



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**CO-TEACHING:
Making the marriage work
in front of the kids**

Session 68

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Co-Teaching Is a Marriage

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



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Marriage?

A general education teacher and special education teacher are betrothed in a classroom to support all students (until Final Exams do us part).

The nature of the relationship between these two teachers is often described as a "professional marriage."

Marriage vow

Most, if not all, students will experience success with the Essential Standards and Common Core content through effective co-teaching. The need for individual students to be removed during instruction will greatly be reduced.

May the principal in his goodness strengthen your consent and fill you both with his blessings. What the principal has joined, teachers must not divide.

Some quotes ...

“My husband and I have never considered divorce... murder sometimes, but never divorce.”

— Joyce Brothers

“You come to love not by finding the perfect person, but by seeing an imperfect person perfectly.”

— Sam Keen

A.K.A.

What really separates contented co-teaching partners from those in deep misery.

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“pre-nuptial” meeting

BEFORE SCHOOL STARTS, teachers need to establish the some shared ideas about:

- **Approach to Instruction**
- **Standards/Grading Policies**
- **Classroom Policies**
- **Curriculum/Program of Studies**
- **Parents**

• Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed). NY: Pearson Education.

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Commitment to the marriage

- Good teaming creates opportunities for synergy, which can amplify the teaching power of both teachers in the partnership. This augmented potential should produce observable and possibly measurable outcomes for all students in the inclusion class, such as increased student engagement levels, improved behavior and growth in test scores.
- Since all students in the room can benefit from this model, co-teachers need to determine if identified and at-risk students are experiencing success, and if average and above average students are enriched by the combined efforts of the team as well.

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CO-TEACHING

Positive Assertion Statements

General Education Teacher, "My partner and I accomplish more together than we could separately."

Special Education Teacher, "My partner and I accomplish more together than we could separately."

The honeymoon is over ...

The co-teaching model may create a new and unfamiliar working environment. New skills must be developed and practiced, and in some cases, old beliefs about students and teaching must be examined and revised.

Classroom teachers who are used to working alone, or who have previously supervised paraprofessionals in their classrooms, must now adapt to a cooperating teacher, operating in the classroom as an equal.

New role ... adjusting to being a couple

- Special education teachers accustomed to small-group instruction in resource classes must now interact with larger numbers of students, and may feel overwhelmed by the complexities if 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.

Pride and Prejudice

"It is a truth universally acknowledged that a single man in possession of small fortune must be in want of a wife"
- Jane Austen

"Educators in possession of an edict to co-teach should be universally acknowledged to be in need of co-planning time."
- All co-teachers

What do we plan about?

Jointly, explicitly plan out and address the following lesson components:

- 1. Standards (essential learning targets)
- 2. Assessment
- 3. Accommodations /Modifications
- 4. Instructional Strategies
- 5. Logistics
- 6. The Relationship

How to plan without time?

Is this a hypothetic question?

JOINT PLANNING

- Few co-teaching teams have much time to plan as they feel they need. In order to maximize the potential of the planning session, the topic of discussion should be, "How will we teach the lesson/unit?" as opposed to "What is to be taught?"
- Both teachers must make a commitment to honor whatever scheduled planning time is available, and also meet for the expressed purpose of planning, rather than using that time to perform other administrative duties.

GE Teacher - roles in planning

- General Education Teachers should provide partners with information about the lessons or units to be taught in advance. Helpful information includes copies of, or links to: text, poems, novels, short stories, reading passages that students will be reading; notes to be taken during the class; worksheets or math problems to be done by students (with answers filled in); and vocabulary lists with definitions.

EC Teacher – role in planning

Special education teachers must then 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 the integrity of the General Education Classroom.

JOINT PLANNING Positive assertion statements

General Education Teacher,

Special Education Teacher,

"My partner offers input to the teaching plan before the lesson."

"I contribute to the planning of the lesson."



Ying to her yang ...

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-teachers(s) can provide another.



