

Co-Teaching

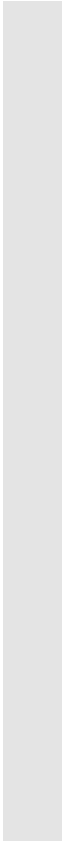

Creating an inclusive classroom for

~~your~~

~~my~~

OUR students.

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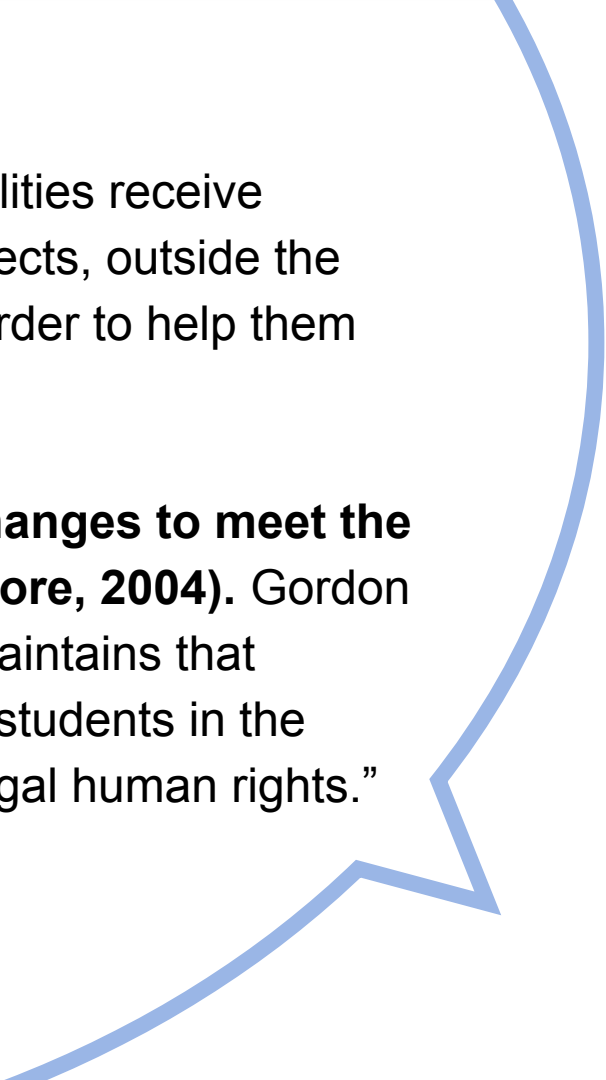


What is your
co-teaching
experience?

Effective Co-Teaching...

1. Is part of a system of inclusion at schools
2. Is intentional and deliberate
3. Requires constant reflection and adjustments
4. Helps all of OUR students



