



Session Overview

In order for co-teachers to experience success and maximize benefits for all learners they must be provided with ongoing feedback and support. This session provides participants with an **overview of the six approaches to co-teaching, ways to incorporate the approaches in instruction, a scheduling guide, a checklist for collaboration, and a classroom feedback form.** Participants will interact with the presenter and fellow participants in order to learn and share ways to utilize the co-teaching models while analyzing current practices. Participants will apply what they know about co-teaching and instruction by practicing a classroom walk-through while viewing videos of co-taught classrooms.

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Your handouts...



- Scheduling guide
- Checklist for Co-teachers
- Note-taking chart
- Using the Co-teaching Models chart
- Co-teaching observation form

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Who's in the house???

- General Education Teachers
- Special Education Teachers
- Related Service Providers
- Lead Teachers/PS/PA
- Principals
- Central Office
- University
- Others?



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Assessing prior knowledge...

Raise your hand if you:

- Have attended professional development on co-teaching in the past
- Co-teaching and/or collaboration was included as part of your teacher preparation program
- Have co-taught in the past/ currently



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**When I die
I hope it occurs during a
lecture
because the transition from
life to death
will be so slight
that I will hardly
notice it.**



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-Dan Mulligan

Different perspectives & views ...ask if we use an unfamiliar term!



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Correy

"I turned on the system like you told me to but I still can't see the start-up screen you're talking about."

Share out...

What do you see when you visit co-taught classrooms in your building?	What would the ideal co-taught classroom look like in your building?
What concerns do you have regarding inclusion and co-teaching in your building?	What supports need to be in place at the district and building level for effective co-teaching models to be in place?

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Inclusion – What is it really?

Philosophy & Belief system

Creation of a learning community where all students are members even if abilities are different

Focus on strengths and abilities

Not a physical location

Not dependent on a disability area/label

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Elements of an Inclusive School

- EVERYONE believes all students can learn if given the opportunity
- Focus on “abilities” not “disabilities”
- Opportunity for typical school routine
- Philosophical shift from “my children” to “our children”
- Provides opportunity for all students to access the curriculum

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How inclusive is your school?

Ask yourself the following:

- Where do students eat lunch?
- Who attends pep rallies, assemblies, field day, athletics, dances and other non-academic school events?
- Who participates in Electives, AP courses, interventions?
- How are students grouped in your school year book?
- Who goes on field trips?
- What do your PTA meetings look like? Who participates?
- How are materials and resources distributed? Do all teachers get:
 - Same computer/laptop?
 - Equal access to printers, materials, etc.?
 - Planning times – are they equal?

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Co-Teaching Defined



Two or more people sharing responsibility for some or all of the students in a classroom (Villa, Thousand, & Nevin, 2006).

“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 and Friend, 1995).

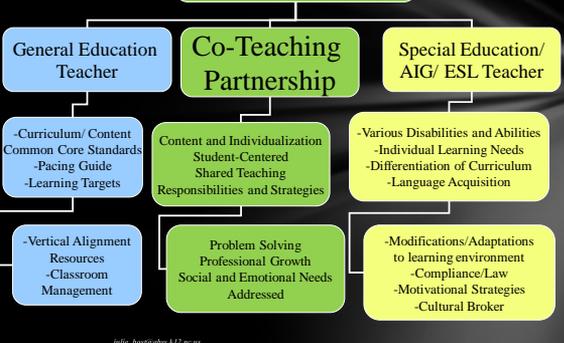
Co-Teaching: A Definition

Collaborative teaching is a professional partnership between two or more educators **that erases traditional boundaries** and allows them to make informed decisions when designing, communicating, and monitoring instruction through reflective teaching.



-Whitten & Hoekstra, 2002

Co-Teaching



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Jason...



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Your thoughts

- What are some advantages of co-teaching?
- What are barriers to co-teaching??
- Find someone in the room and share out.



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Advantages of Co-Teaching

- Sharing instructional strategies enhances pedagogy of both teachers
- Having 2 teachers in a classroom makes individual assistance available to more students this also reduces discipline incidents
- Marginal students, who do not qualify for special education services, can receive the specialized assistance of a special education teacher

- Bateman & Bateman, 2006

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Advantages of Co-Teaching

- If either teacher is absent, the lesson plan for the day can continue without resorting to substitute lesson plans
- Special education teachers become more confident with content areas, supporting their work with students during resource time
- General education teachers learn more specialized instructional strategies that can be used in other non-co-teaching classes

- Bateman & Bateman, 2006

Benefits of Inclusion for Children with Special Needs



- Sense of belonging
- Diverse and stimulating environment
- Being a member of a community
- Opportunity for friendships
- Enhances self-respect
- Provides peer models
- Affirmation of individuality