Embrace diversity

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.



The Relationship

As part of the regular planning process, co-teachers need to self-reflect upon how the co-teaching relationship is working and evaluate how specific strategies are working.

Each meeting should include a "snapshot" of the working relationship between the co-teachers. These meetings are necessary for the ongoing health of the co-teaching marriage.

If you are worried about the future of your co-teaching relationship, you have plenty of company.

Compare to a marriage – at least in a wedding the partners get to choose their betrothed. Still, more than half of all first marriages end in divorce; 60 percent of second marriages fail. What makes the numbers even more disturbing is that no one seems to understand why our marriages have become so fragile.

Resolve to focus on the positive.

Research indicates you can get mad as hell or avoid conflict altogether. But the positivity must outweigh the negativity by five to one.

Resolve to overcome

A lasting co-teaching partnership results from a couple's ability to resolve the conflicts that are inevitable in any relationship.

Annie Hall
<https://www.youtube.com/watch?v=O7nPkpdFAic>



Resolve to be an inspiration to each other

Don't criticize each other, but instead inspire your partner by working on and improving yourself.

Take responsibility for your own behaviors, actions and words. Get things done. Don't wait around for your partner to do it. You are a team, so when one partner contributes, the other will reciprocate.



EXERCISE: HOW DO WE COMPARE?

1. Jot down the names of four different co-teaching groups at your school. Two should be examples of "bad"; two of "good".
2. At your table – (you do not have to share names) tell why you feel the good partnerships work and the bad ones don't. Perhaps you admire one aspect of their partnership (curriculum focus); but not another (contradict one another in front of class).
3. Compare the way you and your teaching partner get through difficult times and handle challenges. Can you identify behaviors you want to avoid? Are there things you'd like to emulate?
4. Have you weathered episodes or incidents of which you're particularly proud? If so, how did you do it?

WARNING SIGNS: THE FOUR WEDGES

Getting Angry, Baby?
<https://www.youtube.com/watch?v=nlnE5TITzE8>

Four disastrous ways of interacting that sabotage your attempts to communicate with your co-teaching partner

The First Wedge: Criticism

Pointing fingers: On the surface, there may not seem to be much difference between complaining and criticizing. But criticizing involves attacking someone's personality or character rather than a specific behavior, usually with blame.

Criticisms also tend to be generalizations. A telltale sign that you've slipped from complaining to criticizing is if global phrases like "you never" or "you always" start punctuating your exchanges.

Complaint:

Criticism:

"We don't go out as much as I'd like to."

"You never take me anywhere."

"We have a lot of disruptions during instruction."

"You're never in the room."

THE SECOND WEDGE: CONTEMPT

Among the most common signs are:

- Insults and name-calling
- Hostile humor
- Mockery
- Body language—including sneering, rolling your eyes, curling your upper lip.

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THE THIRD WEDGE: DEFENSIVENESS

- Denying Responsibility. No matter what your partner charges, you insist in no uncertain terms that you are not to blame.
- Making Excuses. You claim that external circumstances beyond your control forced you to act in a certain way.
- Disagreeing with Negative Mind-Reading. Sometimes your partner will make assumptions about your private feelings, behavior, or motives (in phrases such as "All you care about is paperwork" or "You think it's a waste of time" or "I know how you hate it"). When this "mind-reading" is delivered in a negative manner, it may trigger defensiveness in you.
- Cross-Complaining. You meet your partner's complaint (or criticism) with an immediate complaint of your own, totally ignoring what your partner has said. Both think they are right and that trying to understand the other's perspective is a waste of time.