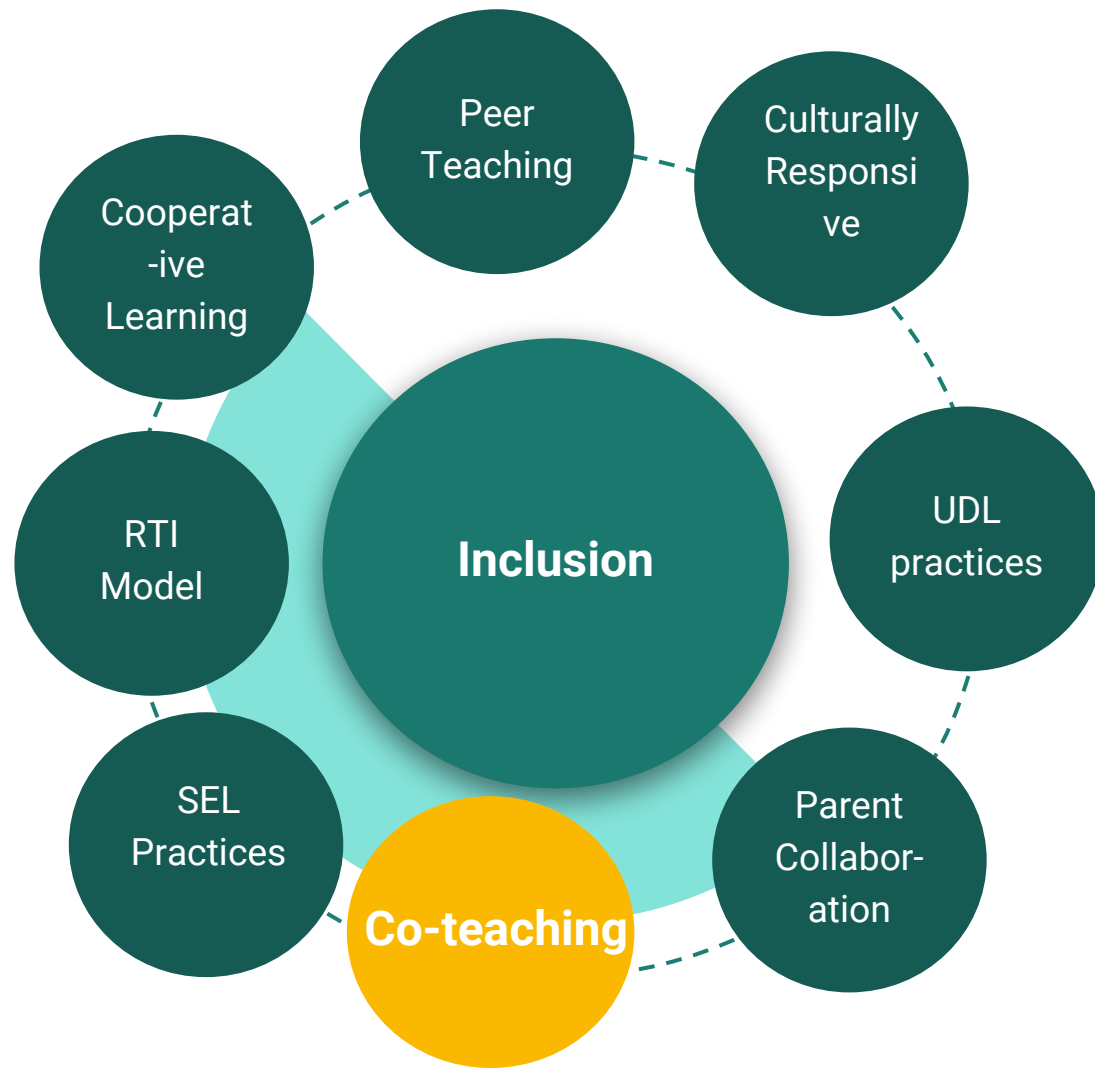


In integration, students with disabilities receive remedial help in their weaker subjects, outside the general education classroom, in order to help them survive in the general classroom.

In inclusion, the school itself changes to meet the needs of these students (Skidmore, 2004). Gordon (2013) suggested that inclusion maintains that providing practical solutions to all students in the general classrooms falls under “legal human rights.”

What does inclusion
mean to you?
What does it look like
at your school site?

How does
co-teaching fit
into Inclusion?



