



# Co-Teaching: Building an Effective Model

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## Participants will:

- Learn basics of co-teaching, including approaches to use in the classroom
- Recognize administrative support necessary for co-teaching
- Explore available co-teaching resources





- Define co-teaching
- Benefits for teachers and students
- Administrative support
- Approaches to co-teaching
- Co-planning
- Utilizing paraeducators



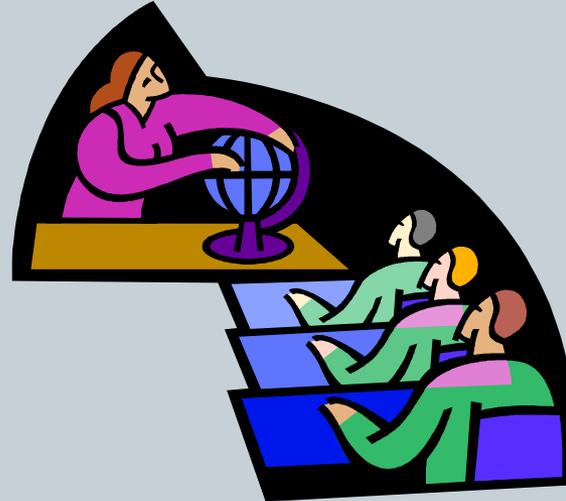
# Definition of co-teaching



- Team of general education teacher and special education teacher.



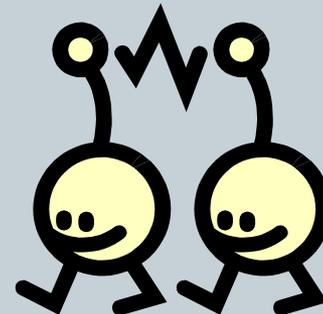
- Meets the instructional goals for students with and without disabilities in the general education setting.



# Definition of co-teaching



- Both share responsibility for planning, delivering instruction, assessment, and classroom management.
- Both share responsibility for providing supports and accommodations to meet the needs of ALL students in the classroom.





## How to communicate to students that both teachers are equals?

Names are both posted on board/in classroom

Similar furniture (desks, chairs, etc.)

Both participate in grading



Both work with ALL students

Equivalent teacher talk during class

Cook & Friend (2004) in LA DOE (2011)



# How can parity be demonstrated?



This is the first year for Ms. Collins (general educator) and Mr. Parker (special educator) to co-teach. In the classroom, the door reads, “Welcome to Ms. Collins’ Classroom!” Ms. Collins reviews the agenda at the beginning of the class period, then Mr. Parker comes in 5-10 minutes later and works quietly with a few students with IEPs while Ms. Collins lectures in front of the class.

Identify 3 ways parity can be established in this classroom.



# Louisiana Autism Quality Indicators



- I1. Evidence of collaboration between special education and general education teachers is present on lesson plans.
- I3. Assessment of student work and progress reflects input from multiple team members.
- I14. As needed, individualized supports in the general education classroom are delivered by *more than two* faculty/staff/peers.



# Shared responsibilities





# Benefits of co-teaching for the students



- Placement in LRE
- Higher expectations
- Enhanced positive social outcomes
- Increased engagement and involvement
- Access to models of adults working cooperatively and adults dealing with disagreements
- More realistic classroom communities for all students.





