



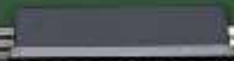
Co-teaching: *Necessary Components to Make it Work*

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Objectives

- Define co-teaching
- Discuss the barriers and benefits of co-teaching
- Discuss critical components of co-teaching
- Describe different types of co-teaching models



Introductions: Poll Question #1

- Please let me know if you are a
 - A: Special education teacher
 - B: General education teacher
 - C: Administrator
 - D: Paraprofessional
 - C: Other



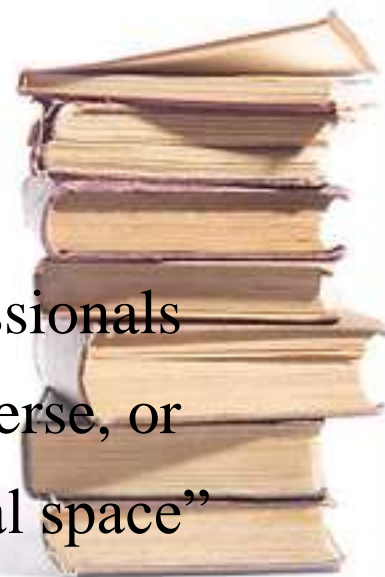
Introductions: Poll Question #2

- Please let me know if you have ever co-taught
 - A: Yes
 - B: No



Definitions of Co-teaching

- “An educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting”
 - (Bauwens, Hourcade, & Friend, 1989, p. 18)
- “Co-teaching occurs when two or more professionals **jointly** deliver substantive instruction to a diverse, or blended, group of students in a single physical space”
 - (Cook & Friend, 1995, p.1)



Definitions Cont.

- “Co-teaching is when two or more educators **co-plan, co-instruct,** and **co-assess** a group of students with diverse needs in the same general education classroom”
 - (Murawski, 2003, p. 10)



Breaking Down the Definitions

1. Co-teaching must include two educators
 - GE- specializes in understanding, structuring, & pacing the curriculum.
 - SE- specializes in identifying unique learning needs and enhancing the curriculum and instruction to meet the special needs of individual students.
2. Substantive instruction must be delivered where both professionals are actively involved in the instruction of the students.