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THE FOURTH WEDGE: STONEWALLING

- The stonewaller just removes himself by turning into a stone wall. Usually someone who is listening reacts to what the speaker is saying, looks at the speaker, and says things like "Uh huh" or "Hmmm" to indicate he is tracking. But the stonewaller abandons these messages, replacing them with stony silence.
- Stonewallers do not seem to realize that it is a very powerful act: It conveys disapproval, icy distance, and smugness. It is very upsetting to speak to a stonewalling listener

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"Darcy, as well as Elizabeth, really loved them; and they were both ever sensible of the warmest gratitude towards the persons who, by bringing her into Derbyshire, had been the means of uniting them." – Jane Austen

The final sentence of *Pride and Prejudice* seems appropriate. The two protagonists had many obstacles to overcome; they learned to work together, thus ensuring marital harmony.

Effective use of co-planning time can encourage general education and special education teachers to become a "united" team: able to work through day to day obstacles and to experience harmony in the co-teaching relationship.

**They lived happily ever
after ...**



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The 20 Behaviors

1. Both teachers share a curricular focus. For co-teaching to work, both partners should have a common focus. That focus must be curriculum. The support teacher's role in an inclusive classroom is to model and/or suggest adaptations to instruction that will make the curriculum more accessible to students with diverse learning needs and styles. In order for the modifications to be fully integrated, into instruction, the general education partner must perceive that the adaptations are appropriate for the classroom and the subject matter being taught. Although the learning goals of the classroom will be aligned with the general education curriculum, the character of a co-taught classroom may differ from a traditional general education setting in that it will have a heavy focus on strategy-based instruction. In many cases, a successful inclusion class will offer a wider variety of learning opportunities for all students than might be found in either a traditional general education setting or a separate resource setting.
2. Support teacher's ideas accepted as valid. With the advent of the Common Core, many teachers feel they have less influence over what is to be taught in their classroom. Classroom teachers and their support partners must therefore concentrate their efforts on how the lesson is to be taught, and how to provide as many students as possible with success. The support 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 support 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.
3. Teachers have divergent approaches to instruction. 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. If, on the other hand, 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.
4. Teachers have compatible approaches to management. Instructional strategies and the presence of two adults in an inclusion classroom may not always be enough to insure appropriate behavior from all students. Some inappropriate and potentially disruptive behaviors, unless directly managed will persist. Identifying and addressing the function of these behaviors, in order to reduce or eliminate them, should be a high priority for the team. When implementing behavioral strategies, both team members must present a united front in the eyes of the students. Teachers will, of course, vary in their approaches to student conduct, but inconsistencies, or even worse, obvious conflict between the partners when managing behavior, will undermine one or both teachers' authority. The actions of both



partners must reflect adherence to a common management plan. That being said, the plan itself should incorporate the belief systems of both partners to the greatest extent possible.

5. Teachers feel comfortable with the co-teaching model. It is prudent to acknowledge that the co-teaching model may create a new and unfamiliar working environment for one or both of the team. New skills must be developed and practiced, and in some cases, old beliefs about students and teaching must be examined and revised. Classroom teachers who are used to working alone, or who have previously supervised paraprofessionals in their classrooms, must now adapt to a cooperating teacher, operating in the classroom as an equal. Support teachers accustomed to small-group instruction in resource classes must now interact with larger numbers 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.

6. Teachers consider the co-teaching model to be effective. Successful co-teachers report that they accomplish more together than they could on their own. Good teaming creates opportunities for synergy which can amplify the teaching power of both teachers in the partnership. This augmented potential should then produce observable and hopefully measurable outcomes for all students in the inclusion class, such as increased student engagement levels, improved behavior and growth in test scores. Since all students in the room should benefit from this model, co-teachers need to determine not only if identified and at risk students are experiencing success, but if average and above average students are enriched by the combined efforts of the team as well.

7. There is evidence of joint planning. Few co-teaching teams have as much time to plan as they feel they need. To maximize the potential of the planning session, the topic of discussion should be “How will we teach the lesson/unit?” as opposed to “What is to be taught?” To make this happen, General Education Teachers should provide their partners with information, in advance, about the lessons or units to be taught. Helpful information includes, copies of, or links to: 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 to be done by students (with answers filled in), 4) vocabulary lists (with definitions). Support teachers must use the information provided 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 the 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.

