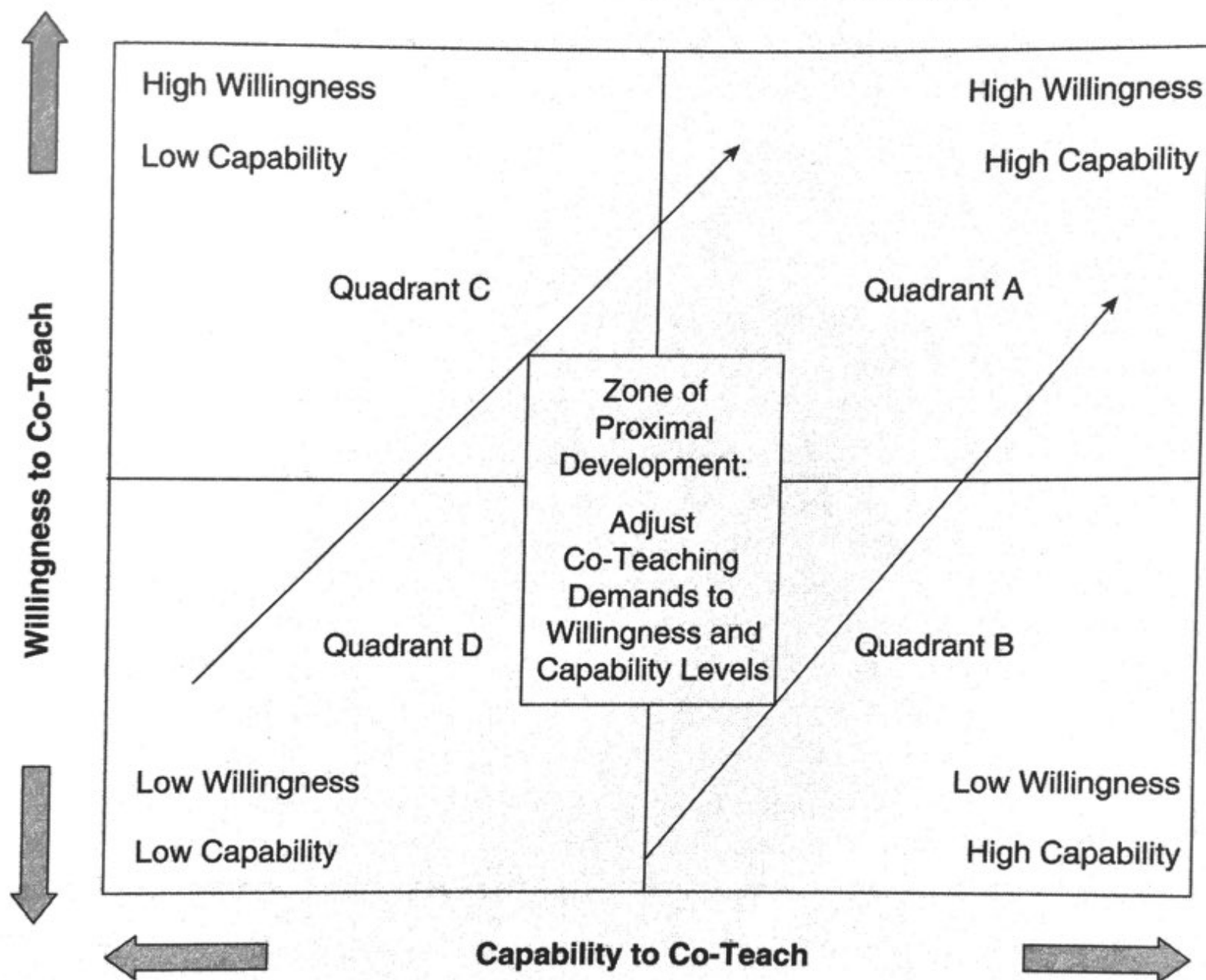


Figure 7.2 The Zone of Proximal Development for Co-Teachers



When co-teachers plan for instruction for each block of instructional time, they also plan the co-teaching approaches they will use based on the differentiation needs of their students. This graphic organizer is a tool designed to *facilitate the planning conversation* for co-teaching. Writing in the graphic organizer is *optional*. The tool prompts co-teachers to:

1. identify what and how content is being taught in each instructional block
2. identify differentiation needs of students
3. identify the co-teaching approach(es) that best allow for instruction and differentiation
4. describe what the actions of each co-teacher will be when executing instruction and the co-teaching approach

For each time block, what/how are we teaching?	What are differentiated instructional needs of our students?	Which co-teaching approach(es) will we use?	COOPERATING TEACHER What will I do? (If one is doing this . . .)	TEACHER CANDIDATE What will I do? (The other is doing this . . .)
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		

Resource M Self-Assessment: Are We Really Co-Teachers?