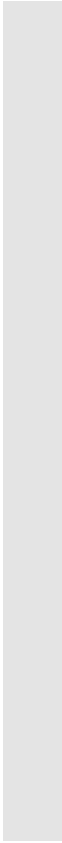
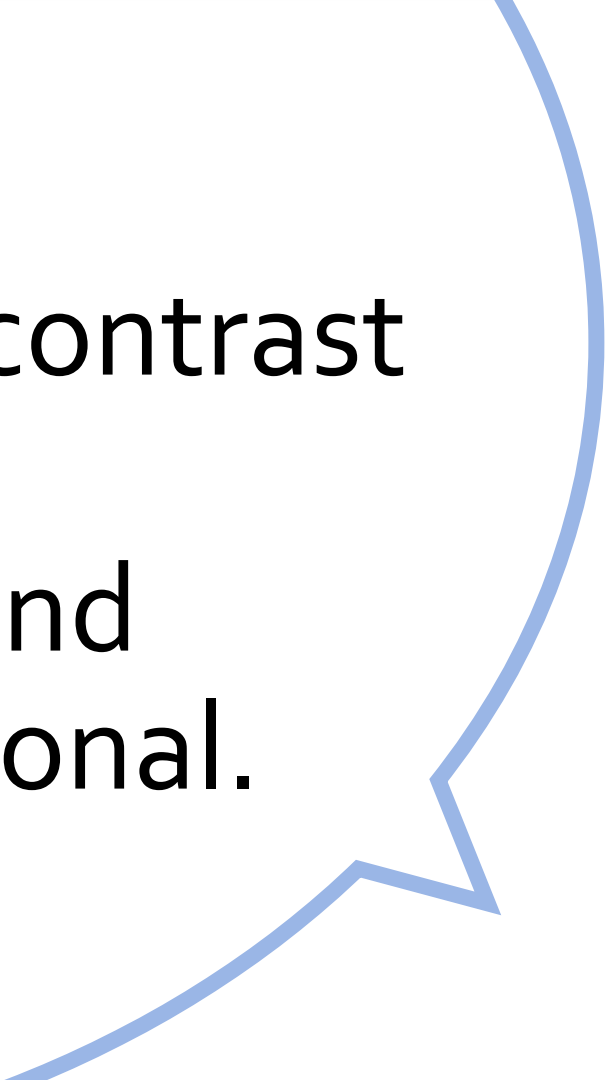


Co-Teacher

- Lead large group instruction
- Plan and deliver initial instruction
- Interpret assessments
- Make instructional decisions
- Assume primary responsibility of students for extended time

Paraprofessional

- Work with small group (gen ed and SwD)
- Assist in monitoring behavior
- Review concepts with students
- Collect data on students



Compare & contrast
the role of
co-teacher and
paraprofessional.

Co-teaching / Push - In my School Site

- Co-teaching in two sections of Integrated Math 1 (9th grade)
 - 24 students: 50% SwD and 50% general ed students
 - 28 students: 20% SwD and 80% general ed students
- Paraprofessional in all classes with at least 3 SwD