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Benefits of Inclusion for Typically Developing Children

- Opportunities for experience
- Appreciation for uniqueness and diversity
- Develops respect, positive attitudes and empathy for others who are different
- Provides opportunity for them to help others
- Empowerment and ability to make a difference
- Shown models of individuals who are successful despite disabilities



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Barriers to Success

- Lack of administrative support
- Scheduling issues
- Lack of shared planning time
- Need for professional development
- Personality matches – the relationship between co-teachers is critical to success.
- Misguided perceptions - lack of communication
- Poorly defined roles / unclear expectations
- Dividing the class based on SPED and non-SPED students (ESL, AIG, etc.)
- Modifying curriculum as opposed to instruction



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Access to curriculum

Video



Administrative Actions To Promote Co-Teaching

- Build a vision of collaboration in planning and teaching
- Develop educator's skills and confidence as co-teachers
- Create meaningful incentives for people to take the risk to embark on a co-teaching journey
- Reorganize, schedule and expand human and other resources for co-teaching
- Plan for and take actions designed to get school personnel excited about implementing co-teaching approaches

Bateman & Bateman, 2006

Ways to Support, Lead & Build Co-Teaching

- Include Co-Teaching in school improvement plan and in Leadership Team discussions
- Develop a Co-Teaching team for your school – and a deliberate plan for sharing ideas and providing support
- Meet regularly (Co-Teaching team and/or all Co-Teachers) to assess where you are & where you want to be
- Create a website or dropbox to share lesson plans and ideas

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Common issues administrators face when building Co-Teaching in their programs

- Teachers' lack of knowledge of collaboration and Co-Teaching
- Administrators' lack of knowledge of collaboration and Co-Teaching
- Scheduling including shared planning and effectively grouping students
- Forming collaborative relationships among faculty/staff
- Effective methods to provide meaningful feedback to Co-Teachers

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What do we do with this info???

- Schedule students for success
- Provide meaningful feedback for teachers
- Meet with teachers and provide clear expectations of their roles and the collaborative relationship you want to foster
- Create staff development opportunities for teachers and principals
- Today, you will receive tools to help **build collaboration, guide scheduling, effectively use co-teaching models, and provide feedback to teachers**

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Scheduling Co-taught Classrooms

1. Meaningful partnerships
2. Common planning times
3. Class size and composition

(Handout # 6)

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Scheduling Co-taught Classrooms

1. Meaningful partnerships

- Willingness to collaborate and participate in professional development
- Continue successful pairs whenever possible
- Keep EC teachers in similar content areas and/or grade levels as much as possible to build content knowledge, comfort levels, and collaborative partnerships.
- Use the same pairs (or at least the same EC teacher) when multiple sections are necessary
- Link intervention to co-taught classrooms as much as possible
 - Teachers providing reading intervention co-teach in the English/ELA classrooms. Teachers providing math interventions co-teach in the math classrooms.

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Scheduling Co-taught Classrooms

2. Common planning times

- Co-teachers should plan at least once each week for each co-taught class/section
- Macro planning time needed once per month or quarter to plan long-range
- Look at release time when unable to schedule common planning times for co-teachers

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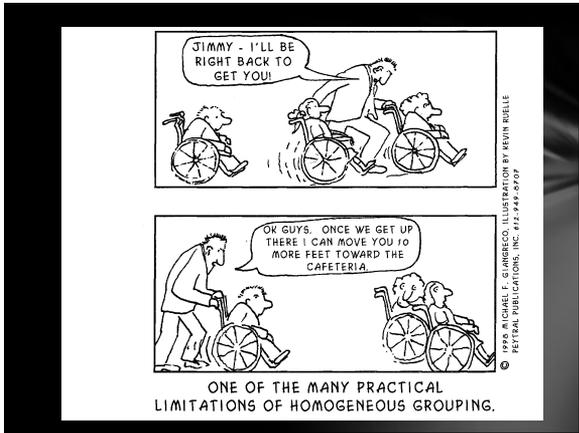
Scheduling Co-taught Classrooms

3. Class size and composition

- Schedule EC students and sections **first** (including co-taught, resource, interventions, planning times, etc.)
- Smaller class sizes if possible
- Ratios
 - Should be enough students with disabilities in a class so that providing services is feasible, but not so many that it becomes impossible to keep the instructional pace necessary for instructional success
 - Elementary – 25%
 - Secondary – 33%
- Other students in a co-taught classroom (general education students)
 - Grouping too many students with learning and behavior issues in one class can make it difficult to impossible for teachers to maintain pace and rigor

Information about ratios taken from Co-Teach: A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools by Marilyn Friend (2008). www.coteach.com

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Think-Pair-Share

1. Which of the previous scheduling components do you think is most important and why?
2. Find a partner
3. Share out



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Definition of collaboration

“Interpersonal collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal.”