8. Support Teacher’s ideas are incorporated into the lesson. True teaming goes beyond planning. The real test takes place in the classroom. Agreed upon modifications to instruction should be viewed as an integral part of the lesson, not as isolated “strategies” or “tricks” that interrupt instruction or that can be added later on, once the “real teaching” is completed. Both teachers must strive to validate each other’s input in the eyes of the students, especially when the modified instruction represents a significant deviation from “business as usual”. Beware of unsupportive verbal comments or negative body language which can easily undermine the effectiveness of modifications. Remember, change can involve risk. Teachers, as well as students may resist accepting methods and procedures that alter their routines. Lack of trust in the modifications and fear of losing control of the classroom should the

strategies fail can also interfere with the execution of the new instructional plan. To insure successful incorporation of modifications, maintain the curricular focus of the lesson, consider time constraints, and transition into using new strategies a few at a time.

9. Both teachers have access to all students in the class. When considering teacher/student access, we should answer the following two questions: How do students access their teachers? and, How do the teachers access their students? In a co-taught inclusion classroom, it is important that neither teacher assumes total responsibility for any subgroup in the room. In other words, all students are the responsibility of both teachers. Depending on the nature of the task, students may need to interact with one or both teachers at various times in order to experience success. Therefore, students need to feel that both teachers are available to them as resources to promote their learning. Co-teaching partners can facilitate this perception by operating as a team in the eyes of their students. The more evident it is that the support teacher is accepted and welcomed in the classroom, the more likely it will be that all students will regard both teachers as equals. It is also important that the arrangement of the room be taken into consideration in order to provide both teachers with physical proximity to all students when needed. While some students may have a preference for one of the teachers, both teachers should make the effort to develop a rapport with all students in their classroom. This begins with things as simple as learning each student's name, interests and learning styles.

10. Both teachers have access to all teaching facilities and materials in the classroom. Logistical problems can prevent teams from working together effectively, negatively impact student engagement and interfere with instructional delivery. Here are a few things to consider. Are facilities in the room such as board space, document cameras, smart boards, overhead projectors, and flip charts equally accessible to both teaching partners? Do both teachers have copies of reading texts, answer keys and other print materials? Does the support teacher know where all materials and supplies are located in the room, and can he or she get to them in time to use them when needed? Is the room set up in a way to provide both teachers with sufficient physical space for both instruction and movement? Planning for the use of resources in the classroom is another important way to maintain a healthy co-teaching relationship.

11. Both Teachers have verbal access to lesson. When a teacher determines who may speak, it is a manifestation of his or her authority. In order for students to perceive both members of the co-teaching team as authority figures, they should hear both teachers' voices during instruction. Many teams take advantage of both teachers' perspectives in the room. The partner who is in support offers additional verbal input to the lesson which can improve comprehension and maintain student attention to task. The input can take the form of elaboration, repeating or rephrasing information, or posing clarification questions to the partner in the leadership role. However, there is another, powerful role for the teacher in support which is often overlooked or underutilized - participating directly in the verbal instruction. When properly orchestrated, the teacher in the lead simply yields the floor to the partner in support when the verbal interaction does not require content mastery. Some examples of opportunities for sharing this type of verbal access include: calling on students to respond, posing questions to the class, reading text or directions aloud, recapping or reviewing information, expressing praise, providing encouragement or addressing student behavior, choosing students to come to the board or to get materials and managing transitions.

