers who are only in class for part of the period:** Used whenever the teacher enters the room

## ○ PROCEDURE:

- Students are given a 4-5 min assignment that they complete individually or with a partner (warm-up, review, etc);
- During that time, the students are taught that they should not interrupt the teachers except for an emergency;
- This gives the co-teachers several minutes of time to touch base, make a revision in the plan, or discuss a student issue



# **CO-PLANNING ON THE FLY** **STRATEGIES**

## **○ REVIEW AND PREDICT:**

- ELEM MS & HS:** Used whenever the second teacher enters the room

## **○ PROCEDURE:**

- One of the teachers asks students to review what they have been learning and doing;
- Answers to this question brings the teacher who just entered the room 'up to speed';
- The teachers then ask students about the instructional plans when both teachers are present; this prediction also informs the second teacher; "what are we doing with 2 teachers today?"
- Review and predicting are considered effective instructional strategies and they can be a means of ensuring both teachers know the plan for the day, even though only one was present to outline it for students

# CO-PLANNING ON THE FLY STRATEGIES

## ○ FAST TALK:

- **MS & HS:** Used as students are transitioning to the next class

## ○ PROCEDURE:

- Planning is updated with a hurried conversation during a transitional period;
- This is a good strategy for a quick update when more in-depth planning has already occurred;
- Not to be used as the only method of planning

# **RESOLVING DIFFICULT SITUATIONS**

- **OPENING A CO-TEACHING CONVERSATION:**
  - **Set a specific time when there will be sufficient time and no interruptions;**
  - **Ask for a meeting by stating a positive outcome you expect from the discussion;**
    - **For Example: rather than say “We need to talk about your lack of positive feedback to the students”; say “We need to take about how we can both use the same reinforcement system”**

# **RESOLVING DIFFICULT SITUATIONS**

- **RESOLVING DIFFERENCES:**
  - **Start conversations with a positive component and end on a positive note;**
  - **Reflect back to your co-teacher what you think you have both agreed to in the conversation;**
  - **When meeting to work out differences, develop a plan and share notes so you both have a copy of what was developed**

# **RESOLVING DIFFICULT SITUATIONS**

## **○ EQUALIZING RESPONSIBILITIES:**

- Make sure that both teachers have a relevant role to play during each instructional period.**
  - Using the “ONE TEACHER/ONE SUPPORT” option too often conveys the message that only one partner is the “real teacher”**
- Consider the tasks that need to be completed and divide them so that they balance the instructional responsibilities**
  - Rather than assuming one partner can't do a task, discuss it and find ways to support each other**

# CO – TEACHING MODELS

- **One Teach / One Observe**
- **One Teach / One Assist**
- **Station Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Teaming**

# **ONE TEACH / ONE OBSERVE**

- **One Teacher has primary instructional responsibility**
- **One Teacher gathers specific observational information**
- **The Type of Data to be collected and the way it will be collected should be discussed prior to the class**
- **Examples:**
  - Teachers have trouble with questioning skills and wants to gather data on whether they are asking higher level questions;
  - Collect data pm how many students are engaged; what points are they engaged; were there activities where students were more engaged than other;
- **Once collected, the Data should be Analyzed together**

# ONE TEACH / ONE ASSIST

- One Teacher has primary instructional responsibility;
- One Teacher assists/supports students by:
  - Monitoring behavior and correcting assignments;
  - Making comments to cue lead teacher;
  - Asks questions for clarification for students
- Teachers should reverse the roles throughout the class period or week;



# ONE TEACH / ONE ASSIST

## ○ **BEWARE:**

- Velcro Effect – one teacher hovers over one or selected students stigmatizing both the students and the teacher;
- Making the support teacher the “discipline police”; paper copier; grader; paper hander outer; etc
- Ineffective use of expertise of co-teacher (special education teacher);
- Growing resentment if skills of support teacher are not being used or one teacher feels an unequal burden of responsibility;
- One teacher staying in the supportive role due to lack of planning time

# STATION TEACHING

- **Three or more groups of students and 2 teachers;**
- **Co-Teachers divide the instructional content into parts;**
- **Each teacher instructs in a station;**
- **Grouping Options:**
  - Heterogeneous and homogeneous grouping
  - Some students will work independently.
  - Some students will participate in peer tutoring.
  - One teacher will review important information.
  - One teacher will move the advanced group forward.

# PARALLEL TEACHING

- **Two groups of students and 2 teachers;**
- Each Teacher instructs half of the students;
- Each Teacher is addressing the same material;
- Each Teacher is using the same teaching strategies;
- Examples:
  - Dividing the class in half; where one Teacher is at the front of the classroom and the other teacher is in the back;
  - Dividing the class in half; where one teacher stays in the classroom; and the other Teacher goes to another location
- Benefits:
  - Smaller groups
  - More time to ask questions
  - More student engagement

# PARALLEL TEACHING

## ○ BEWARE:

- **Creating a special class within a class and lowering student achievement by grouping lower performing students together;**
- **The noise level can become uncomfortable when numerous activities are occurring in the same room;**
- **Failing to adequately prepare which leads to co-teachers not delivering instruction as intended**

# ALTERNATIVE TEACHING

- **Type I**
- Two groups of students and 2 teachers;
- One Teacher works with students at grade level or who are grasping the concepts with little difficulty;
- One Teacher works with students who have extended needs (remediation, enrichment, reteach, reinforce, etc);
- Teachers alternate role (the special education teacher should not always be the one to instruct the small group)

# ALTERNATIVE TEACHING

- **Type II**
- Teachers approach the same information in two different ways;
- Learning outcome is the same, but the approach is different
- Example:
  - Options: Teachers could post on the door that they have 2 options of learning the material (option a or b); they choose which one they feel would best suit them that day
  - Teachers use data to determine how the class will be divided;

# ALTERNATIVE TEACHING

- **Type III**
- One group of students and 2 teachers:
- Teachers take turns leading a discussion;
  - One may speak while the other is demonstrating the concept;
  - One may speak while the other models note taking on the blackboard

# ALTERNATIVE TEACHING

## ○ BEWARE:

- Not monitoring the students who need it;
- Too much teacher talk, repetition and lack of student-student interaction;
- Typecasting the co-teacher delivering content as “expert” or “real” teacher;
- Failing to plan for “role release” (changing roles) so both teachers get to teach the content



# TEAM TEACHING

- **One group of students and 2 teachers sharing instruction;**
- Requires well-planned, team taught lessons;
- Requires trust and commitment
- Exhibits invisible flow of instruction and authority;
- Both teachers are actively involved in the lesson;
- Unclear who the main teacher in the classroom is;

# TEAM TEACHING

- **BEWARE:**
  - **Not monitoring the students who need it;**
  - **Too much teacher talk, repetition and lack of student-student interaction;**
  - **Failing to plan**

# ACTIVITY



# SUMMARY:

- **Successful collaboration commands both the general educator and special educator:**
  - Believe all students can learn.
  - Share responsibility and understand that both teachers are equal in the classroom.
  - Embrace a collaborative classroom approach.
  - Are trained in the effective models of co-teaching.
  - Implement the models with integrity and creativity.
  - Are supported by administration.
  - Collaborate during a common lesson-planning time.
  - Build rapport and communicate with parents.

# FINAL THOUGHTS & QUESTIONS

The background of the slide features a warm color gradient transitioning from a bright yellow at the top to a deep orange at the bottom. Scattered throughout the background are various silhouettes of autumn leaves and flowers in shades of orange and yellow, creating a seasonal and decorative atmosphere.