-Friend and Cook, 2007

Critical Components for true collaboration

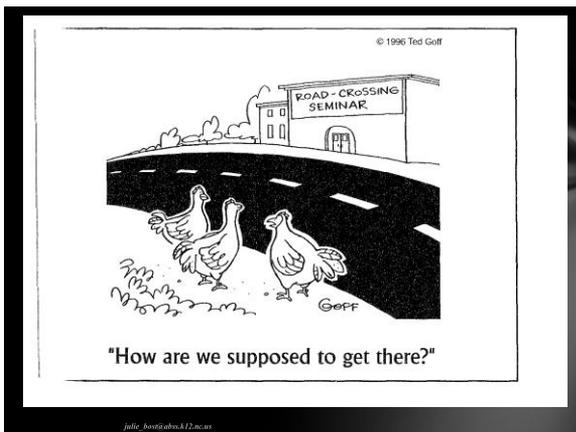
- Voluntary**- don't force...you must CHOOSE to collaborate
- Parity**- each person has EQUAL power/value in decision making.
- Mutual goals**- all learners have access to common core curriculum
- Shared responsibility**- for participation and decision making
- Shared resources**- time, availability, knowledge
- Shared accountability**- for outcomes

Cook & Friend, 2000

Implementation

- How do you ensure that both teachers are actively instructing?
- Shared discipline?
- Grades?
- Modifications?
- Lesson plans?

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Can this really work if you are different types of people?



- Mutual respect
- Honesty
- Willingness to make it work!
- Respect for each others ideas and diversity
- Have fun!!!

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Checklist for Co-teachers

(handout #3)

Co-teachers should discuss the items on the checklist prior to the first day of school for students. Ideas on the checklist are not necessarily RIGHT or WRONG...just intended to spark discussion!!! Which idea best describes your style? If you and your co-teacher disagree, how can you make it work? Be honest, flexible and HAVE FUN!!! With your co-teacher, complete the checklist for co-teachers (see handout)

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Timer...



5 minutes

10 minutes

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5-Points of Parity

1. Both names on door or other visible locations/indicators of room ownership
2. Both names on documents going home with students
3. Both teachers plan lessons and grade papers
4. Both teachers deliver instruction or lead class routine/activities on a daily basis
5. Both teachers share in classroom management including discipline

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Parent letters for introduction at beginning of school year and/or semester



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Some key points from the checklist...

- ✓ How important is it for both teachers to be in class EVERY day for the ENTIRE class?
- ✓ Who disciplines students? Regular Ed., Special Ed. Both...?
- ✓ How much should co-teachers plan together?

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(Friend & Cook, 2007).

Co-Teaching Approaches

- One teaching/one observing
- One teaching/one supporting (assisting, drifting)
- Station teaching
- Parallel teaching
- Alternative teaching
- Teaming



**Don't get locked into just one model.
In one day you may use several!

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Examples of the models...

Videos



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As we discuss the models...

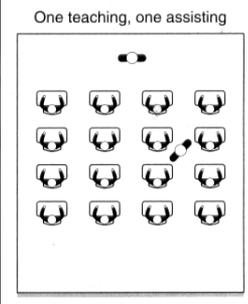


Modified note taking chart - pink handout(#4)
 Fill in the blanks as we go along for the first two columns (hints in red)
 As you have "a-ha" moments about how you could use this in the classroom or for a particular lesson, complete the third column. Write on back if needed!
 All co-teaching models info on slides is included on the chart/handout entitled "**using the co-teaching models**" handout# 7

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One Teach/One Support

One **teaches**, one **supports** the instructional process
(a.k.a. - assists, drifts, roves)



(Friend & Cook, 2007).
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One Teach, One Support

*Note: This approach is often over used!

When/How:

- Delivery by one person would be most effective
- Only one teacher has expertise in the subject
- New teaching situations
- New lesson/new process
- You need to assess if students are following along with the lecture, reading material etc.

**Caution – only using this model does not maximize the potential of both co-teachers and will have a similar impact as only using teacher to whole group instruction

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Considerations

- Requires little joint planning and often becomes the sole approach when planning time is scarce
- Gives a role to teacher if he/she does not feel competent with the instructional lesson for that particular day
- General Education Teacher most often takes the lead role and the special education teacher becomes an "assistant"
- Assisting teacher can become a distraction
- Risk of students becoming dependent learners

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One Teach/One Observe

One **teaches**, one collects **data**

Meaningful only if you have a purpose and share your findings!!!

One teaching, one observing

(Friend & Cook, 2007).
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One Teach, One Observe

*Note: What are you observing? When will you meet to review the data?