12. Both teachers teach to whole group simultaneously. Co-teaching can take many forms, one of which occurs when co-teaching partners work together with the whole class at once. Most teams do

this quite naturally when monitoring independent seatwork and cooperative learning activities, or when managing students as they move around the room during station activities. The challenge is to also use this model when presenting information to, and interacting with, all students in the classroom simultaneously. In a heterogeneous environment it is understood that all students will not process information the same way. Therefore, each of the partners must create opportunities to transmute instruction into a variety of complementary modalities that can be presented or expressed at once. This type of instruction promotes an enriching, multi-sensory experience and provides the necessary level of stimulation and support that many students may actually require in order to succeed. At times, this model requires planning and advance preparation, but it can also be accomplished spontaneously when both partners have content mastery, know and value each other's strengths, and have mutual trust and respect. In addition to enhanced instructional potential, a positive and sustained interaction between teachers will also provide students with examples of appropriate social and interpersonal skills that they will need both in and out of the classroom. In reality, all lessons will not be delivered at this level every day, but considering the numerous benefits to students, teams should strive to engage in some whole group-simultaneous instruction on a regular basis.

13. Both teachers capable of sharing leadership role. In a co-taught classroom, the leadership role should be assigned to the teacher who possesses the content knowledge and/or instructional strategy that best meets the needs of the students at the time. This, and the assumption that a co-teaching team is a partnership of two experts from different fields, each contributing from his or her area of strength, strongly suggests that the control of the lesson should not be viewed as the exclusive domain of either partner. Both partners should closely monitor the progress of the lesson and be ready to relinquish or assume the lead when appropriate. At first, exchanging the leadership role may feel uncomfortable, so planned or structured turn-taking may be a good first step towards guaranteeing each partner an opportunity to direct instruction. As the team matures and becomes more adept at responding to student needs, the exchange of the leadership role will become more fluid and natural. Effective sharing of leadership also contributes to a tone of openness and mutual respect, which provides support to students who may not otherwise assert their views, take risks and/or engage in learning.

14. Both teachers capable of total role release. There are times during a co-taught lesson when one partner temporarily assumes the responsibilities of the other. This can disrupt the continuity of instruction and/or result in loss of student supervision if both partners do not actively participate in the exchange. When one partner moves out of his or her role, the other partner should cover the vacated function instead of just waiting. For this to happen each partner should fully understand and value the role that the other plays during instruction. This does not mean that the support teacher is expected to be an expert in the content area or that the classroom teacher should know everything about how to teach students with disabilities. It also does not mean that co-teaching partners are carbon copies of each other, duplicating their repertoire of teaching skills and strategies. It does mean that partners must be prepared to adjust their respective roles to meet the needs all students in the classroom.

15. Teachers share the instructional responsibilities during the lesson. In teams where both partners share ownership of the classroom, the students and the instruction, neither partner should feel unfairly overworked or underutilized. Several models of co-teaching stress the equal sharing of instructional responsibilities. Although the actual responsibilities will vary from model to model and lesson to lesson, both partners should believe that they contribute equally to the overall effort. When

a proper balance is maintained, neither partner feels shut out of the lesson or unsupported during instruction. On the other hand, unequal sharing of responsibilities can become a self-perpetuating cycle, which, if not addressed may undermine the morale of the team. When assessing the balance, teams should factor in everything that occurred during the lesson and remember that the person talking is not always the only person teaching.

16. Teachers keep track of each other during the lesson. Non-verbal communication between partners is an important aspect of successful co-teaching. Good team members monitor each other as well as their students. In this way, they can read each other's intentions and thereby interact with each other more easily during the lesson. Gestures, facial expressions, eye contact and body language are effective communication devices that do not compete with the verbal information being presented to the students. To capitalize on this powerful co-teaching strategy, teachers should position themselves in their partner's visual field as much as possible. It is also helpful in advance to establish non-verbal cues or signals to communicate without disrupting the verbal flow of the lesson.