Directions: Check *Yes* or *No* for statements to determine your co-teaching score at this point in time.

Yes	No	In our co-teaching partnership:
		1. We decide which co-teaching approach we are going to use in a lesson based on the benefits to the students and the co-teachers.
		2. We share ideas, information, and materials.
		3. We identify the resources and talents of the co-teachers.
		4. We teach different groups of students at the same time.
		5. We are aware of what one another is doing even when we are not directly in one another's presence.
		6. We share responsibility for deciding what to teach.
		7. We agree on the curriculum standards that will be addressed in a lesson.
		8. We share responsibility for deciding how to teach.
		9. We share responsibility for deciding who teaches what part of a lesson.
		10. We are flexible and make changes as needed during a lesson.
		11. We identify student strengths and needs.
		12. We share responsibility for differentiating instruction.
		13. We include other people when their expertise or experience is needed.
		14. We share responsibility for how student learning is assessed.
		15. We can show that students are learning when we co-teach.
		16. We agree on discipline procedures and jointly carry them out.
		17. We give feedback to one another on what goes on in the classroom.
		18. We make improvements in our lessons based on what happens.

Yes	No	In our co-teaching partnership:
		19. We communicate freely our concerns.
		20. We have a process for resolving our disagreements and use it when faced with problems and conflicts.
		21. We celebrate the process of co-teaching and the outcomes and successes.
		22. We have fun with the students and each other when we co-teach.
		23. We have regularly scheduled times to meet and discuss our work.
		24. We use our meeting time productively.
		25. We can effectively co-teach even when we don't have time to plan.
		26. We explain the benefits of co-teaching to the students and their families.
		27. We model collaboration and teamwork for our students.
		28. We are both viewed by our students as their teachers.
		29. We include students in the co-teaching role.
		30. We depend on one another to follow through on tasks and responsibilities.
		31. We seek and enjoy additional training to make our co-teaching better.
		32. We are mentors to others who want to co-teach.
		33. We can use a variety of co-teaching approaches (i.e., supportive, parallel, complementary, team)
		34. We communicate our need for logistical support and resources to our administrators.

TOTAL YES: _____ NO: _____



Figure 1.2
Paraprofessionals in General Education:
Examples of Tasks and Activities

Under the direct supervision of a teacher, paraprofessionals may

- Re-read with students in a one-to-one arrangement stories or other materials after they have been introduced by a teacher.
- Review concepts students have not completely grasped after initial instruction, or provide additional practice to help them achieve mastery.
- Supervise students working independently so that the teacher is available to directly re-teach those who did not understand.
- Provide interpreting assistance as needed (for students who are ELs).
- Maintain electronic or paper files related to students with disabilities, including progress monitoring work samples, behavior data charts, and so on.
- Read aloud test items for students entitled to this option, following directions given by a teacher.
- Grade tests or other student work using a key or detailed rubric.
- Work with small groups of students, including those with and without disabilities or other special needs, for the purpose of fostering social interactions and facilitating learning.
- Based on a sample of detailed directions from a teacher, prepare instructional materials needed for the class; assist in completing other chores.
- Provide personal assistance to students as needed, including moving students from place to place, helping with personal care, and so on.
- As directed by a teacher, collect and record data related to specific students or groups of students (for example, concerning behavior).
- Facilitate the use of assistive technology for students with disabilities, which may include assisting them to use equipment or software and reporting problems related to such items.
- Communicate to the specialist regarding matters directly related to students with special needs that may need teacher-teacher discussion.

Co-Teaching Conversations

As you contemplate creating a co-teaching program or refining one that already exists, have you checked that all school staff members (and especially partners assigned to work together) share key understandings about co-teaching? Here are some questions that could be answered individually and then used as the basis for a team, department, or school-level conversation.

1. When you think about co-teaching, what is the picture of it that is in your head? That is, imagine a co-taught lesson. What do you see as your roles and actions? Those of your teaching partner? Those of the students?
2. Why is it important to understand the differences among co-teaching and other programs and services? How might unclear understandings affect professional expectations, administrative priorities, parent understanding, and implementation effectiveness?
3. If your school employs paraprofessionals, how would you distinguish between what two teachers in a classroom would be doing from what a teacher and a paraprofessional would be doing? How would an observer quickly notice the difference?
4. If your co-teaching pertains to both students with disabilities and those who are English learners, what are the likely similarities and differences in what might occur in a co-taught class?
5. How do you think co-teaching balances the importance of students having curriculum access with tailoring instruction to meet their special needs?