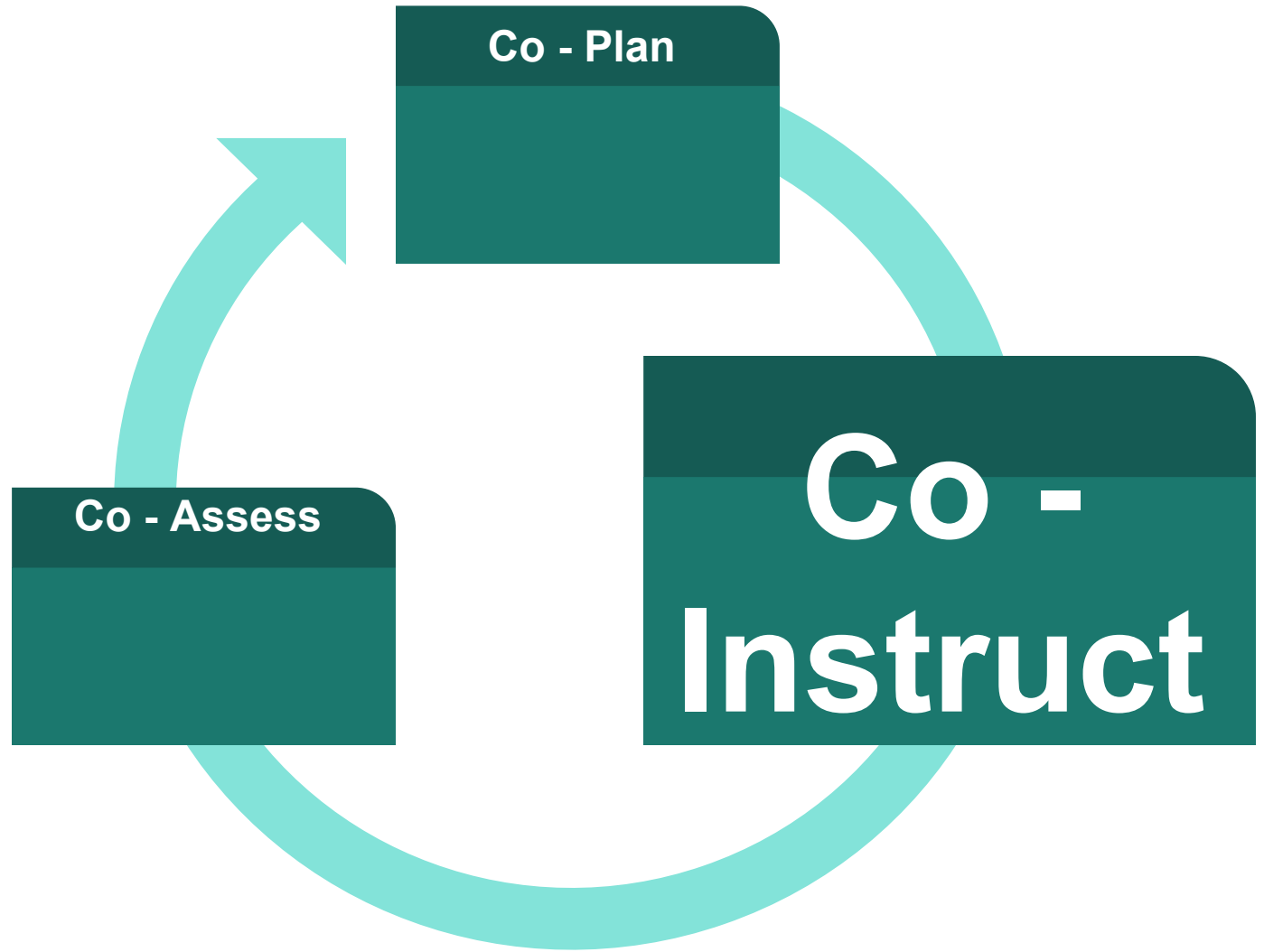
The diagram consists of two rectangular boxes side-by-side. The left box is light pink with a darker pink border and contains the text 'General Educator's Expertise' followed by four bullet points. The right box is dark pink with a darker pink border and contains the text 'Co-Teacher's Expertise' followed by four bullet points. A light pink arrow points upwards from the top of the left box, and a dark pink arrow points downwards from the bottom of the right box.

General Educator's Expertise

- content knowledge
- pacing curriculum
- classroom management
- knowledge of typical students

Co-Teacher's Expertise

- Specialized Instruction
- Individualized Instruction
- Documentation (IEPs/Goals)
- Master skills & concepts



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graph TD; A[Co-Plan] --> B[Co-Instruct]; B --> C[Co-Assess]; C --> A;
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**Co-
Plan**

Co - Assess

Co - Instruct

I don't know why teachers are complaining that we're not giving them enough time to align the curriculum to the new standards, grade assessments, input the data, generate item analyses, sift through the results, and differentiate instruction. What could they possibly be doing all day?



How we plan for class.

