Co-Teaching: What it IS, What it is NOT

Element of co-teaching	Co-teaching DOES	Co-teaching does NOT
"two or more professionals"	involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it (Fennick, 2001).	involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff (Friend, 2003).
"joint delivery of instruction"	mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001, Gately & Gately, 2001).	mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group (Murawski, 2002).
"diverse group of students"	allow teachers to respond effectively to diverse needs of students, lower the teacher-student ratio, and expand the professional expertise that can be applied to student needs (Hourcade & Bauwens, 2001).	Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).
"shared classroom space"	Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pullout programs (Friend, 2003).	Include teaching teams that plan together but then group and instruct students in separate classrooms (Trump, 1966, Geen, 1985).

Co-teaching models between General and Special Education Teachers

	One Teaching, One Drifting	Station Teaching	Parallel Teaching	Alternative Teaching	Team teaching
DESIGN	• Lead teacher models organization of the content • Lead teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson • Support teacher assists	• Lead teacher and support teacher segment the lesson content. • Lead teacher and support teacher divide the number of stations they are responsible for • Both teachers plan and organize their station activities with attention to possible group differences	• Lead teacher and support teacher collaboratively organize the lesson content • Lead teacher and support teacher identify strategies needed for groups and individual students • Lead teacher and support teacher divide the students into two groups	• Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning	• Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher teach simultaneously to the whole class
INSTRUCTION	• Lead teacher conducts formal teaching • Support teacher teaches components of lessons with small groups of students • Support teacher provides content support to lead teacher's lesson	• Lead and support teacher segment learning to small groups or individual students at the stations they design	• Lead teacher and support teacher independently deliver the lesson plan to each of the groups • Lead teacher and support teacher facilitate learning in their respective groups	• Lead teacher conducts formal teaching • Support teacher implements supplemental activities for the whole group, small groups or individual students before or after the formal lesson	• Both lead teacher and support teacher conduct formal teaching

Co-teaching models between General and Special Education Teachers

	One Teaching, One Drifting	Station Teaching	Parallel Teaching	Alternative Teaching	Team teaching
MONITORING	• Lead teacher uses pre-assessment to determine students' need for support • Support teacher assesses students' skills and facilitates self-regulation during the lesson • Students use self-assessment as they request assistance during or after a formal lesson	• Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random) • Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson	• Lead teacher and support teacher monitor their own groups of students • Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students	• Lead teacher and support teacher pre-assess the students to plan for alternative lessons • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons • Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction	• Lead teacher and support teacher pre-assess the students • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons
BENEFITS	Having two teachers to help individual students after the lesson is presented (individual guided practice)	Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson,' 'accelerated learning,' 'mastery learning,' and other ideas that teach to many levels can be readily addressed	Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students	Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery	Team teaching is very powerful when the entire class is participating in a particular inquiry project

H2-b

Preparing to Co-Teach

Actions	Questions to ask yourself or others
Assess the current environment	• What type of collaboration currently exists between general and special education? • Has there been any discussion of inclusion, collaboration, or co-teaching? • How do teachers react when they hear about students with special needs in general education classes? Who reacts favorably?
Move in slowly	• What is our joint understanding of co-teaching as a service delivery model? • May I co-teach a lesson with you? • Are there any areas that you feel less strongly about, in which I might be able to assist?
Involve the administration	• How is the district addressing the LRE mandate and the inclusive movement? • Would our school site be willing to be proactive by including co-teaching? • What discipline areas will we target first? • How will we ensure that support is provided across all content areas, including electives? • Would we be able to count on administrative support, especially with co-planning time and scheduling assistance?
Get to know your partner	• Could we complete a co-teaching checklist to help guide us in discussing our personal and professional preferences? • Are there any pet peeves or issues that I should know prior to our working together? • Do we both have similar levels of expertise about the curriculum and instructing students with disabilities? • How shall we ensure that we are both actively involved and neither feels over- or under-utilized? • What feedback structure can we create to assist in our regular communications?
Create a workable schedule	• How often will co-teaching occur (daily, a few times a week, for a specific unit, etc)? • What schedule would best meet the needs of the class and both teachers? • How can we ensure that this schedule will be maintained consistently so that both co-teachers can trust it? • How will we maintain communication between co-taught sessions?