When/How:

- You have questions/concerns about a student
- You need to check a student's progress

Examples:

1. Who initiates conversation in group work?
2. Time on task or time it takes for a student to initiate a task
3. Collecting data for FBA/BIPs
4. What does a student do when he/she is confused?

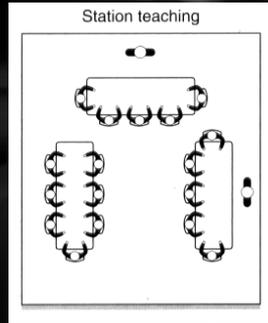
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Advantages & Considerations

-Requires little joint planning
Meaningful only if you have a purpose and share your findings!!!
If observer role is exchanged it allows both teachers the opportunity to see what is really going on regarding classroom dynamics

Station Teaching

Both teachers teach their own **station** with specific objectives
Students move from one station to another
Can have up to 3 or more stations if one or more of them are independent or student led



(Friend & Cook, 2007)

Station teaching example

Video



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Station Teaching

*Note: You can use stations across days



When/ How (Examples):

1. Language Arts: (a) narrative writing, (b) analyzing author's purpose, and (c) grammar exercise
2. Social Studies (Africa): (a) economy, (b) culture, (c) creation of a regional map
3. Math: (a) mean, (b) median (c) mode
4. Science (Solar System): (a) physical features, (b) technology, (c) order and identify planets

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Station Teaching continued...

More when/how:

5. Novel/ reading: (a)Reviewing story elements of character and plot (b)Comprehension activities (c)Students work in pairs to edit writing assignments
6. High school civics class: (a)Use text to review structure of American gov't. (b) Discussion of upcoming (or past) local election (c) Independent work on report/ campaign poster of local senators and state representatives

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Advantages & Considerations

- Students move from one station to another
- Groups should be heterogeneous.
- Can create stations for addressing IEP goals while other stations review a past learning target/ standard.
- Good opportunity to group students based on assessment data for re-teaching, extending, etc.
- Separate responsibilities (can plan particular station on your own once you agree on an overall plan together)

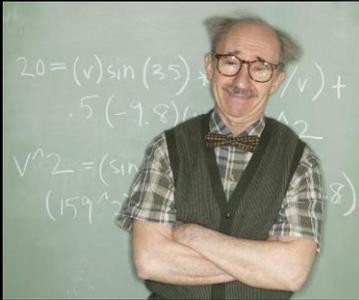
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Advantages & Considerations

- Both teachers are active and equal
- Low student-teacher ratio (can provide small group instruction in a regular classroom setting)
- Can have up 3 or more stations if one or more of them are independent or student led
- Most common problems occur with transition and noise levels-must monitor and adjust!

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Clear expectations and reminders are a must!



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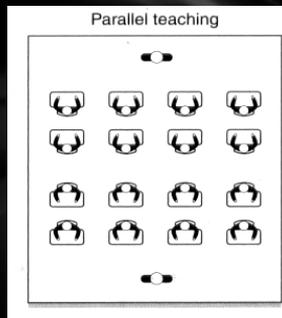
Parallel Teaching

Both teachers are teaching essentially the same lesson to **half** the class

1 teacher teaches half of the class

1 teacher teaches the other half of the class

Each group is *heterogeneous*



(Friend & Cook, 2007).

Parallel Teaching



When/ How:

- To lower the adult-student ratio -To increase participation
- Re-teach and review -You need to separate students

Examples:

1. Language Arts: Writing sharing, point of view, bias (each teacher can teach a different point of view or bias)
2. Science: How human activities affect earth (one teacher does positive and one teacher does negative)
3. Math: One group uses manipulatives, one does not

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Advantages & Considerations

Both teachers need to have an understanding of the learning target/ standard

Provides an opportunity to modify the instruction for one group without modifying the standard (Group A uses a lower level text. Group B uses a grade level text. Both groups are using same learning target/standard)

Does require joint planning

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Think – Pair - Share



Find a partner:

Share a way you would use station teaching and parallel teaching in the co-taught classroom

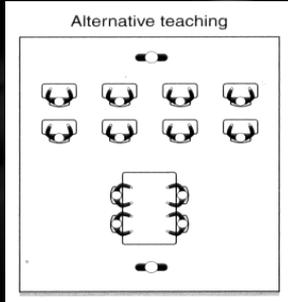
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Alternative Teaching

1 teacher teaches **large** group of students

1 teacher teaches a **small** group of students to **target** specific skills

Can be used for pre-teaching, re-teaching, assessing specific skills, accelerating, etc. based on CBM and formative assessments.