GOOGLE DOCS

GOOGLE DOCS

GOOGLE DOS

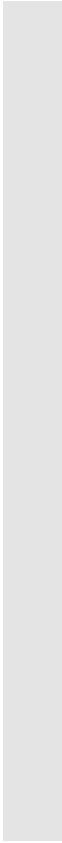
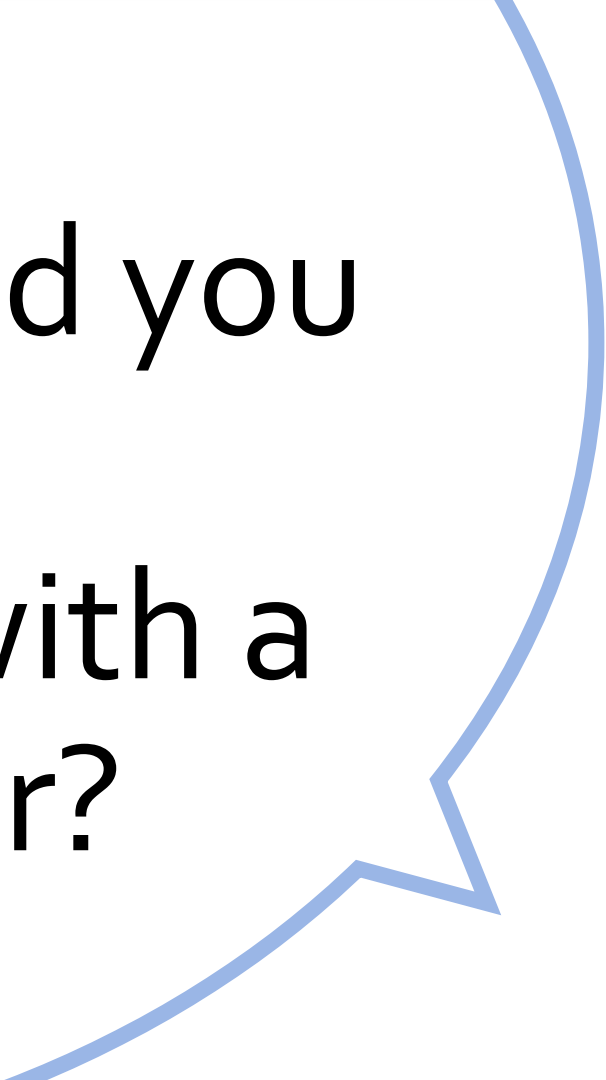
1. **We meet every two weeks for one hour.**
 - a. Plan the unit calendar “Macro planning” on a google document calendar.
 - b. Discuss interventions for individual students
2. **Email every day/ other day to coordinate next day’s lesson**
 - a. Grouping of students
 - b. Review the content
 - c. Assign roles/responsibilities
3. **Immediately following or during class:**
 - a. Last minute prep for class during warm up
 - b. What can we TWEAK for next class?

Getting Ready

EXPECTATIONS

What are the various roles and responsibilities of each educator in the classroom?

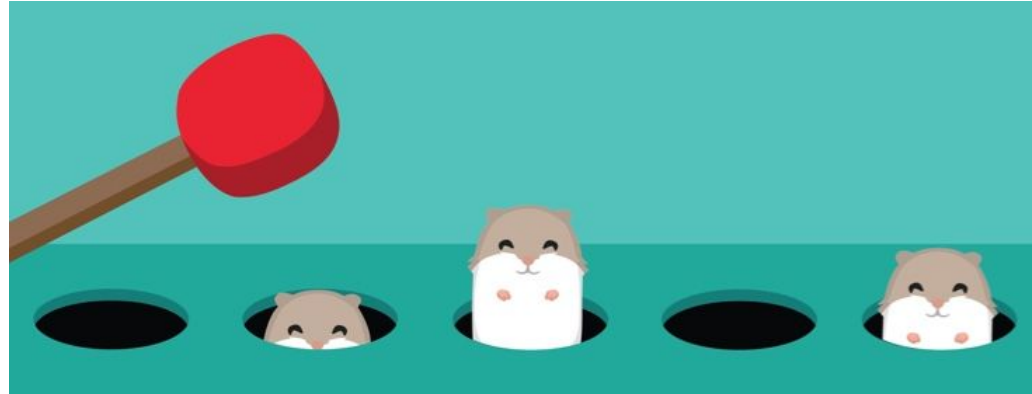
- How will you communicate to each other?
- Who takes role?
- Who greets students at the door?
- Who starts class "Good morning.."
- Who checks homework or classwork?
- Who reminds students about missing assignments?



How would you
facilitate
learning with a
co-teacher?

Co-teaching
Is NOT:

Jumping from
student to
student



Co-Teaching Instruction Methods

1. One teach, one observe
2. One teach, one assist
3. Team Teaching
4. Station Teaching
5. Parallel Teaching
6. Alternative teaching aka “Workshops”

One teach, one observe

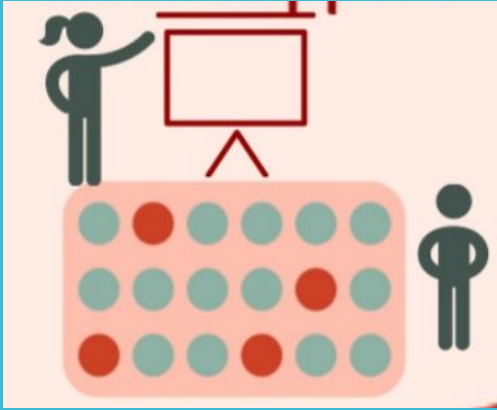


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When is this method appropriate?