- St. Pierre and Catalannotto



# Benefits of co-teaching for the teachers

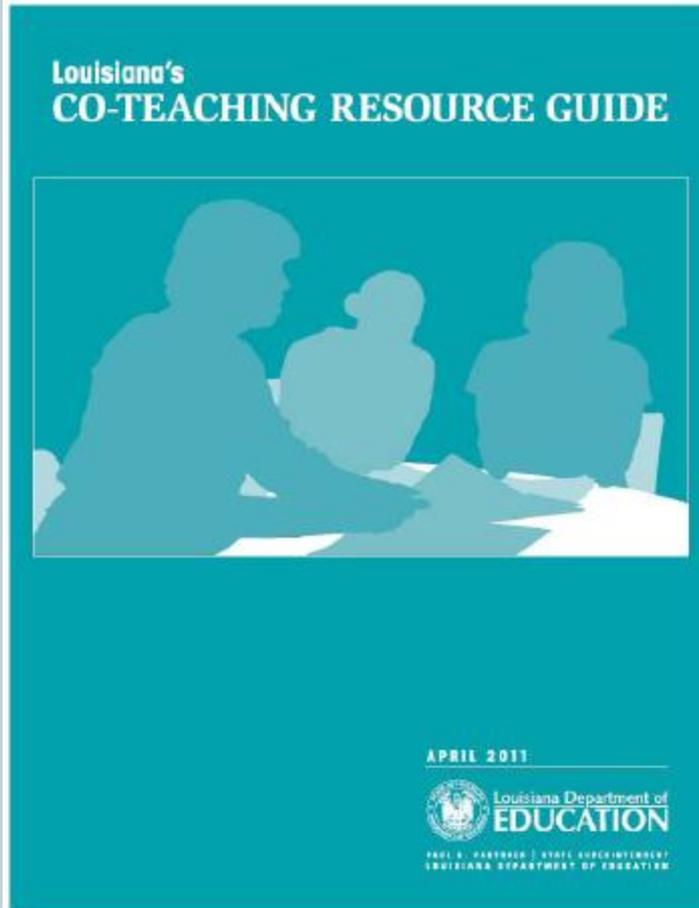


- Increases teacher satisfaction
- Enhanced opportunities for professional growth
- Decreased feelings of isolation
- Mutual appreciation of roles
- More opportunities for creativity
- More time for explicit teaching
- Share responsibilities for workload
- Reduced behavior problems





- St. Pierre and Catalannotto



Found at:

[http://www.lasig2.org/files/FINALcoteaching\\_Guide.pdf](http://www.lasig2.org/files/FINALcoteaching_Guide.pdf)



- Scheduling
  - Students
  - Teachers
    - ✦ Teaching schedules
    - ✦ Common planning time





# Resource

## LASARD Autism Training Modules: Collaboration

Found at: [www.hdc.lsuhschool.edu](http://www.hdc.lsuhschool.edu)



*Collaboration & Teaming:* In this module, you will learn about successful collaboration with school teams. Basics of team functioning, co-teaching, and models of collaboration are discussed. You will also learn how to assess different collaborative relationships.

LSU Health Sciences Center  
New Orleans  
School of Allied Health Professions

Louisiana's University Center for Excellence in Developmental Disabilities

HDC Home Faculty and Staff Programs & Projects Resources Constituent

Low Incidence Disabilities

High Incidence Disabilities

Early Childhood

Interdisciplinary Traineeship (HDCIT)

Employment

Louisiana Autism Spectrum And Related Disabilities Project

Louisiana Low Incidence Disabilities Consortium

Louisiana Work Incentive Planning and Assistance

Postsecondary Education for All Collaborative

Ready to Achieve Mentoring Project

Who We Are

Human Development Center (HDC) was established in 1974 and became a University Center for Excellence in Developmental Disabilities, Education, Research and Service (UCEDD) in 1984. HDC is a member of [AUCD](#), a national network of 67 UCEDD programs.

[Developmental Disabilities Assistance and Bill of Rights Act of 2000](#) (PL 106-402, aka "the DD Act") establishes, directs and provides partial funding for

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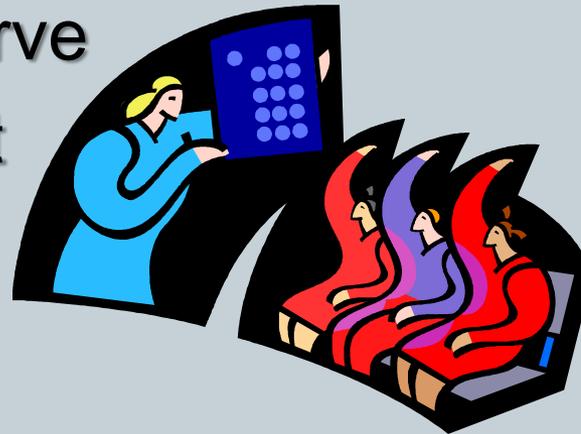
incorporates APSE's CORE supporte