(Friend & Cook, 2007) julie_bost@ohs.k12.nj.us

Alternative Teaching

When/How:

- Can be used for pre-teaching, re-teaching, assessing specific skills, accelerating, etc. based on CBM (curriculum based measurement) and formative assessments.
- Opportunity to address specific skills & IEP goals
- Provide "help-station" to all students to alleviate stigma
- After a unit assessment, reteach students who were not proficient while the larger group reviews a previously taught concept for extending and refining

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Advantages & Considerations

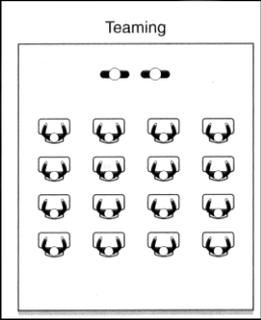
- Students have opportunity for more small group/1:1 interaction with teachers
- Be careful not to stigmatize certain students or keep them from accessing regular curriculum
- Both teachers take responsibility for small group at various points throughout the year
- Requires joint planning & shared responsibility for instruction. Once groupings are determined teachers can plan group activities independently if needed.

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Teaming

Both teachers are teaching the **same** lesson **together** at the same time

Take turns leading discussion, demonstrating concepts, etc.



(Friend & Cook, 2007) julie_bost@ohio.k12.oh.us

Teaming- When/How

Examples:

1. **Language Arts:** Modeling note-taking, think aloud for analyzing literature
2. **Math:** One model w/ numbers, one model w/manipulatives
3. **Social Studies (Longitude/Latitude):** One teacher "is" longitude and one teacher "is" latitude
4. **Science:** One teacher demonstrates an experiment while the other teacher discusses the experiment

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Teaming – More When/How

General ways to use teaming:

- Each teacher takes a side in an issue to be debated in class (simulate conflict)
- Each teacher takes the role of a character in reading a literary work
- Model appropriate questioning and/or summarizing
- Both circulate room while students work on projects or in cooperative learning groups

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Advantages & Considerations

-Requires a high level of planning

Works best when:

- Complimentary teachers & high comfort levels
- Teachers need to demonstrate interaction for students

Easing into teaming:

-Housekeeping(Attendance, announcements, take up homework, etc.)

- Warm-up
- Go over homework
- End of class wrap-up and review
- Start with alternative, station, and parallel teaching. This allows you time to build the Co-Teaching partnership before moving into Teaming.

Think – Pair - Share



Find a partner:

Share a way you would use alternative teaching and teaming in the co-taught classroom

Feedback is Critical!

Co-teachers need feedback in order to grow and improve

An **Observation/Walk-through tool** is included in your handouts



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How to use this form...

Can supplement a formal observation

Use as a "walk-through" observation

- Complete as you spend 3-10 minutes in the classroom
- Compile a minimum of 5-10 forms
- Look for trends
- Provide specific feedback to teachers

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Looking for trends...

- Are you seeing the same Co-teaching approach used most of the time (one teaching, one assisting, etc.)?
 - This may be viewed differently if the same model being used is teaming as opposed to one teaching, one assisting!
- Is one teacher doing all of the teaching and talking?
- Are the same students being stigmatized and denied access to the curriculum?
- Do students respond differently to each teacher?
- Redirectives, requests, proximity control, etc.

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Provide meaningful feedback to teachers

- Create form in tri-copy format to provide immediate feedback to teachers
- Meet with teachers and share your observations
- Use to guide meaningful and reflective discussions with teachers to foster transformation of practice
- Provide feedback continuously throughout the school year...don't wait until the end!

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Let's practice...

As you view the co-taught clips, complete the observation form



It's good to compare answers if you can to check for reliability and understanding

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Have fun together!



"A positive attitude may not solve all of your problems, but it will annoy enough people to make it worth it" – Maya Angelou



Wrap-up and feedback

Please complete the green feedback form!

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More videos

*Collaboration in Kansas:

<https://www.youtube.com/watch?v=HVxRz5NOVt8&list=PL71F4E39800051D84>

*Station teaching (high school/research papers):

<https://www.youtube.com/watch?v=VAYHGh4vIwA&list=PL71F4E39800051D84&index=4>

*Collaboration and inclusive teaching in NY:

<https://www.youtube.com/watch?v=DLezaOg49TE&index=8&list=PL71F4E39800051D84>

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Co-Teaching...Where are we now and where do we want to be?!?

What do you see when you visit co-taught classrooms in your building?

What would the ideal co-taught classroom look like in your building?

What concerns do you have regarding inclusion and co-teaching in your building?

What supports need to be in place at the district and building level for effective co-teaching models to be in place?

What do you know about Co-Teaching...?