Parity, Parity, Parity

How do you and your co-teaching partner convey to students that your teaching relationship is truly collaborative, that it is a partnership based on parity? The following checklist might help you to think through ideas about how you, your teaching partner, and students can observe parity (or its absence). NOTE: Do keep in mind that which of the following parity signals pertain to your situation depends on many factors.

Already do	Should do	Not applicable	
_____	_____	_____	9. Both teachers' names are on the board or posted in the classroom.
_____	_____	_____	10. Both teachers' names are on schedules and report cards.
_____	_____	_____	11. Both teachers give feedback on student assignments (that is, the specialist at least occasionally grades a set of papers).
_____	_____	_____	12. Both teachers have space for personal belongings.
_____	_____	_____	13. Teachers have comparable furniture (i.e., desks, chairs).
_____	_____	_____	14. Both teachers sometimes take a lead role in the classroom.
_____	_____	_____	15. Teacher talk during instruction is approximately equal.
_____	_____	_____	16. Both teachers give directions or permission without checking with the other teacher.
_____	_____	_____	17. Both teachers work with all students.
_____	_____	_____	18. Both teachers are considered teachers by students.

Tracking Small-Group Student Participation in Alternative Teaching

This form enables co-teachers to keep track over time of which students have been in a small group and for what purpose. You could easily create a similar form on an electronic spreadsheet.

[illegible]

Implementing the Co-Teaching Approaches

Use this form to estimate the proportion of co-teachers' shared time implementing each approach. Those not co-teaching could estimate what they consider ideal percentages. What do the results suggest in terms of areas for discussion and growth?

Actual %	Ideal %	
_____	_____	One Teaching, One Observing. In this co-teaching approach, more detailed observation of students engaged in the learning process can occur. Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information and use it to plan instruction.
_____	_____	Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then instructs one group and subsequently repeats the instruction for the other groups. If appropriate, a third station gives students an opportunity to work independently or with a student leader. Based on instruction goals and student needs, even more stations may be formed.
_____	_____	Parallel Teaching. On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously. The approach also may be used to group students by skills levels or to present differing perspectives or points of view.
_____	_____	Alternative Teaching. In most class groups, occasions arise in which several students need additional attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group (for example, re-teaching, pre-teaching, providing enrichment, assessing).
_____	_____	Teaming. In teaming, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles and sense of partnership.
_____	_____	One Teaching, One Assisting. In this approach to co-teaching one person retains primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.
100%	100%	TOTAL



Figure 6.2
A Sixty-Minute Macro-Planning Protocol

PRE-MEETING	
General education teacher reviews upcoming curriculum for discussion at the meeting	
TIME ALLOTTED	TOPIC
12 minutes	1. The general education teacher outlines upcoming curriculum, content, and activities and projects for material that will be addressed within the co-taught class.
10 minutes	2. Both teachers review student data. This helps them identify student learning status, gaps in student learning, and specialized student needs that may affect instructional decisions.
15 minutes	3. Both teachers discuss points of difficulty in the upcoming instruction. What are possible barriers to student learning? How could these challenges be lessened or overcome? How can student IEP and language learning goals be incorporated into this instruction using SDI?
15 minutes	4. Both teachers discuss patterns for their co-teaching. They should consider the six co-teaching approaches (and variations), identify patterns in the class of when review, assessments, and other predictable activities occur, and decide when and where the six approaches might best be employed.
8 minutes	5. This time is reserved for partnership discussions, including co-teaching concerns, communication, housekeeping items, and successes/issues related to the past four-week period.
POST MEETING	
Special education teacher, EL teacher, or the other specialist prepares any specially designed instruction and develop as needed accommodations or modifications that are student-specific. They also prepare general strategies that contribute to instructional differentiation.	

Sample Planning Agenda

Dates of Instruction _____

Teachers/Subject _____

Upcoming curriculum topics/units/lessons
(12 minutes)

Student data summary/discussion
(10 minutes)

Likely instructional challenges/specially designed instructional needs
(15 minutes)

Co-Teaching arrangements and assignments
(15 minutes)

Reflection: Relationship/Communication/Housekeeping/Logistics
(8 minutes)