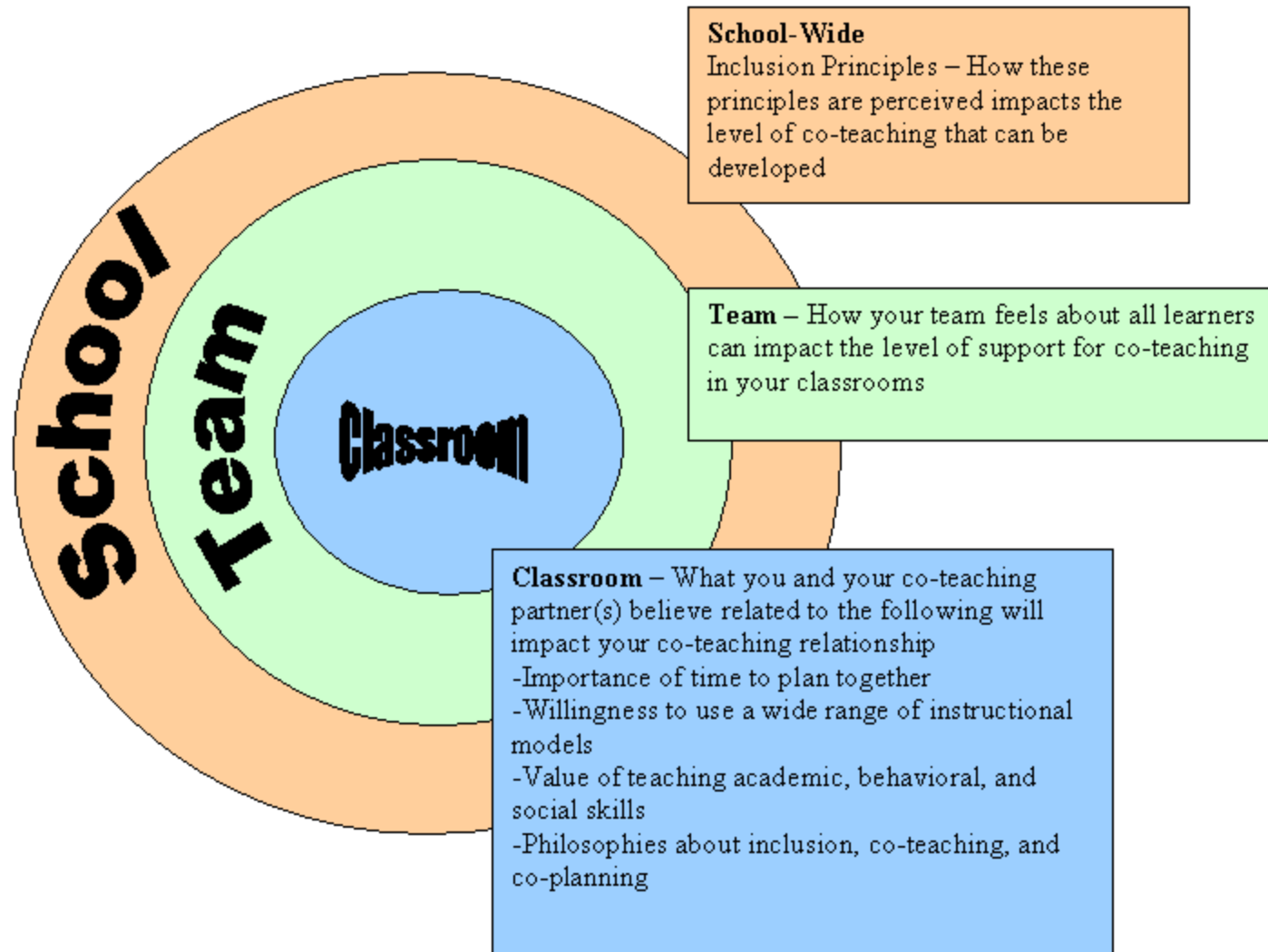


Breaking Down the Definition cont.

3. Class consists of diverse students, which must include students with disabilities.
 - However, not all students with disabilities should receive services through co-teaching
4. Co-teaching occurs primarily in a single classroom.
5. Co-teachers should always co-plan, co-instruct, co-assess, and co-manage students.



CIRCLE OF INFLUENCE ON CO-TEACHING RELATIONSHIPS



Source: Special Connections; <http://www.specialconnections.ku.edu>

The 3 C's of Co-teaching

- Co-Planning
- Co-Instructing
- Co-Assessing

- Ideally, co- teachers co-create goals, co-instruct, collaborate on student assessment, class management, and jointly make decisions pertaining to their class
 - (Cook & Friend, 1995).



Poll Question #3

- If you are currently co-teaching, do you co-plan, co-instruct, and co-assess with your co-teacher?
 - A: yes
 - B: no



Perceived Benefits of CT

- Benefits for Students
 - Increased Individual Attention (Zigmond & Matta, 2004)
 - Reduced Negative Behaviors (Dieker, 2001)
 - Improved Self Esteem and Social Skills (Walther-Thomas, 1997)
- Benefits for Teachers
 - Increased Professional Development (Weiss & Brigham, 2000)
 - Shared Accountability and Responsibility (Friend & Cook, 2007)
 - Reduced Burnout and Improved Morale (Weiss & Brigham, 2000)
 - Increased use of Instructional Strategies (Murawski & Dieker, 2004)



Perceived Barriers to CT

- Lack of Training
- Limited Resources
- Scheduling issues
- Lack of joint planning time
- Differences in philosophies
- Differences in personalities
- Lack of administrative support
- Unclear roles of general and special education teachers

(e.g., Dieker & Murawski, 2003; Mastropieri et al., 2005; McDuffie, 2010)



Key Elements for Success

- All teachers need more knowledge
- Common planning time
- Roles need to be defined
- Strong relationships need to be established between co-teachers.



Essential Components

- Administrative Support
 - Scheduling
 - Class roles
 - Common planning time
 - Keeping both teachers in the classroom
 - Professional development
 - Purposeful matching of co-teachers (similar philosophies)
- Common Planning Time
 - Sacred time
 - Use time wisely
 - Differentiation of instruction
 - Use of effective instructional strategies
 - Establishing roles
 - Avoiding the paraprofessional trap



Essential Components Cont.

- Class Management

- Share pet peeves
- Co-create rules and procedures
- Create a joint classroom (both names of the door/board)
- Desk/Space for each teacher
- Both teachers should play an active role in classroom management

- Effective Communication

- Discuss expectations
- SHARE Worksheet (available at http://teachingld.net/pdf/teaching_how-tos/murawski_36-5.pdf)
- Address conflicts immediately



Essential Components Cont.