General Education Curriculum Snapshots

Curriculum/content area: _____

Content teacher: _____

WEEK	BIG IDEA	MOST DIFFICULT CONCEPT	MINIMUM LEVEL OF MASTERY
One			
Two			
Three			
Four			
Five			
Six			
Seven			
Eight			
Nine			

H4

Individual Student Needs Summary

Student Name: _____

Collaborative Teacher: _____

Area of Focus	Accommodations Recommended	Additional Notes
Reading/Language Arts		
Math		
Written Communication		
Oral Communication		
Behavior		
Assessment		

H5

What Behaviors are Critical for Success in each Area?

BEHAVIOR	What specific behaviors do successful students exhibit related to each area?
Attitude toward school	
Preparing for class	
General organization	
During class	**Behavior**
	Disruptions
	Communication
	Note-taking
	Answering questions
	Activities
Group work	
Preparing for tests or state assessments	
Completing homework	

S.H.A.R.E.

Sharing Hopes, Attitudes, Responsibilities, and Expectations

Directions: Take a few minutes to individually complete this worksheet. Be honest in your responses. After completing it individually, share the responses with your co-teaching partner by taking turns reading the responses. Do not use this time to comment on your partner's responses—merely read. After reading through the responses, take a moment or two to jot down any thoughts you have regarding what your partner has said. Then, come back together and begin to share reactions to the responses. Your goal is to either (a) Agree, (b) Compromise, or (c) Agree to Disagree.

1. Right now, the main hope I have regarding this co-teaching situation is:

2. My attitude/philosophy regarding teaching students with disabilities in a general education classroom is:

3. I would like to have the following responsibilities in a co-taught classroom:

4. I would like my co-teacher to have the following responsibilities:

H7a

5. I have the following expectations in a classroom:

   a. Regarding discipline:

   b. Regarding classwork:

   c. Regarding materials:

   d. Regarding homework:

   e. Regarding planning:

   f. Regarding modifications for individual students:

   g. Regarding grading:

   h. Regarding noise level:

   i. Regarding cooperative learning:

   j. Regarding giving/receiving feedback:

   k. Other important expectations I have:

H7b

Preliminary Discussion Questions

It is helpful for potential co-teachers to discuss their teaching philosophies, routines, and student expectations before making the commitment to co-teach. The questions below are designed to serve as a starting point for co-teaching discussion. Depending on previous experiences working together, some questions may not be relevant. Review the questions in advance and plan to spend about an hour together discussing these items. Remember that differences of opinion are inevitable; *differences are OK and perfectly normal*. Effective co-teachers learn and grow professionally from their work together. Competent professional skills, openness, and interest in working together are more important than perfect agreement on classroom rules.

1. What are your expectations for students regarding:
   a. Participation?
   b. Daily preparation?
   c. Written assignments and/or homework completion?

2. What are your basic classroom rules? What are the consequences?

3. Typically, how are students grouped for instruction in your classroom?

4. What instructional methods do you like to use (e.g. lectures, class discussions)?

5. What practice activities do you like to use (e.g. cooperative learning groups, labs)?

6. How do you monitor and evaluate student progress?

7. Describe your typical tests and quizzes.

8. Describe other typical projects and assignments.

9. Do you differentiate instruction for students with special needs? If so, how?

10. Is any special assistance given to students with disabilities during class? On written assignments? On tests and quizzes?

11. How and when do you communicate with families?

12. What are you strengths as a teacher? What are your areas of challenge? How about your pet peeves?

13. What do you see as our potential roles and responsibilities as co-teachers?

14. If we decide to co-teach together, what are your biggest hopes for our work as a team? What are your biggest concerns?

Walter-Thomas, C. & Bryant, M. (1996). Planning for effective co-teaching. *Remedial and Special Education, 17*(4).

H8

Teaching Style Inventory

This inventory is designed to gauge your teaching preferences and styles. There are no right or wrong answers to these questions. Below, you will find twelve items, each of which contains four statements about ways you might respond in your teaching, through the way you might behave, think or feel. Rank the four statements to reflect how well they describe the way you teach. Occasionally you may feel that none describe you, or all describe you. In these instances you should force yourself to rank the statements in the best manner possible in order to get an accurate picture of your particular styles.

Please rank the statement that **best** describes your response with a **4**. The next best statement should receive a 3, the next a 2, and finally the least descriptive statement should receive a 1.

1. When I teach my class, I would be most likely to:
_____ A. Include students' life experiences or pre-existing knowledge when I introduce a concept.
_____ B. Incorporate reading assignments that provide the background for each concept introduced.
_____ C. Require students to learn by doing creative problem solving exercises, lab activities, and projects.
_____ D. Engage students in problems that are outside the realm of possibility to force them to think creatively.