17. Teachers conference during the lesson. Ongoing, dynamic, verbal communication between co-teaching partners is a powerful co-teaching behavior which should be utilized to fine tune, modify and redirect the flow of instruction. Unfortunately some co-teachers fear that their students, or worse yet, their administrators, will perceive these verbal adjustments as an indicator of instructional weakness, disorganization or lack of preparation. It is important to remember that teaching is not theater and although both members of the team should know their roles, they should not be performing a memorized script for their students. Verbal communication between team members serves many useful purposes in the inclusive classroom. Quick, quiet conferences during the lesson allow both partners to exchange information about individual students and/or to discuss what action to take if the lesson is not progressing as planned. Audible conferences that students can hear can also accomplish many things. In addition to providing students with an advance organizer of what will be taking place in the lesson, this type of conference can also be used to deliver indirect praise or behavioral corrections to individual students without singling them out. Whether the verbal interchange is overt and audible or private and not meant to be overheard, when partners conference, they are demonstrating appropriate communication skills and modeling collaborative problem solving skills for their students.

18. Teachers evaluate their teaming and its effect on instruction and students. Feedback is essential if teams are to improve and continue to meet the needs of the students in the inclusive classroom. Good team members will make a consistent effort to offer and accept honest and constructive criticism relative to their own and their partner's instructional effectiveness in the classroom. They also need to acknowledge the strengths, as well as weaknesses of their teaming. Co-teachers can look to several sources for formative input, including the partners themselves, outside observers and also the students in the classroom. Feedback may be oral or written, scheduled or unscheduled. It can occur before or after a lesson or even unobtrusively as the lesson is being taught. The more consistently teams engage in this practice, the easier it will be to adjust the co-teaching process in a timely manner. Since each team member has a unique perspective of the dynamics of the classroom, every effort should be made to use tact when making that perspective known to the co-teaching partner. To facilitate the communication process, it is advisable to have a working model of co-teaching as a reference to provide a clear and objective basis for discussion.

19. There is evidence of exchange of professional skills. Good co-teaching partners view each other as resources and learn as much as they can from each other. Ideally, each partner operates with a skill set, knowledge base and focus that complements and supports the repertoire of the other. This diversity should result in a wealth of strategies and techniques, some directly attributable to one or the other partner, but others created through the synergy of planning, communication, and shared delivery of instruction. Support teachers will gain valuable insights into curriculum and methodologies for teaching to large groups. Classroom teachers will learn a great deal about information processing and methods of reaching students with diverse learning needs. By keeping an open mind and maintaining awareness of their partner's actions in the classroom, both teachers can grow professionally.

20. Teachers use co-teaching as an opportunity to practice new skills. The co-taught classroom provides an ideal environment for real-time, job-embedded professional growth. Teams should take advantage of this opportunity by consciously practicing, and hopefully mastering new skills. Keep in mind, just as students may not always perform a task correctly the first time, the same can hold true for their teachers. During the learning process, teams may need to endure some short-term discomfort in order to create long-term benefits for both their students and themselves as teachers. Co-teaching partners should plan to provide modeling, support and feedback for each other as they develop proficiency with new methods and techniques. For this to happen, they must be willing to take risks in each other's presence, which will require a relationship built on trust and mutual respect.

RESULTS
Number of Teams Reported = 54

CHART 1: Priority for Staff Development

(Criterion for selection of behaviors: 75% or less of all teams reporting "ESTABLISHED"; All selected behaviors arranged from greatest to least perceptual distance)

#	Co-Teaching Behavior
19	There is evidence of exchange of professional skills.
17	Teachers conference during the lesson.
20	Teachers use team teaching as an opportunity to practice new skills.
3	Teachers have divergent approaches to instruction.
7	There is evidence of joint planning.
15	Teachers share the instructional responsibilities during the lesson.
12	Both teachers teach to whole group simultaneously.
6	Teachers consider the team teaching model to be effective.
8	Support teacher's ideas incorporated into lesson.
18	Teachers evaluate the effect of teaming on instruction and students.
13	Both teachers capable of sharing leadership role.
14	Both teachers capable of total role release.