Follow to the LASARD page, then click on Autism Training Modules

# Co-teaching approaches



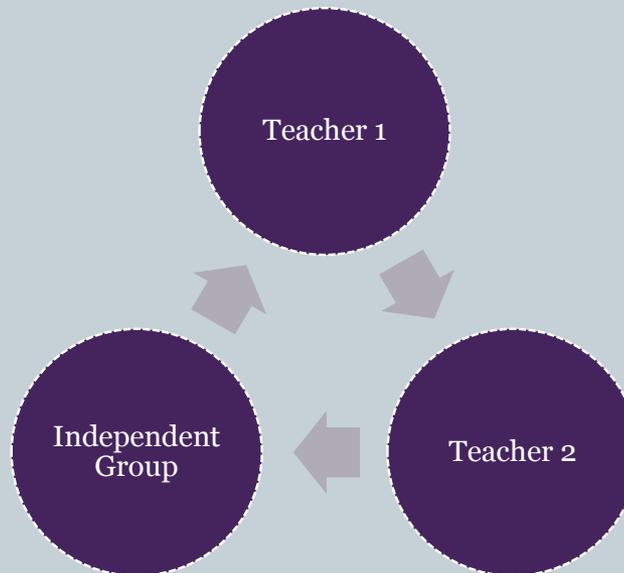
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Teaming
- One Teach, One Observe
- One Teach, One Assist



Friend, 2008



- Use? Frequent
- What? Small group instruction. 3 groups – each teacher with a group and one independent. Students rotate and visit all stations.





# Station Teaching Example



- During an elementary math class, students are learning about estimating. The students are divided into 3 groups and all students rotate to all 3 stations.
  - Group 1: Estimating distance – how many feet wide is the classroom – **with teacher**
  - Group 2: Estimating repetitions – how many times you can jump in 1 minutes – **with teacher**
  - Group 3 – Estimating mass – how many crayons to balance the weight on the scale – **students work with a partner**



- Use? Frequent
- What? Teachers divide the class into 2 groups; each lead same instruction for both groups





# Parallel Teaching Example



- In a 6<sup>th</sup> grade Language Arts class, the students have read the first 4 chapters of *Where the Red Fern Grows*. The teachers divide the students into 2 heterogeneous groups, with students in each group that tend to talk frequently in discussions and those who tend to be quiet. Once in the 2 groups, the teachers discuss the same questions to check comprehension and explore the themes of the book.



## Link to video



- <http://www.youtube.com/watch?v=hadT55umZU0&feature=related>



- Use? Occasional
- What? One teacher teaches to a large group while other takes a small group for specific instructional purpose.





# Alternative Teaching Example



In a high school geography class, the teachers determine a small group of students would benefit from direct pre-teaching on the vocabulary to be covered. Some of the students in this group have IEPs, and some not. While some students independently complete a worksheet finding the definitions in the book (monitored by the special education teacher), the general education teacher works with the small group to target the vocabulary visually and orally.



- Use? Occasional
- What? Both teachers in front of classroom. Both teachers fully engaged in delivery of the core instruction.





# Teaming Example



At the beginning of an algebra class, the special education teacher leads during review of material covered and the general education teacher demonstrates concepts on the smartboard and asks questions. The general education teacher then takes the lead introducing a new concept, and the special education teacher moves to the smartboard to work examples and ask questions.

# One Teach, One Observe



- Use? Occasional
- What? Data gathered on academic, behavior, and/or social skills
- When? Periodically as concerns arise (e.g., disruptive behaviors) or specific types of information need to be gathered (e.g., student sentence use during group discussions).