2. When I teach my class, I would be most likely to:
_____ A. Suggest that students collaborate on their assignments rather than compete.
_____ B. Instill the relevant facts and procedures. When students cannot pass the state exam or do not have the prerequisite knowledge from my class to the next one they take, I have failed as a teacher.
_____ C. Assign a wide variety of tasks that facilitate learning for understanding, even though this sometimes takes longer than originally planned.
_____ D. Cultivate scholarship and independent thinking/reasoning skills by providing optional assignments that can be done outside of class.

3. When I teach my class, I would be most likely to:
_____ A. Tie concepts to applications in the real world.
_____ B. Institute a regularly scheduled time for skill building where students practice their use of problem solving.
_____ C. Guide students in their desire to invent new methods for soling problems and/or representing data.
_____ D. Introduce students to the possibility that for some problems there is no right answer.

H9a

4. When I teach my class, I would be most likely to:

_____ A. Challenge students to challenge their own understanding by valuing the opinions of other students

_____ B. Supply students with the structure they need to recall and repeat the appropriate facts and procedures from memory to pass the end-of-unit test.

_____ C. Capitalize on student curiosity about unfamiliar situations

_____ D. Specify a certain amount of time in class for homework.

5. When I teach my class, I would be most likely to:

_____ A. Become concerned if I feel as though students are asking the question, "Why do I have to do this?"

_____ B. Insist that students follow my lecture, and frequently question them during the lecture as a check of where I am. Often I require that notes be taken as well.

_____ C. Supply time for exploration and discovery where students have the opportunity to answer their "what if" questions.

_____ D. Allow students to develop their own problem solution process.

6. When I teach my class, I would be most likely to:

_____ A. Illuminate students' misunderstanding by having them describe their thought processes and explain their ideas.

_____ B. Provide a relatively complete content structure for students to memorize so that they build upon this knowledge later.

_____ C. Present scenarios involving many concepts that provide material for class discussion about solutions and predictions.

_____ D. Devote time to skill drills where each student works alone.

7. When I teach my class, I would be most likely to:

_____ A. Try to provide a rationale for learning that motivates students based upon relating what they are taught with what they know will help them later in life.

_____ B. Provide many problems of the same type—repetition can help transfer knowledge to new situations.

_____ C. Introduce manipulatives or software, so that students can represent concepts concretely.

_____ D. Require that students commit facts to memory.

8. When I teach my class, I would be most likely to:

_____ A. Assign student roles for activities, such as equipment manager, timer, measurer, recorder, observer, evaluator, etc.

_____ B. Enforce accurate application of a solution procedure by using already learned responses to solving the problem or similar problems.

_____ C. Foster creative problem solving that has some element of discovery embedded, forcing students to find the new rule or principle.

_____ D. Walk around while students are working, speaking to them individually about my observations, or asking them questions about their problem-solving process or procedures.

H9b

9. When I teach my class, I would be most likely to:

_____ A. Help students understand that real life situations and scenarios cannot be carried out without an understanding of what they are learning.

_____ B. Relate the method for solving a problem as explicitly as possible.

_____ C. Encourage different approaches to problem solving that help students understand their reasoning skills and processes.

_____ D. Present the facts first.

10. When I teach my class, I would be most likely to:

_____ A. Situate students in groups when assigning worksheets.

_____ B. Amplify the importance of attaining the correct answer.

_____ C. Assist students in moving gradually from representing information concretely to representing information abstractly.

_____ D. Identify and point out during lecture the finer points in my problem solving methods that should be of assistance to all students.

11. When I teach my class, I would be most likely to:

_____ A. Scaffold upon previously understood concepts and knowledge that can be concretely examined based upon experiences at home, with friends, or activities that students find interesting and valuable.

_____ B. Frequently provide quizzes that help me understand how well my students are able to apply the problem solving methods they have been provided.

_____ C. Establish activities that require collecting data, analyzing that data, making conclusions and/or predictions from it, followed by group reflection on the fundamental concepts involved in their data collection and analysis process.

_____ D. Ask open-ended questions that allow students to explore their ideas and creative thoughts in whatever direction they choose.