- Similar Philosophies
- Compatibility
- Flexibility
 - Willing to negotiate
 - Varying the types of Co-teaching
 - Driven by the lesson and accommodations needed
- Voluntary Participation
 - To co-teach
 - Your Co-teacher
- ***Time to discuss all of these things prior to school starting!***



Co-teaching Approaches

- Lead and Support
 - One Teaching~One Observing
 - One Teaching~One Drifting
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching



Poll Question #4

- Have you heard or used any of these co-teaching models?
 - A: yes
 - B: no

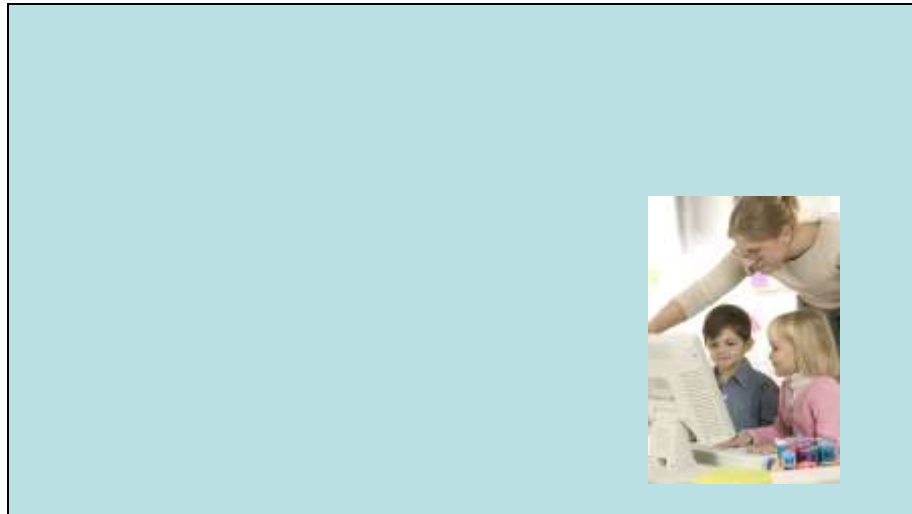


Basis for Selecting a Co-Teaching Approach

- Student characteristics and needs.
- Teacher characteristics and needs.
- Curriculum, including content and instructional strategies.
- Pragmatic considerations



Lead and Support

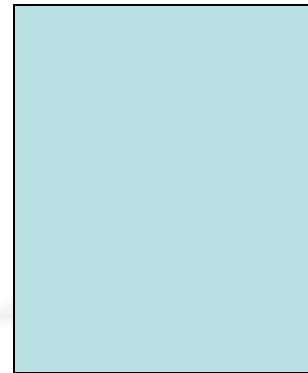
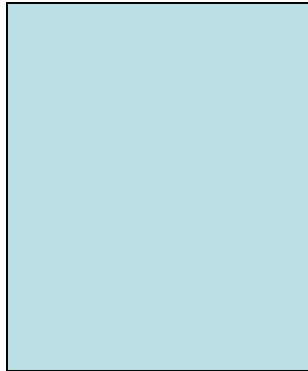


One Teaching/One Support

- Requires little joint planning time
- Provides opportunity for SE teachers to learn about General Education Curriculum
- Particularly effective for teachers new to collaboration
- Can result in special educator as being relegated to role of an assistant
- One teacher has the primary responsibility for planning and teaching
- The other teacher moves around the classroom helping individuals and observing particular behaviors.