# One Teaching, One Assisting



- Use: Seldom
- What? One teacher leads instruction while other provides support (e.g., monitors student work, addresses behavior issues, answers student questions)

Friend, 2008



# One Teach, One Assist example



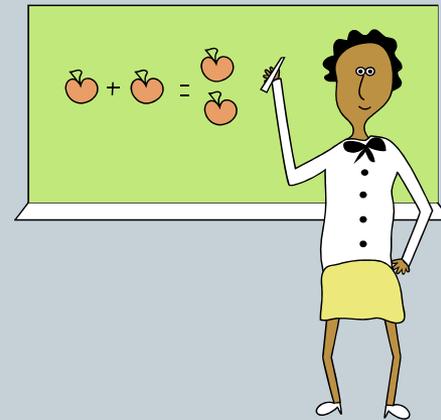
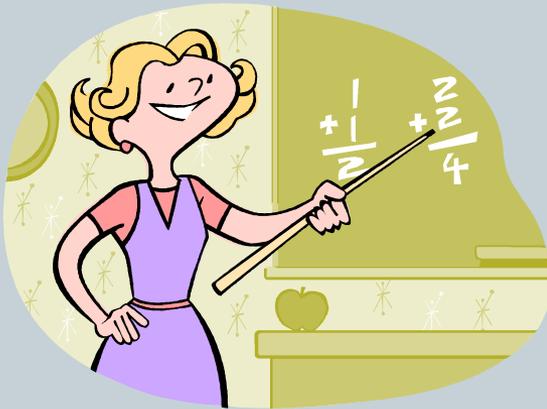
During a science lab, the general education teacher provides instruction and directions regarding an experiment, and the special education teacher moves around the classroom to monitor if each student is completing the experiment correctly.



# Co-teaching approaches



- Try a variety of approaches, even in the same day
- Don't rely on “one teach, one assist” too frequently
  - Role of support teacher becomes more like a paraprofessional
  - Students don't benefit from having 2 credentialed teachers in the classroom





# Review of co-teaching approaches



While Ms. Acker reviews yesterday's homework with most of the students, Ms. Vaughan works with a small group of students to review concepts they did not master on an assessment.

- Team Teaching
- Parallel Teaching
- Alternative Teaching
- Station Teaching



# Review of co-teaching approaches



Mr. Johnson leads a small group of students discussing a novel about the industrial revolution. Ms. Boxer leads a small group to review material from the textbook. Another small group independently examines old newspapers and pictures from the early 1900s. The students rotate to all 3 groups.

- Team Teaching
- Parallel Teaching
- Alternative Teaching
- Station Teaching

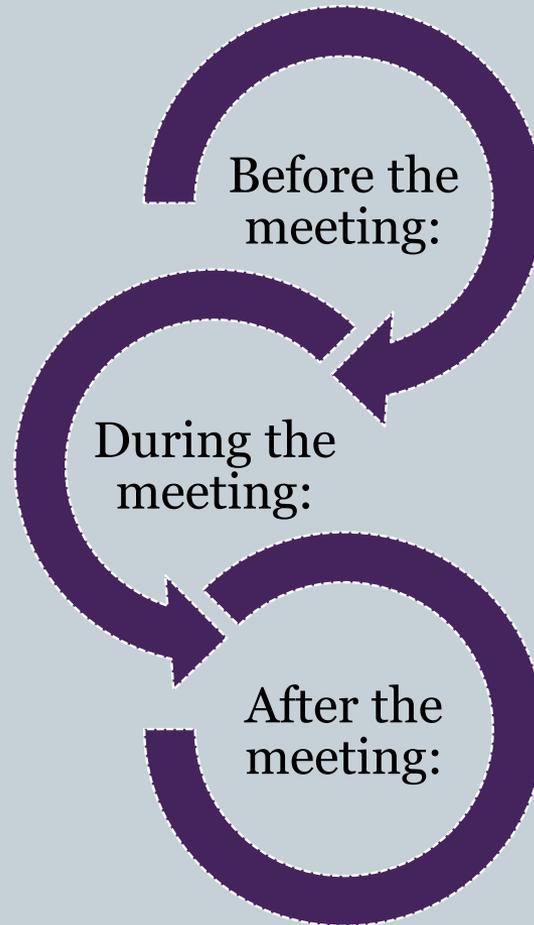


# Planning Process Example



Gen ed and special ed teachers decide which co-teaching approaches to use, how to group students, which aspects of the instruction may pose difficulties, and which projects may be overwhelming for students. Individual students discussed.