- Collect data on who is participating / status and equity issues
- Track IEP goals
- Determine effectiveness of interventions

Tools used:

- Spreadsheet / teacher planner book
- Half Sheets to file in student folders

One Teach, One Assists

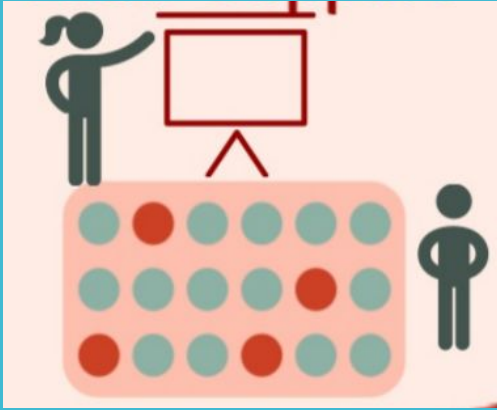


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When is this method appropriate?

- Introducing or debriefing a whole group activity
- Student presentations / share out
- Both teacher should take on each role

Dangers of this approach:

- Student always has an adult as a crutch
- Co-teacher has a lowered status (asst.)

Team Teaching

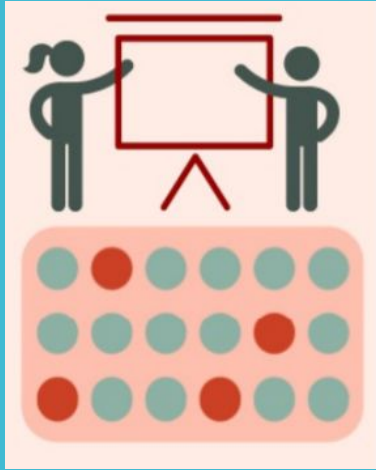


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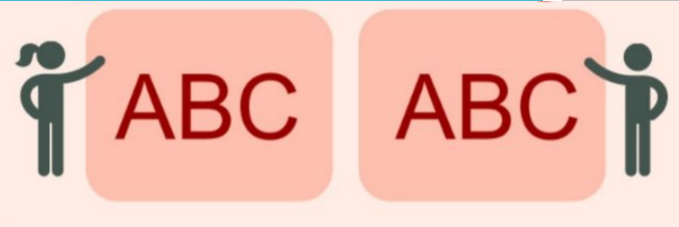
When is this method appropriate?

- Whole group discussion
 - Co-teacher poses questions or alternative ideas / approaches
 - One teacher facilitates the share out and the other note takes on the board

Tips:

- This is more “advanced” and you may want to wait until you know each other’s style.
- Avoid piggybacking on each other. You don’t have to have the final word.

Parallel Teaching



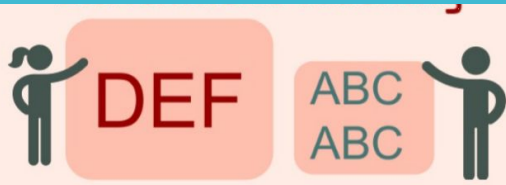
When is this method appropriate?

- Introducing a new concept to students via lecture/whole group instruction format
- Groups do not switch

Challenges:

- Noise level in the room?
- Pace the lesson?
- Equivalent instruction?

Workshop Model



When is this method appropriate?