Station Teaching

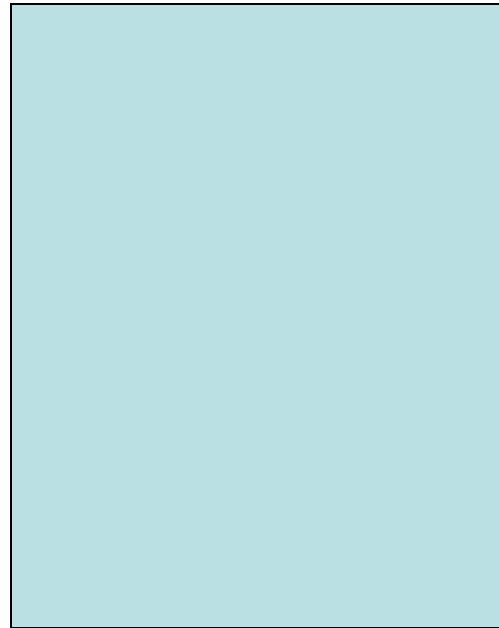
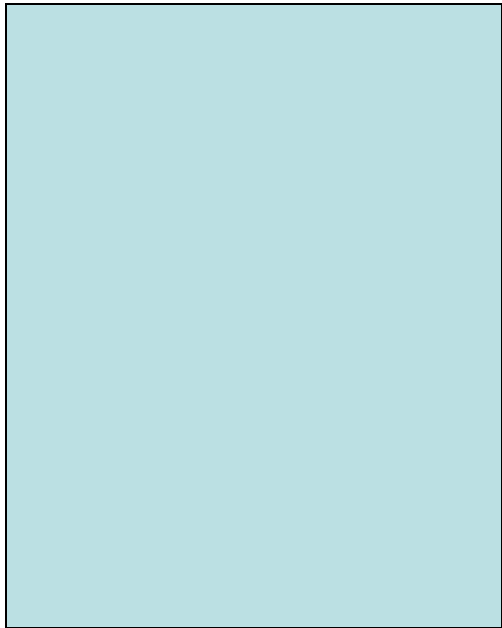


Station Teaching

- Each professional has separate responsibility for delivering instruction
- Lower teacher:student ratio
- Students with disabilities can be more easily integrated into small groups
- Noise level can be distracting
- Movement can be distracting



Parallel Teaching

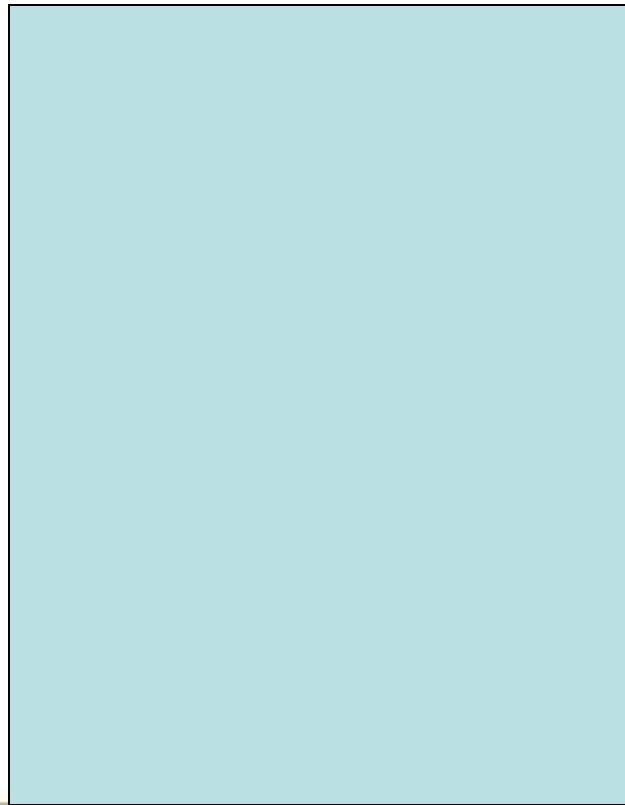


Parallel Teaching

- Lower teacher : student ratio
- Heterogeneous grouping
- Allows for more creativity in lesson delivery
- Teachers must both be comfortable in content and confident in teaching the content
- Should not be used for initial instruction



