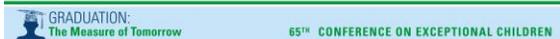


Contact Info

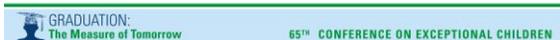
michael_ferrell@abss.k12.nc.us
 julie_bost@abss.k12.nc.us





Session Overview

- This interactive session will provide participants with strategies for collaboration and co-teaching in their buildings and district. After a brief review of the six models of co-teaching along, the presenters will share tools for creating collaborative partnerships among co-teachers, scheduling, implementing professional development and providing meaningful feedback for co-teachers.



Answers to quiz...



Your handouts...



- What do you know about co-teaching & how inclusive is your school (pink handout 01 online)
- Co-teaching thinking map & Scheduling guide (yellow – handout 02)
- Checklist for Co-teachers (blue – handout 03)
- Co-teaching obsv. form (04) & models at a glance (yellow – handout 06)
- Using the Co-teaching Models chart (white – handout 05)
- Note-taking chart (green – handout 06)
- Lesson plan brainstorming & plan template – available online as handout 07

Who's in the house???

- Parents
- General Education Teachers
- Special Education Teachers
- Instructional Assistants/ Paras
- Related Service Providers
- Lead Teachers/PS/PA
- Principals
- Central Office
- University (students & profess
- Others?



Think-Pair-Share (yellow handout)



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

Effective Co-teaching needs...

- 1. Ongoing and Differentiated Professional Development
- 2. Purposeful Scheduling
- 3. Meaningful feedback





PRINCIPAL JONES FAILS TO RECOGNIZE THE CONTRADICTION IN TERMS.

© 1994 BY CHARLIE F. GILBERT. ILLUSTRATION BY KEVIN BULLER. BETTER PUBLICATIONS, INC. 412-244-9509

The Collaborative Partnership...

- **Creating and maintaining the collaborative partnership among co-teachers is critical**
- **Checklist for co-teachers can help start conversations and build the partnership**





Checklist for Co-teachers

Blue handout – number 03

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)

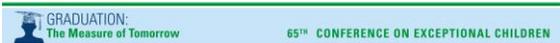
Can this really work if you are different types of people?



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

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?

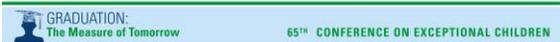


When do we plan....!?!



How do you do all the Planning?

- Set aside one specific time each week, and stick to it!!!
- Email, phone, lunch table, morning duty, any second you possibly can ☺
- Ask for a sub once each grading period or get “creative” coverage from within your building.
- Pass lesson plans back and forth for feedback and adjustments beforehand
- No silver bullet answer...you must make it a priority and find the time



5-Points of Parity (being equal)

- 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



Co-Teaching Approaches

(Friend & Cook, 2007).

- 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! See yellow "approaches at a glance" handout 06.



Examples of the models...

Video





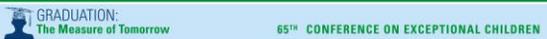
As we discuss the models...

Modified note taking chart - (green handout 06)

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!

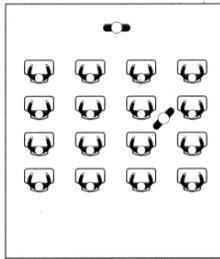
Specific ways to use the models is included on the "using the co-teaching models" white handout 05



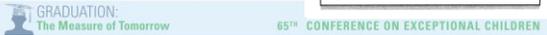
One Teach/One Support

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

One teaching, one assisting



(Friend & Cook, 2007).

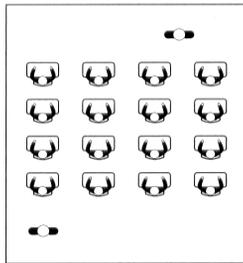


One Teach/One Observe

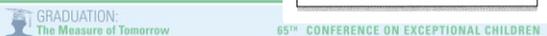
One **teaches**, one collects **data**

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

One teaching, one observing



(Friend & Cook, 2007).