- Pre-teaching a lesson to a small group of students
 - Ex. What are exponents?
- Remediating / re-teaching the lesson to a small group
 - Ex. Review additive law of exponents
- Extending the lesson to students who want a challenge
 - Ex. Intro to Logarithms

Station Teaching

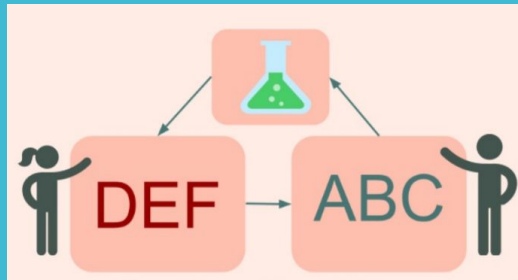


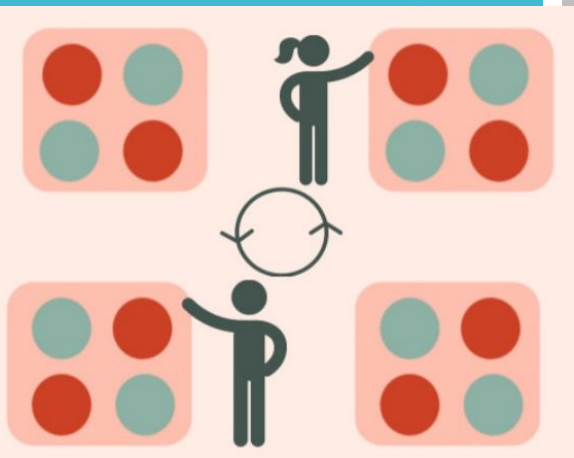
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When is this method appropriate?

- Break up your lesson into three parts where one part can be done independently
 - Group 1: Rules of exponents (review)
 - Group 2: Introduction to logs
 - Group 3: Exponential Growth Problem
- Tips:
 - Heterogeneous grouping
 - 6-10 student per group
 - Rotate every ~ 25 mins

Circuit Teaching



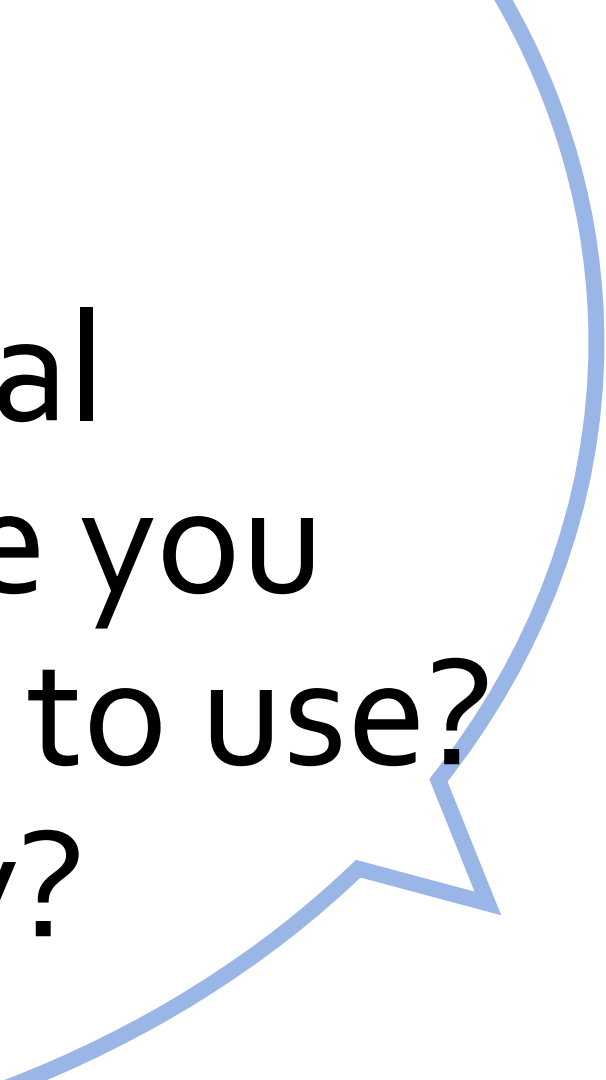
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When is this method appropriate?

- Students working cooperatively in teams on a math task
 - I.e. discovering the additive law of exponents
 - Teachers check for student understanding and ask probing questions

Tips:

- This requires a shift to cooperative learning strategies
- Heterogenous grouping



Which
instructional
method are you
most likely to use?
Least likely?

Challenge Scenario

What would you do?