Alternative Teaching

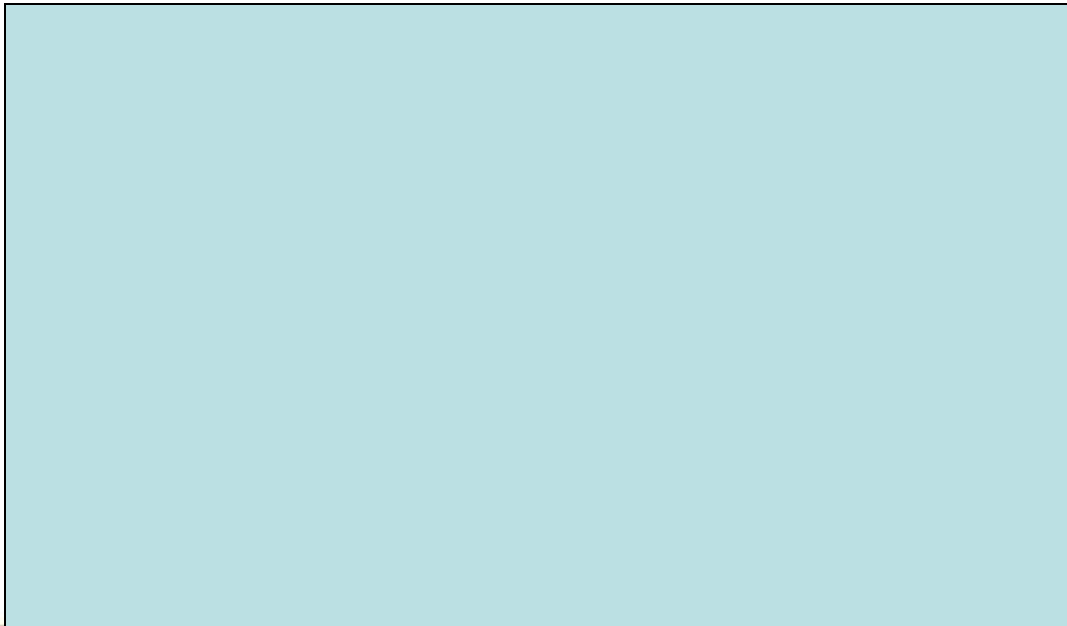


Alternative Teaching

- Helps with attention problem students
- Allows for re-teaching, tutoring, or enrichment
- Can be stigmatizing to group who is alternatively taught
- ESE teacher can be viewed as an assistant if he/she is always in alternative teaching role



Team Teaching (Duet Teaching)



Team Teaching

- Greatest amount of shared responsibility
- Allows for creativity in lesson delivery
- Prompts teachers to try innovative techniques neither professional would have tried alone
- Requires greatest amount of trust and commitment
- Most difficult to implement



Poll Question #5

- If you are a co-teacher, which model do you most frequently use? If you are an administrator, which model do you most frequently observe?
 - A. Lead and Support
 - B. Station Teaching
 - C. Parallel Teaching
 - D. Alternative Teaching
 - E. Team Teaching



Teacher Actions During Co-Teaching



Table 3 Teacher Actions During Co-Teaching

| If one of you is doing this | The other is doing this |
|---|---|
| Lecturing | Modeling note taking on the board/over head; ensuring brain breaks to help students process lecture information |
| Taking roll | Collecting and reviewing last nights homework; introducing a social or study skill |
| Passing out papers | Reviewing directions; modeling first problem on the assignment |
| Giving instructions orally | Writing down the instruction down on the board; repeating or clarifying any difficult concept |
| Checking for understanding with large heterogeneous group of students | Checking for understanding with small heterogeneous group of students |
| Circulating, providing one-on-one support as needed | Provide direct instruction to whole class |
| Prepping half of the class for one side of a debate | Prepping the other half of the class for the opposing side of the debate |

| | |
|--|--|
| Re-teaching or pre-teaching with a small group | Monitor large group as they work on practicing materials |
| Facilitating sustained silent reading | Reading aloud quietly with a small group; previewing upcoming information |
| Reading a test aloud to a group of students | Proctoring a test silently with a group of students |
| Creating basic lessons plans for standards, objectives, and content curriculum | Providing suggestions for modifications, accommodations, and activities for diverse learners |
| Facilitating stations or groups | Also facilitating stations or groups |
| Explain new concept | Conduction role play or modeling concept; asking clarifying questions |
| Facilitating a silent activity | Circulating, checking for understanding |
| Proving large group instruction | Circulating, using proximity control for behavior management |
| Running last minute copies or errands | Reviewing homework; providing a study or test taking strategy |
| Considering modifications needs | Considering enrichment opportunities |

Putting it all together

- Planning
- Classroom Management
- Established Roles for Both Teachers
- Pet Peeves
- Grading and Assessment
- Instructional Strategies
- Shared Responsibility
- Co-planning, Co-instructing, Co-assessing, and Co-managing



Tips for Successful Co-Teaching

Friend and Bursuck, page 86

- Planning is key!!!
- Effective Communication is Essential!!!
- Discuss your views on teaching and learning with your co-teacher.
- Attend to details
- Prepare parents
- Avoid the “paraprofessional trap.”
- When disagreements occur, talk them out.
- Determine classroom routines (inc. grading)
- Plan for discipline
- Discuss ways to give and receive feedback
- Determine acceptable noise levels
- Share pet peeves
- REMEMBER.....
 - The three C’s of Co-teaching