A. Match the co-teaching model with the correct explanation:

1. ____	One teach/one observing	a. Both teachers teach same lesson to half the class
2. ____	One teaching/one drifting	b. Both teachers teach their own station with specific objectives
3. ____	Station teaching	c. Both teachers teaching the same lesson together at the same time with the whole class
4. ____	Parallel teaching	d. One teaches large group, one teaches small group to target specific skills
5. ____	Alternative teaching	e. One teaches, one collects data
6. ____	Team teaching	f. One teaches, one supports instructional process

B. Short Answer:

1. Define parity and explain how you know if it exists in a co-taught classroom.
2. What percentage of students in a co-taught classroom can/should be EC?
3. How often should teachers plan together in order to effectively co-teach?

Co-Teaching Classroom Observation

School:

EC Teacher:

Gen Ed Teacher:

Subject/Grade:

Date:

Time:

1. Which of the following co-teaching models were observed?

One teach – one support

One teach – one observe

Station teaching

Parallel teaching

Alternative teaching

Team teaching

Comments:

2. Both teachers lead routines/activities

Evident

Not evident

Unable to determine

Comments:

3. Both teachers involved in classroom management including discipline

Evident

Not evident

Unable to determine

Comments:

4. Both teachers actively involved in instruction

Evident

Not evident

Unable to determine

Comments:

5. Students view both teachers equally (*i.e.*, direct questions to both teachers, follow directives from both, etc.)

Evident

Not evident

Unable to determine

Comments:

6. Both teachers demonstrate an understanding of the curriculum (answering questions, providing corrective feedback, etc.)

Evident

Not evident

Unable to determine

Comments:

7. Evidence of collaborative planning

Evident

Not evident

Unable to determine

Comments:

8. When one teacher is leading instruction, how is the other supporting?

9. Instructional intensity is greater than would be possible with only one teacher present.

Evident

Not evident

Unable to determine

Comments:

10. What is the learning target?

11. Additional comments:

Checklist for Co-Teachers

Discuss the following classroom components. Ideas below are not necessarily RIGHT or WRONG...just intended to spark discussion!!! Which idea best describes your style? If you and your co-teacher disagree, how can you make it work? Be honest, flexible and HAVE FUN!!!

PARITY and Building a Relationship

- ✓ **How do we show equal value (parity) in the classroom?**
 - Both standing up front teaching for at least part of the class
 - Both calling parents and managing classroom behavior
 - Both names on door and notes going home
 - Are you comfortable with letting someone take responsibility for teaching something you went to school to do

- ✓ **Co-teaching relations and comfort levels...**
 - Are interruptions and interjections (from each other) okay as you are both up front instructing the class?
 - During one teaching one drifting/assisting should the *drifter* be talking to students one-on-one while the other is teaching? How much, how long, how loudly?

- ✓ **How important is it for both teachers to be in class EVERY day for the ENTIRE class?**

- ✓ **What are your strengths and weaknesses?**

- ✓ **What are your PET PEEVES?!? Be honest!!!**

- ✓ **3 things to keep in mind when working with you!!!**

CLASSROOM MANAGEMENT

- ✓ **Structure in the Classroom**
 - Do you need structure and same routine each day?
 - Every day is different depending on how you feel or the lesson
 - 50/50 - some activities very structured, some are not
 - Transitions from one activity to the next...how should they work?

- ✓ **How much talking should there be among students?**
 - during warm-up
 - During instruction
 - group work
 - independent seat work
 - any time is fine
 - NEVER

- ✓ **How much movement should there be during class?**
 - Sharpening pencils, throwing away items, getting tissues, restroom, going to locker, etc.
 - Only at beginning or end of class (or other designated time)
 - Only after raising hand for permission
 - NEVER!

✓ **What does paying attention look like to you?**

- Facing the front, eye contact, eyes following speaker
- Feet on floor & Bottom on seat
- Head up, sitting up
- As long as they are making the grade and answering questions they can put their head down or stare into space

✓ **Discipline**

- Who does it? Regular Ed., Special Ed. Both...?
- How do you find a common ground for expectations?
- How will you mediate when you disagree on how to handle a certain situation?
- When do you intervene if the other teacher is handling a discipline issue...or do you?!?
- Who calls parents regarding behavior and/or academic concerns?
- Put it on the table! Are you a hard-core disciplinarian or more laid back?

Instruction and Student Assignments

✓ **Planning**

- Fly by the seat of your pants
- Plan for the year
- Plan on Friday's for next week
- Plan a week at a time, but could change quite a bit once you are actually teaching the lesson.
- Am I ready to try new ideas and trust another teacher in a project, planning, delivering instruction, etc.?