CHART 2: % of teams demonstrating levels of perceptual distance on each of the 20 behaviors

Co-Teaching Behavior	Some to Significant Difference	Little to no difference
1 My partner's role in the classroom is to help students experience success with standard curriculum.	5.56%	94.44%
2 Support teacher's ideas accepted as valid.	12.96%	87.04%
3 Teachers have divergent approaches to instruction.	31.48%	68.52%
4 Teachers have compatible approaches to management.	11.11%	88.89%
5 Teachers feel comfortable with the team teaching model.	11.11%	88.89%
6 Teachers consider the team teaching model to be effective.	24.07%	75.93%
7 There is evidence of joint planning.	27.78%	72.22%
8 Support teacher's ideas incorporated into lesson.	22.22%	77.78%
9 Both teachers have access to all students in the class.	7.41%	92.59%
10 Both teachers have access to all teaching facilities in the classroom.	0.00%	100.00%
11 Teachers both have verbal access to lesson.	5.56%	94.44%
12 Both teachers teach to whole group simultaneously.	25.93%	74.07%
13 Both teachers capable of sharing leadership role.	20.37%	79.63%
14 Both teachers capable of total role release.	18.52%	81.48%
15 Teachers share the instructional responsibilities during the lesson.	27.78%	72.22%
16 Teachers keep track of each other during the lesson.	11.11%	88.89%
17 Teachers conference during the lesson.	42.59%	57.41%
18 Teachers evaluate the effect of teaming on instruction and students.	20.37%	79.63%
19 There is evidence of exchange of professional skills.	42.59%	57.41%
20 Teachers use team teaching as an opportunity to practice new skills.	33.33%	66.67%

CO-TEACHING Self-Assessment Rubric

Complete the Self-Assessment Rubric. Some ways to evaluate the scores are:

- Compare your responses to your partner's
- Determine a team's progress over time
- View several team's performance to determine the need for staff development
- Evaluate situations where a special education teacher co-teaches with more than one partner

Domain 1: Engagement of Teaching Team

1. Do co-teachers engage in simultaneous instruction?

- a) The whole class is never instructed by both teachers simultaneously.
- b) The whole class receives simultaneous, direct instruction from both teachers occasionally during the lesson.
- c) The whole class receives simultaneous, direct instruction from both teachers frequently during the lesson.
- d) The whole class receives simultaneous, direct instruction from teachers consistently throughout the lesson.

2. Do co-teachers provide divergent input to students?

- a) Teachers do not supplement each other's input to students during instruction.
- b) When teachers supplement each other's instructional input to students, their contribution tends to be in the same modality.
- c) Teachers occasionally supplement each other's instructional input to students with contributions from different modalities.
- d) Teachers frequently supplement each other's instructional input to students with contributions from different modalities.

3. Do co-teachers share instructional responsibility?

- a) One teacher constantly leads the lesson and assumes all instructional responsibilities.
- b) One teacher usually leads the lesson and assumes the bulk of instructional responsibilities.
- c) Teachers both assume instructional responsibility for the lesson but one partner may be dominant.
- d) Instructional responsibilities are shared equally between the two teachers.

4. Do co-teachers assume each other's roles?

- a) There is no evidence of exchange of roles during the lesson.
- b) Teachers occasionally exchange roles during the lesson.
- c) Teachers frequently exchange roles during the lesson.
- d) Teachers continually move in and out of each other's roles during the lesson.

5. Do co-teachers circulate, monitor and assist individual students?

- a) While one teacher provides all primary instruction, the other is either idle, or circulates, monitors and assists individual students.
- b) While one teacher provides the bulk of primary instruction the other usually circulates, monitors and assists individual students.
- c) Both teachers circulate, monitor and assist individual students, but responsibility may not be shared equally.
- d) Both teachers consistently circulate, monitor and provide assistance to individual students throughout the lesson as needed.

Domain 2: Instruction

6. What is the nature of input to students?

- a) Instruction tends to be primarily Verbal/Linguistic in nature with occasional Visual/Spatial input.
- b) Instruction is primarily Verbal/Linguistic and Visual/Spatial in nature with little or no Motor/Kinesthetic input.
- c) Verbal/Linguistic, Visual/Spatial and Motor/Kinesthetic input is integrated cohesively into instruction.
- d) Instruction is primarily Verbal/Linguistic and Visual/Spatial in nature.
- e) Motor/Kinesthetic is used as an add-on to the lesson or as a separate activity.