Friend, 2008



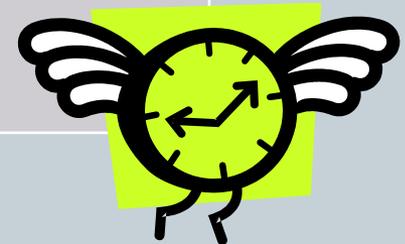
Gen ed teacher gathers key info about upcoming curriculum, projects, & activities and brings this to the meeting

Special education teacher prepares the differentiated materials and strategies necessary for the instruction, plan for meeting IEP goals within the curriculum.

# Sample Planning Agenda



Sample for 1 hour planning period	
Upcoming curriculum topics/units/lessons	8 min
Co-teaching arrangements and assignments	17 min
Challenges and strategies to help students succeed	15 min
Individual student matters	15 min
Housekeeping/Logistics	5 min





# Lesson Planning Example



Day/Date	Big Idea/Goals	Lesson Activities	Assessment	
Language Arts	<p>Students will prepare an oral presentation on a book of their choice.</p> <p>Students will evaluate peers' presentations and provide one constructive comment and one positive comment.</p>	<p>Review book report requirements.</p> <p>Provide students in-class time to prepare report.</p>	<p><b>Standard</b></p> <p>5 minute oral presentation with a clear sequence of ideas. Completed evaluations with a minimum of 1 positive and 1 constructive comment.</p>	<p><b>Modified</b></p> <p>Provides pictures and 1 sentence statement of each picture. Gave a verbal positive comment to at least one peer following the presentation.</p>

Co-Teaching Structure	Academic Adaptations (as needed for gifted students and students with disabilities)	Behavioral Adaptations	Materials/ Support Needed	Performance Data and Notes
Alternative teaching	<ul style="list-style-type: none"> <li>• Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.)</li> <li>• Allow students with language issues to present with a peer.</li> <li>• Allow three minute presentations for Sue and Jason.</li> </ul>	<ul style="list-style-type: none"> <li>• Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior.</li> </ul>	Provide small group break out sessions to edit, practice, refine, etc.	<i>We need to talk about Tanya's performance this past week.</i>



# Utilizing Paraeducators in General Education Classroom



- Work with small groups of students
- Review concepts previously taught
- Assist with monitoring students
- Creating worksheets/manipulatives/other materials as teacher directs
- Supporting ALL students as directed

Friend, 2008

# Utilizing Paraeducators



- Co-teaching involves 2 certified teachers – not a teacher and paraeducator
- Paraeducators should not be responsible for large group instruction, planning or delivering initial instruction, interpret assessment results, make instructional decisions, nor assume primary responsibility for a group of students

French (2003) as cited in Friend (2008)



- Co-teaching involved shared responsibility between 2 teachers to meet the needs of ALL students in the classroom.
- Administrative support is important to the success of co-teaching.
- There are 6 approaches to co-teaching.
- Co-planning is key!
- Use paraeducators to support students as directed.





- Maryland's Co-Teaching Network
  - <http://olms.cte.jhu.edu/20619>
- K8 Access Center Co-teaching Archives
  - <http://www.k8accesscenter.org/index.php/category/co-teaching>
- Co-Teaching Connection
  - <http://coteach.com/>
- Power of 2 resources
  - <http://www.powerof2.org/>



# References



- Dieker, L. (2006). *The co-teaching lesson plan book* (3<sup>rd</sup> ed.). Whitefish Bay, WI: Knowledge by Design.
- Friend, M. (2008). *Co-teach! A manual for creating and sustaining classroom partnerships in inclusive schools*. Greensboro, NC: Marilyn Friend, Inc.
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