✓ **Who does the grading?**

- Both of you - share the job, reasonably
- Take turns
- Share what papers are graded to gain perspective
- Be prepared to discuss alternative grading strategies for some students

✓ **Tests and Quizzes- How does a student show mastery of an objective?**

- Exact wording that you give them
- Verbal v/s written assessments
- Alternative ways to assess student knowledge

✓ **Modified Grading and Assignments - which matches your philosophy?**

- Should this even exist? (in your opinion...we know it is the law!)
- Some modifying, but every child should meet the same standard to pass
- No grades below 60
- If child masters the overall objective the same measure does not have to be used for every child
- If modified grading is on IEP, can student receive a failing grade?!?
- For test modifications should the Special Ed. Teacher always take students out for read aloud, separate setting, etc?
- Do only EC students get modifications and accommodations?

Co-teaching Model	Description	How I can use this in my classroom...
One _____ / One _____	One t _____, one s _____ the instructional process	
One _____ / One _____	One t _____, one collects d _____	
S _____ Teaching	B _____ teachers teach their own s _____ with specific objectives	
P _____ Teaching	B _____ teachers teach same lesson to h _____ the class	
A _____ Teaching	One teaches l _____ group, one teaches s _____ group to t _____ specific skills	
T _____ Teaching	B _____ teachers teaching the s _____ lesson t _____ at the same time with the whole class	

How inclusive is your school?

Ask yourself the following:

1. Where do students eat lunch?
2. Who attends pep rallies, assemblies, field day, athletics, dances and other non-academic school events?
3. Who participates in Electives, AP courses, interventions?
4. How are students grouped in your school year book?
5. Who goes on field trips?
6. What do your PTA meetings look like? Who participates?
7. How are materials and resources distributed? Do all teachers get:
 - a. Same computer/laptop?
 - b. Equal access to printers, materials, etc.?
 - c. Planning times - are they equal?

Scheduling Co-Taught Classrooms

1. Meaningful partnerships
 - a. Willingness to collaborate and participate in professional development
 - b. Continue successful pairs whenever possible
 - c. Keep EC teachers in similar content areas and/or grade levels as much as possible to build content knowledge, comfort levels, and collaborative partnerships.
 - d. Use the same pairs (or at least the same EC teacher) when multiple sections are necessary
 - e. Link intervention to co-taught classrooms as much as possible
 - i. Teachers providing reading intervention co-teach in the English/ELA classrooms. Teachers providing math interventions co-teach in the math classrooms.

2. Common planning times
 - a. Co-teachers should plan at least once each week for each co-taught class/section
 - b. Macro planning time needed once per month or quarter to plan long-range
 - c. Look at release time when unable to schedule common planning times for co-teachers

3. Class size and composition
 - a. Schedule EC students and sections **first** (including co-taught, resource, interventions, planning times, etc.)
 - b. Smaller class sizes if possible
 - c. Ratios¹
 - i. Should be enough students with disabilities in a class so that providing services is feasible, but not so many that it becomes impossible to keep the instructional pace necessary for instructional success
 - ii. Elementary – 25%
 - iii. Secondary – 33%
 - d. Other students in a co-taught classroom (general education students)
 - i. Grouping too many students with learning and behavior issues in one class can make it difficult to impossible for teachers to maintain pace and rigor

¹ Information about ratios taken from *Co-Teach: A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools* by Marilyn Friend (2008). www.coteach.com

Using the Co-Teaching Models

Choose models that best teach the learning targets and meet individual student needs. Several may be used during one class period.