7. *What roles do co-teachers play during questioning?*

- a) One teacher poses all questions, determines student response pattern and evaluates responses.
- b) One teacher takes primary responsibility for posing questions, determining student response pattern and evaluating student responses. The other assumes this role only when needed for clarification.
- c) Both teachers pose questions, determine student response pattern and evaluate student responses, but one teacher may be dominant.
- d) Both teachers share the responsibility equally for posing questions, determining student response pattern and evaluating student responses.

8. *Do students conference with each other?*

- a) There is no evidence of student to student communication during the lesson.
- b) Teachers rely solely on individual student response pattern during direct instruction. Students conference together only during group work.
- c) Individual student response predominates but students may occasionally conference with each other prior to responding to questions posed by teachers during direct instruction.
- d) Students frequently conference in groups prior to responding to questions posed by teachers.

9. *What actions do co-teachers take when students experience difficulty?*

- a) Students who experience difficulty with traditional instruction are pulled together for separate instruction while other students in the classroom receive traditional instruction or enrichment.
- b) Individual students receive assistance during the lesson. No modifications are made to the class-level instruction.
- c) One teacher or the other occasionally suggests changes in class-level instruction when it appears that students are experiencing difficulty.
- d) Both teachers constantly communicate with each other and modify ongoing instruction to insure that all students experience success.

Domain 3: Students' response to instruction:

10. *Are students attending to instruction?*

- a) The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with his/these student(s) is primarily redirective in nature.
- b) Identifiable student(s) or subgroups of students are repeatedly off task and require significant amount of redirection.
- c) Identifiable student(s) or subgroups of students are occasionally off task and require some redirection.
- d) Off-task behavior is random, brief and infrequent, and has little or no impact on the flow of instruction.

11. *Are students engaged in instruction?*

- a) The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with this/these student(s) is primarily re-directive in nature.
- b) Identifiable student(s) or subgroups of students are consistently disengaged or refuse to comply with teacher(s) for most of the lesson.
- c) Identifiable student(s) or subgroups of students are repeatedly disengaged and frequently refuse to comply with teacher(s) at several points during the lesson.
- d) Most or all students are consistently engaged throughout the lesson.

12. *Are students enjoying instruction?*

- a) Identifiable student(s) or subgroups of students do not appear to enjoy most, or all, of the lesson.
- b) Identifiable student(s) or subgroups of students do not appear to enjoy a significant portion of the lesson.
- c) Identifiable student(s) or subgroups of students may not be enjoying certain aspects of the lesson.
- d) Most or all students are consistently enjoying the lesson.

13. *Are students experiencing success with instruction?*

- a) Identifiable subgroups of students consistently struggle with the lesson.
- b) Identifiable subgroups of students frequently struggle with the lesson.
- c) Identifiable subgroups of students occasionally struggle with the lesson.
- d) Most or all students experience consistent success with lesson.

Domain 4: Organization

14. *Is there evidence of routines and expectations?*

- a) Little evidence of predictable routines or expectations.
- b) Students are aware of routines, but usually require teacher prompting, redirection and/or explanation in order to comply.
- c) Students understand classroom routines and act with minimal prompting.
- d) Students embrace classroom routines, anticipate them, and share the responsibility for keeping the room running.

15. *What strategy is used for grouping students?*

- a) Students are not grouped.
- b) Students are grouped based management concerns.
- c) Students are placed in groups based on ability levels with consideration for management concerns.
- d) Students are placed in groups based on learning styles with consideration for management concerns.

16. *How large are groups?*

- a) All students seated in rows facing forward.
- b) Students are seated in sections, each section holding a portion of the class.
- c) Most groups have 3 members but a few groups may have 2 or 4 students.
- d) Students sit in pairs or in groups of up to 4 or more members.