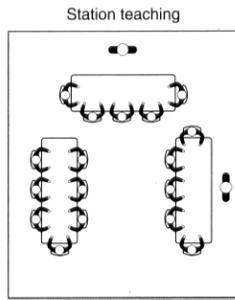
Station Teaching

Both teachers teach their own **station** with specific objectives

Students move from one station to another

Can have up 3 or more stations if one or more of them are independent or student led

(Friend & Cook, 2007).



GRADUATION: The Measure of Tomorrow

65th

Station teaching example

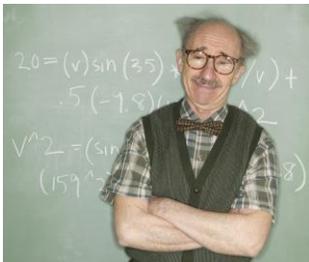
Video



GRADUATION: The Measure of Tomorrow

65th CONFERENCE ON EXCEPTIONAL CHILDREN

Clear expectations and reminders are a must!



GRADUATION: The Measure of Tomorrow

65th CONFERENCE ON EXCEPTIONAL CHILDREN

(Friend & Cook, 2007).

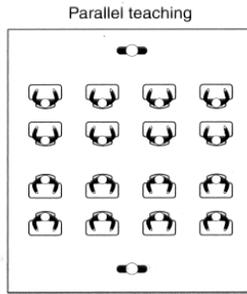
Parallel Teaching

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*



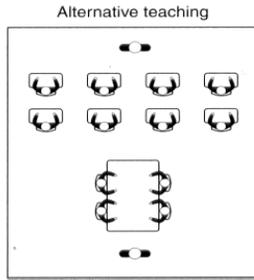
(Friend & Cook, 2007).

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.

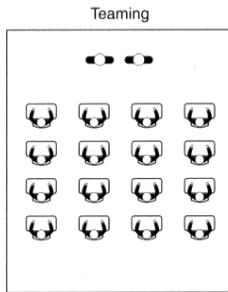


(Friend & Cook, 2007).

Teaming

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

Take turns leading discussion, demonstrating concepts, etc.

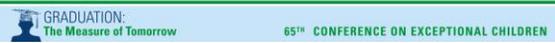


Turn-N-Talk



Find a partner:

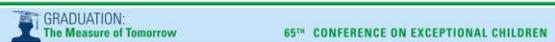
Share a way you would use station teaching, parallel teaching and/or alternative teaching in the co-taught classroom



Let's hear from some real co-teachers!

Video





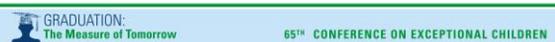
Lesson Planning Tools...

- 1. Brainstorming activity
- 2. Lesson plan template



Both available in online handouts



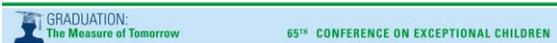


Scheduling Co-taught Classrooms

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



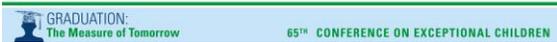
See scheduling guide – yellow handout 02...



Scheduling Co-taught Classrooms

•1. Meaningful partnerships

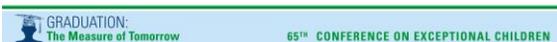
- Willingness to collaborate and participate in professional development
- Continue successful pairs whenever possible
- Keep EC teachers in similar content areas and/or grade levels as much as possible to build content knowledge, comfort levels, and collaborative partnerships.
- Use the same pairs (or 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.



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. Micro planning to “fine-tune” on a weekly or daily basis
- Look at release time when unable to schedule common planning times for co-teachers



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.co-teach.com



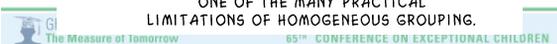
Think-Pair-Share

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



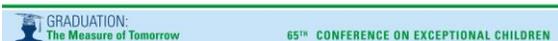


ONE OF THE MANY PRACTICAL LIMITATIONS OF HOMOGENEOUS GROUPING.