Models & Descriptions	When/ How to Use	Advantages & Considerations
<p>One Teach/ One Support</p> <p>One teaches, one supports the instructional process</p>	<p>-Delivery by one person would be most effective</p> <p>-Only one teacher has expertise in the subject</p> <p>-New teaching situations</p> <p>-New lesson/new process</p> <p>-You need to assess if students are following along with the lecture, reading material etc.</p> <p>**Caution – only using this model does not maximize the potential of both co-teachers and will have a similar impact as only using teacher to whole group instruction</p>	<p>-Requires little joint planning and often becomes the sole approach when planning time is scarce</p> <p>-Gives a role to teacher if he/she does not feel competent with the instructional lesson for that particular day</p> <p>-General Education Teacher most often takes the lead role and the special education teacher becomes an “assistant”</p> <p>-Assisting teacher can become a distraction</p> <p>-Risk of students becoming dependent learners</p>
<p>One Teach/ One Observe</p> <p>One teaches, one collects data</p>	<p>-You have questions/concerns about a student</p> <p>-You need to check a student’s progress</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Who initiates conversation in group work? 2. Time on task or time it takes for a student to initiate a task 3. Collecting data for FBA/BIPs 4. What does a student do when he/she is confused? 	<p>- Requires little joint planning</p> <p>-Meaningful only if you have a purpose and share your findings!!!</p> <p>-If observer role is exchanged it allows both teachers the opportunity to see what is really going on regarding classroom dynamics</p>
<p>Station Teaching</p> <p>-Both teachers teach their own station with specific objectives</p>	<p>Examples:</p> <ol style="list-style-type: none"> 1. <u>Language Arts</u>: (a) narrative writing, (b) analyzing author’s purpose, and (c) grammar exercise 2. <u>Social Studies (Africa)</u>: (a) economy, (b) culture, (c) creation of a regional map 3. <u>Math</u>: (a) mean, (b) median (c) mode 4. <u>Science (Solar System)</u>: (a) physical features, (b) technology, (c) order and identify planets 5. <u>Novel/ reading</u>: (a)Reviewing story elements of character and plot (b)Comprehension activities (c)Students work in pairs to edit writing assignments 6. <u>High school civics class</u>: (a)Use text to review structure of American gov’t. (b) Discussion of upcoming (or past) local election (c) Independent work on report/ campaign poster of local senators and state representatives 	<p>-Students move from one station to another</p> <p>-Groups should be heterogeneous.</p> <p>-Can create stations for addressing IEP goals while other stations review a past learning target/ standard.</p> <p>-Good opportunity to group students based on assessment data for re-teaching, extending, etc.</p> <p>-Separate responsibilities (can plan particular station on your own once you agree on an overall plan together)</p> <p>-Both teachers are active and equal</p> <p>-Low student-teacher ratio (can provide small group instruction in a regular classroom setting)</p> <p>-Can have up 3 or more stations if one or more of them are independent or student led</p> <p>-Most common problems occur with transition and noise levels-must monitor and adjust!</p>

Models & Descriptions	When/ How to Use	Advantages & Considerations
<p>Parallel Teaching</p> <p>Both teachers are teaching essentially the same lesson to half the class</p>	<ul style="list-style-type: none"> -To lower the adult-student ratio -Re-teach and review -To increase participation -You need to separate students <p>Examples:</p> <ol style="list-style-type: none"> 1. <u>Language Arts</u>: Writing sharing, point of view; bias (each teacher can teach a different point of view or bias) 2. <u>Science</u>: How human activities affect earth (one teacher does positive and one teacher does negative) 3. <u>Math</u>: One group uses manipulatives, one does not 	<ul style="list-style-type: none"> -Both teachers need to have an understanding of the learning target/ standard -Provides an opportunity to modify the instruction for one group without modifying the standard (Group A uses a lower level text. Group B uses a grade level text. Both groups are using same learning target/standard) -Does require joint planning
<p>Alternative Teaching</p> <p>1 teacher teaches large group of students while 1 teaches a small group to target specific skills</p>	<ul style="list-style-type: none"> -Can be used for pre-teaching, re-teaching, assessing specific skills, accelerating, etc. based on CBM (curriculum based measurement) and formative assessments. -Opportunity to address specific skills & IEP goals -Provide “help-station” to all students to alleviate stigma -After a unit assessment, reteach students who were not proficient while the larger group reviews a previously taught concept for extending and refining 	<ul style="list-style-type: none"> -Students have opportunity for more small group/1:1 interaction with teachers -Be careful not to stigmatize certain students or keep them from accessing regular curriculum -Both teachers take responsibility for small group at various points throughout the year -Requires joint planning & shared responsibility for instruction. Once groupings are determined teachers can plan group activities independently if needed.
<p>Teaming</p> <p>Both teachers are teaching the same lesson together at the same time</p>	<p>Examples:</p> <ol style="list-style-type: none"> 1. <u>Language Arts</u>: Modeling note-taking, think aloud for analyzing literature 2. <u>Math</u>: One model w/ numbers, one model w/manipulatives 3. <u>Social Studies (Longitude/Latitude)</u>: One teacher “is” longitude and one teacher “is” latitude 4. <u>Science</u>: One teacher demonstrates an experiment while the other teacher discusses the experiment <p>General ways to use teaming:</p> <ul style="list-style-type: none"> -Each teacher takes a side in an issue to be debated in class (simulate conflict) -Each teacher takes the role of a character in reading a literary work -Model appropriate questioning and/or summarizing -Both circulate room while students work on projects or in cooperative learning groups 	<ul style="list-style-type: none"> -Requires a high level of planning <p>Works best when:</p> <ul style="list-style-type: none"> -Complimentary teachers & high comfort levels -Teachers need to demonstrate interaction for students <p>Easing into teaming:</p> <ul style="list-style-type: none"> -Housekeeping(Attendance, announcements, take up homework, etc.) -Warm-up -Go over homework -End of class wrap-up and review <p>-Start with alternative, station, and parallel teaching. This allows you time to build the Co-Teaching partnership before moving into Teaming.</p>