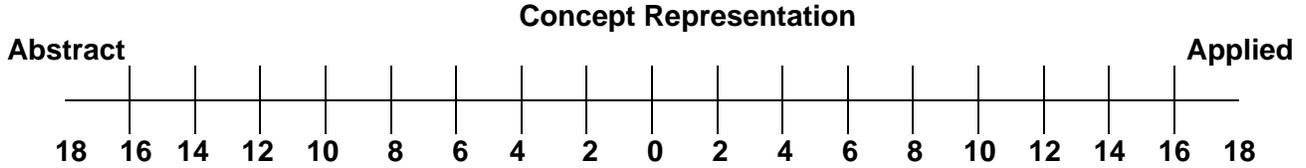*12. When I teach my class, I would be most likely to:*

_____ A. Structure group activities that require students learn to use interpersonal skills.

_____ B. Maintain the position that even though a problem may be solvable empirically, students must learn the analytical solution first before they begin to make such predictive solutions to problems.

_____ C. Expand the ability of students to transfer their knowledge to new situations by incorporating project-based approaches.

_____ D. Eliminate activities where the result is not distinctly attributable to individual students.

H9c

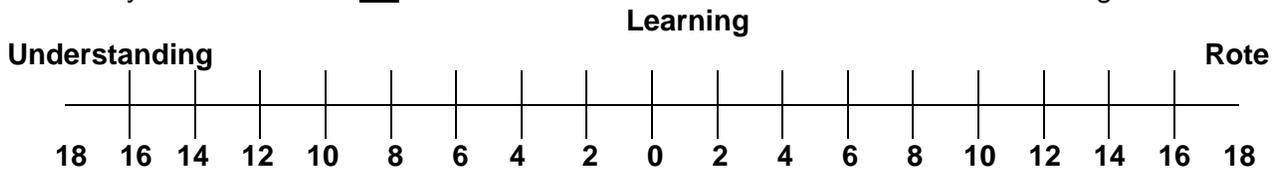Scoring: Complete the table below with the rankings for each item, then add your score for each column.

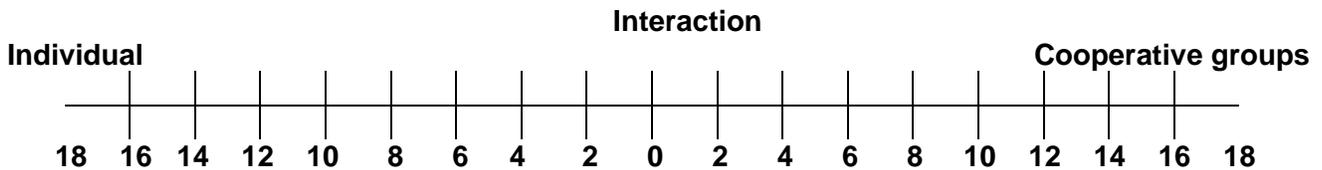| Odd Numbered Items								Even Numbered Items							
A		**B**		**C**		**D**		**A**		**B**		**C**		**D**	
#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank
1		**1**		**1**		**1**		**2**		**2**		**2**		**2**	
3		**3**		**3**		**3**		**4**		**4**		**4**		**4**	
5		**5**		**5**		**5**		**6**		**6**		**6**		**6**	
7		**7**		**7**		**7**		**8**		**8**		**8**		**8**	
9		**9**		**9**		**9**		**10**		**10**		**10**		**10**	
11		**11**		**11**		**11**		**12**		**12**		**12**		**12**	
Total															

H9d

RESULTS

1. Subtract the smaller number from the larger number in columns Odd-A and Odd-D, and plot it on the bar **below**. If A was larger, plot your score on the <u>right</u>. If D was larger, plot your score on the <u>left</u>. *This number will be the X coordinate on the Teaching Goals Matrix.*

Concept Representation

Abstract   **Applied**

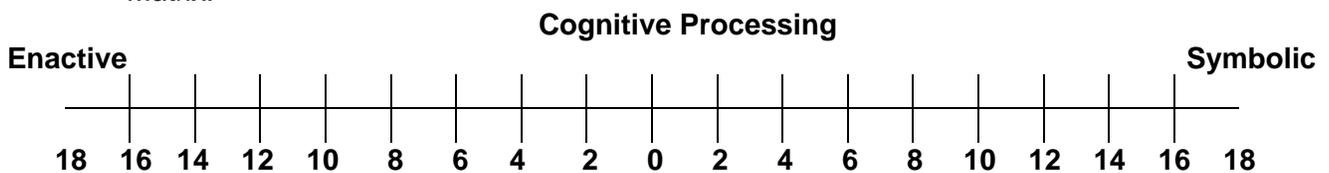| 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |

2. Subtract the smaller number from the larger number in columns Even-B and Even-C, and plot it on the bar **below**. If B was larger, plot your score on the <u>right</u>. If C was larger, plot your score on the <u>left</u>. *This number will be the Y coordinate on the Teaching Goals Matrix.*

Learning

Understanding   **Rote**

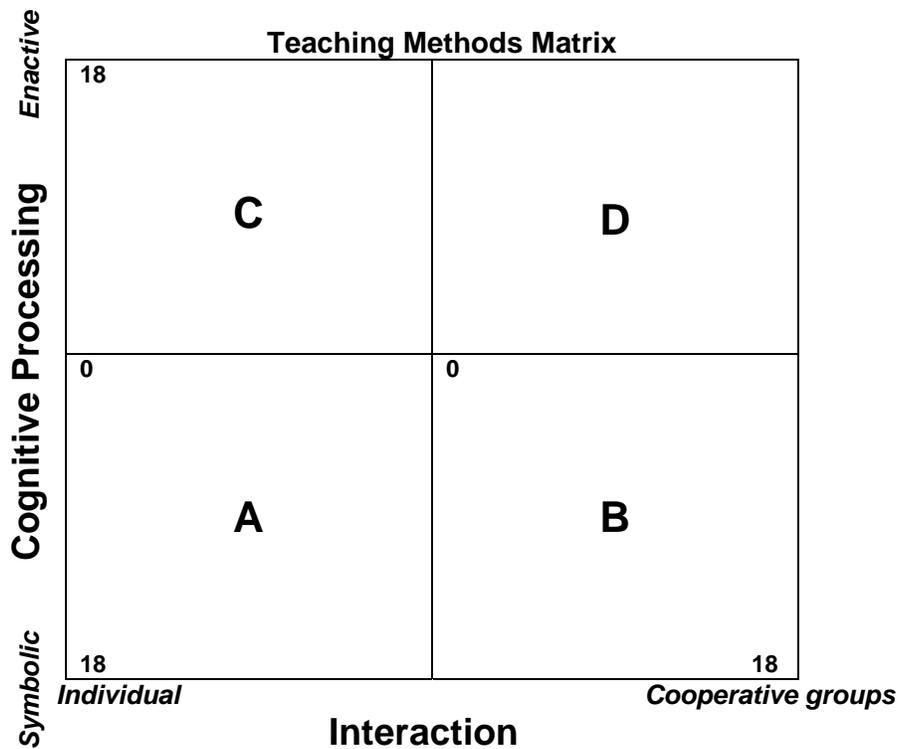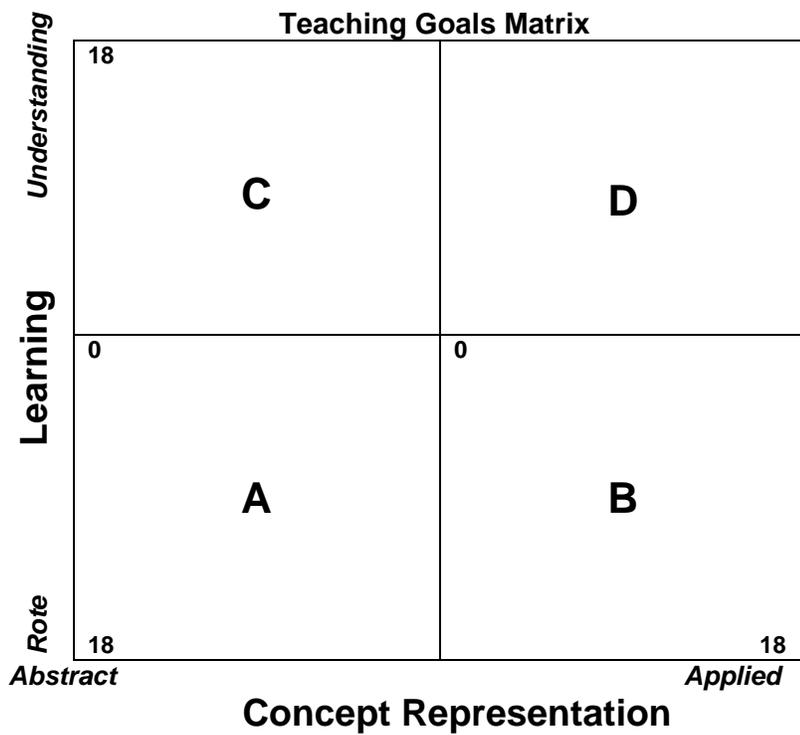| 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |

3. Subtract the smaller number from the larger number in columns Even-A and Even-D, and plot it on the bar **below**. If A was larger, plot your score on the <u>right</u>. If D was larger, plot your score on the <u>left</u>. *This number will be the X coordinate on the Teaching Methods Matrix.*

Interaction

Individual   **Cooperative groups**

| 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |

4. Subtract the smaller number from the larger number in columns Odd-B and Odd-C, and plot it on the bar **below**. If B was larger, plot your score on the <u>right</u>. If C was larger, plot your score on the <u>left</u>. *This number will be the Y coordinate on the Teaching Methods Matrix.*

Cognitive Processing

Enactive   **Symbolic**

| 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |

H9e

Teaching Goals Matrix

Understanding

Learning

Rote

18

C	D
0	0
A	B
18	18

Abstract ... *Applied*

Concept Representation

Enactive

Teaching Methods Matrix

Cognitive Processing

Symbolic

18

C	D
0	0
A	B
18	18

Individual ... *Cooperative groups*

Interaction

H9f

Teaching goals matrix interpretation

Quadrant A: Teacher prefers rote learning to analysis. Example: students memorize abstract facts, such has multiplication tables through repetition.

Quadrant B: Teacher prefers rote learning and focuses on practical applications. Example: students learn practical facts about the real world, such as the available numerical apertures on fiber optics and the tensile strength of different sizes of nails.

Quadrant C: Teacher prefers analysis to rote learning but does not focus on practical applications. Example: students learn abstract processes, such as how to plot vectors representing forces on an object in a space.

Quadrant D: Teacher prefers analysis to rote learning and focuses on familiar applications. Example: students are presented with real-world problems in which they use formulas and processes such as plotting designs for car parts using AutoCAD.

Teaching methods matrix interpretation

Quadrant A: Teacher prefers to have students process information via symbols and language and work as individuals. Example: students listen to lecture.

Quadrant B: Teacher prefers to have students process information via symbols and language and work in groups. Example: students discuss problems in groups.

Quadrant C: Teacher prefers to have students learn through manipulatives used individually. Example: working individually at computers, students explore physics principles by manipulating variables in interactive applets.

Quadrant D: Teacher prefers to have students learn through hands-on activities completed collaboratively. Example: team lab projects.

H9g

Subject _____

Class Hour _____

Target Students
_____
_____
_____
_____
_____

Day/Date	Big Idea/Goals	Lesson Activities	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

This page is designed to be completed by the General Educator

-28-

Subject _____

Class Hour _____

Students with Special Needs
_____
_____
_____
_____
_____

Co-Teaching Structure	Behavioral & Academic Adaptations (based on IEP goals/objectives)	Materials/ Support Needed	Team Notes
Select an appropriate structure one lead, one support station teaching parallel teaching alternative teaching team teaching			

This page is designed to be completed by the Special Educator

Example of Lesson Plan Tool

P
Plan the purpose of the lesson

What will students accomplish?	Why is this important/what are the benefits?

L
Link lesson to student needs & interests

How can the assignment be personally relevant to students?	Options/Choices?	Possible pitfalls to completion?	Solutions to these pitfalls?

A
Arrange clear student directions

Action steps	Supplies and resources	Grading criteria
		Due date: Pts:

N
Note evaluation date & results of lesson

Date to review assignment outcomes: Results:	Results and additional notes:

H11

Tracking Our Progress through the 3 Stages

Date:	CURRENT STAGE Beginning/ Compromising/ Collaborative	STRENGTHS	AREAS OF CHALLENGE
Physical Arrangement			
Familiarity with Curriculum			
Curriculum Goals and Modifications			
Instructional Presentation			
Classroom Management			
Assessment			

H12

Co-Teaching in the Classroom

If one of you is doing this:	The other can be doing this:
Lecturing	Modeling notetaking on the board or overhead, ensuring "brain breaks" so that students can process lecture information
Taking attendance	Collecting and reviewing last night's homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling the first problem on the assignment
Giving instructions orally	Writing down instructions on the board; repeating or clarifying any difficult content
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	Providing direct instruction to whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands in the building	Reviewing homework, previewing a study skill or test-taking strategy
Re-teaching or pre-teaching with a small group	Monitoring the large group as they work independently
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 lesson 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
Explaining a new concept	Conducting roleplay or modeling the concept, asking clarifying questions
Considering modification needs	Considering enrichment opportunities