Provide meaningful feedback to teachers

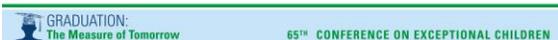
- Create form in tri-copy format to provide immediate feedback to teachers
- Meet with teachers and share your observations
- Use to guide meaningful and reflective discussions with teachers to foster transformation of practice



Turn-and-Talk

- Turn and talk to your neighbor about the importance of providing meaningful feedback to teachers
- How might you use this form in your schools/district?
- What changes would you make to the form?
- Share ideas and strategies





Wrap-up and feedback

Please complete the feedback form!

Questions or just want to share a success?!?

Email us...we would love to hear from you!



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?

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?

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?



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



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 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:

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 -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</p> | <p>-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</p> |
| <p>One Teach/ One Observe</p> <p>One teaches, one collects data</p> | <p>-You have questions/concerns about a student -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 -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</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 -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) -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!</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> | <p>-To lower the adult-student ratio -To increase participation -Re-teach and review -You need to separate students</p> <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 | <p>-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> |
| <p>Alternative Teaching</p> <p>1 teacher teaches large group of students while 1 teaches a small group to target specific skills</p> | <p>-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</p> | <p>-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> |
| <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 | <p>-Requires a high level of planning</p> <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> |

| 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 | |

Co-Teaching Approaches *At a Glance*

One Teach, One Observe One teacher instructs, one observes a student or small group to record data on specific behaviors. Requires little joint planning. Could lead to EC/AIG/ESL teacher being more of an assistant if the observer role is not traded back and forth. If observer role is exchanged it allows regular and general education teachers insight regarding classroom dynamics. Co-teachers can discuss information provided from observations and use it to plan instruction and behavior management

One Teach, One Support Also known as one teaching/one drifting. One teaches, the other constantly moves about room monitoring behaviors and helping others stay engaged. Requires little joint planning. Works well with Para educators and certified teachers who do not feel comfortable leading instruction. Should not be the only method used by two certified co-teachers (roles should be interchanged). Can be distracting to some students or encourage dependent learners.

Station Teaching Much like learning centers. Students move from one station to another using preset time/schedule. Could have 3 or more stations if using independent work station(s). Requires joint planning and shared responsibility for delivering instruction. Lowers student-teacher ratio. Most common problems occur with transition and noise levels-must monitor and adjust!

Parallel Teaching Essentially the same lesson is taught to half the class. Reduces teacher-student ratio. Both groups have regular and special ed. Students. Great for re-teaching, reviewing for tests, projects, cooperative learning activities, etc. Should not be for initial instruction unless both teachers are proficient in the concept being taught. Requires joint planning and shared responsibility for instruction

Alternative Teaching One co-teacher takes a small group to teach something different from what large group will be taught. Great for pre-teaching, re-teaching, assessing specific skills, IEP goals, etc. Be careful not to stigmatize certain students or keep them from accessing regular curriculum. Providing “help-station” for all students may help to alleviate the stigma. Both teachers should take responsibility for small group at various points throughout the year. Requires joint planning and shared responsibility for instruction

Team Teaching (Teaming) Both teachers are teaching and planning for instruction. Take turns leading discussion, demonstrating concepts, etc. Requires the most joint planning, commitment, compatibility, comfort level, and mutual trust. When planning assign specific parts of the lesson. Constantly reflect together and check to see if the other teacher is satisfied with what is happening in the classroom

*Adapted from Friend, M. & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals*. Boston: Pearson.

Co-Teaching Lesson Plan Template

Teacher 1: _____ Teacher 2: _____

Class: _____ Date: _____

| Lesson Component/Activity | Time | Teacher 1 Role | Teacher 2 Role |
|---|-------------|-----------------------|-----------------------|
| Learning Targets: Unit link: | | | |
| Materials Needed: | | | |
| Activator/warm-up & Accessing Prior Knowledge: | | | |
| Teacher Input: | | | |
| Student Active Participation: | | | |
| Indicator of Student Success: | | | |
| Plan for those who need adaptations/ differentiation (include individual student needs) | | | |
| Areas that need re-teaching and additional practice based on above indicators | | | |