Co-Teaching: Building an Effective Model

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Objectives

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.

LA DOE (2011)
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.

LA DOE (2011)
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

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.
• 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

- Instruction
- Data Collection and Recordkeeping
- Accommodations and Modifications
- Advocacy
- Management of Behavior
- Participation in Conferences
- Assessment
- Communication

LA DOE (2011)
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.

LA DOE (2011)
• 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

LA DOE 2011
Video clip 2

- St. Pierre and Catalannotto
Resource

Found at:
Administrative support

- **Scheduling**
  - Students
  - Teachers
    - Teaching schedules
    - Common planning time
LASARD Autism Training Modules: Collaboration

Found at: www.hdc.lsuhs.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.

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.
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 minute – with teacher
- Group 3 – Estimating mass – how many crayons to balance the weight on the scale – students work with a partner
**Parallel Teaching**

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

Friend, 2008
In a 6\textsuperscript{th} 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.
http://www.youtube.com/watch?v=hadT55umZU0&feature=related
Alternative Teaching

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

*Friend, 2008*
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.
Teaming

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

Friend, 2008
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).

Friend, 2008
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
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

Friend, 2008
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
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

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

During the meeting:
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.

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

Friend, 2008
### Sample Planning Agenda

**Sample for 1 hour planning period**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upcoming curriculum topics/units/lessons</td>
<td>8 min</td>
</tr>
<tr>
<td>Co-teaching arrangements and assignments</td>
<td>17 min</td>
</tr>
<tr>
<td>Challenges and strategies to help students succeed</td>
<td>15 min</td>
</tr>
<tr>
<td>Individual student matters</td>
<td>15 min</td>
</tr>
<tr>
<td>Housekeeping/Logistics</td>
<td>5 min</td>
</tr>
</tbody>
</table>
### Lesson Planning Example

**Day/Date** | **Big Idea/Goals** | **Lesson Activities** | **Assessment** | **Co-Teaching Structure** | **Academic Adaptations (as needed for gifted students and students with disabilities)** | **Behavioral Adaptations** | **Materials/Support Needed** | **Performance Data and Notes**
--- | --- | --- | --- | --- | --- | --- | --- | ---
Language Arts | Students will prepare an oral presentation on a book of their choice. Students will evaluate peers’ presentations and provide one constructive comment and one positive comment. | Review book report requirements. Provide students in-class time to prepare report. | Standard 5 minute oral presentation with a clear sequence of ideas. Completed evaluations with a minimum of 1 positive and 1 constructive comment. | Alternative teaching | • Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.) • Allow students with language issues to present with a peer. • Allow three minute presentations for Sue and Jason. | • Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior. | Provide small group break out sessions to edit, practice, refine, etc. | We need to talk about Tanya’s performance this past week. |
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
• 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

Wrapping up...

- 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/