Scenario 1:

Your co-teacher takes a group of students with accommodations for separate testing outside to take their test. One student who struggles, but does not have an IEP or 504, asks to take the test outside too.

Challenge Scenario

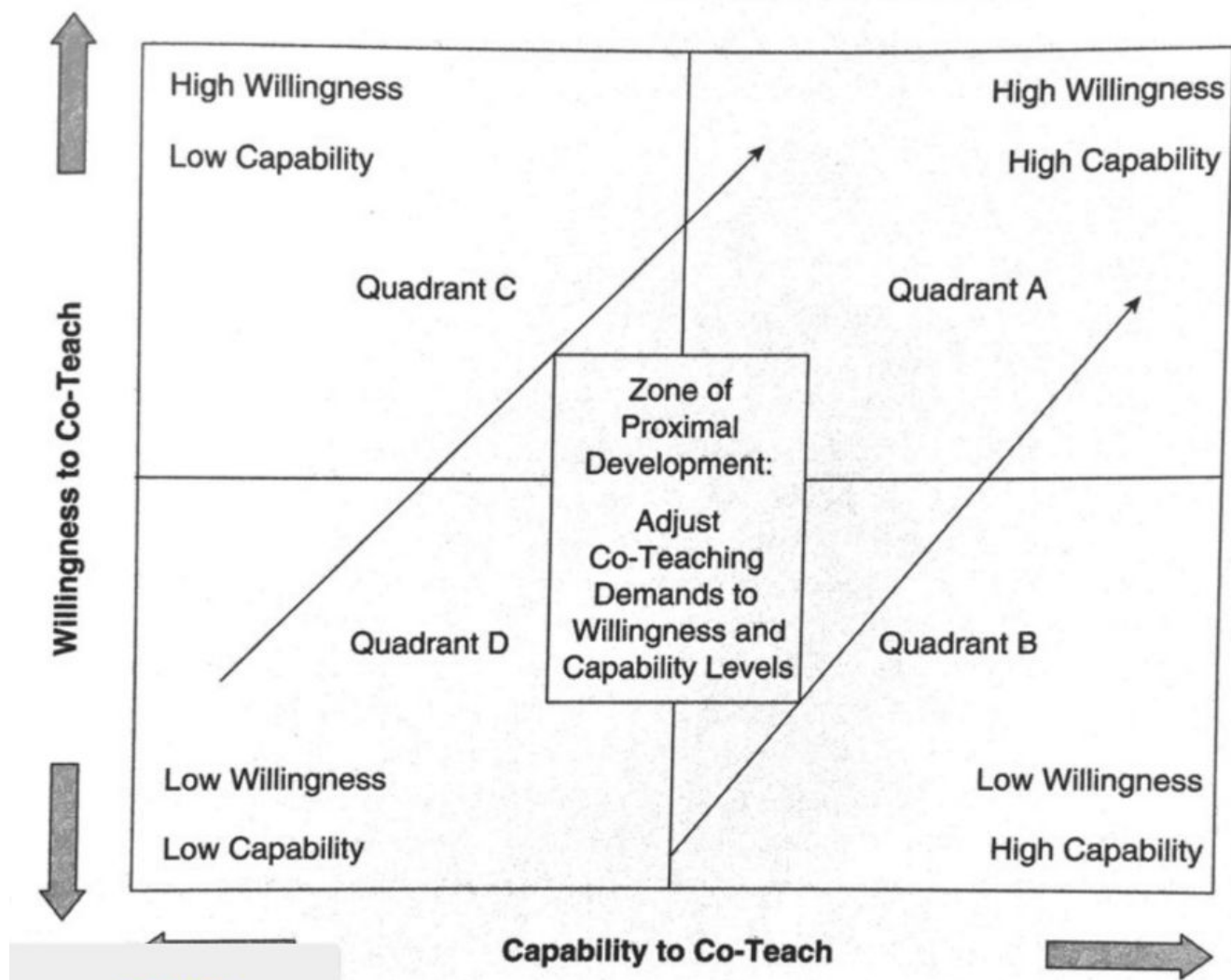
What would you do?

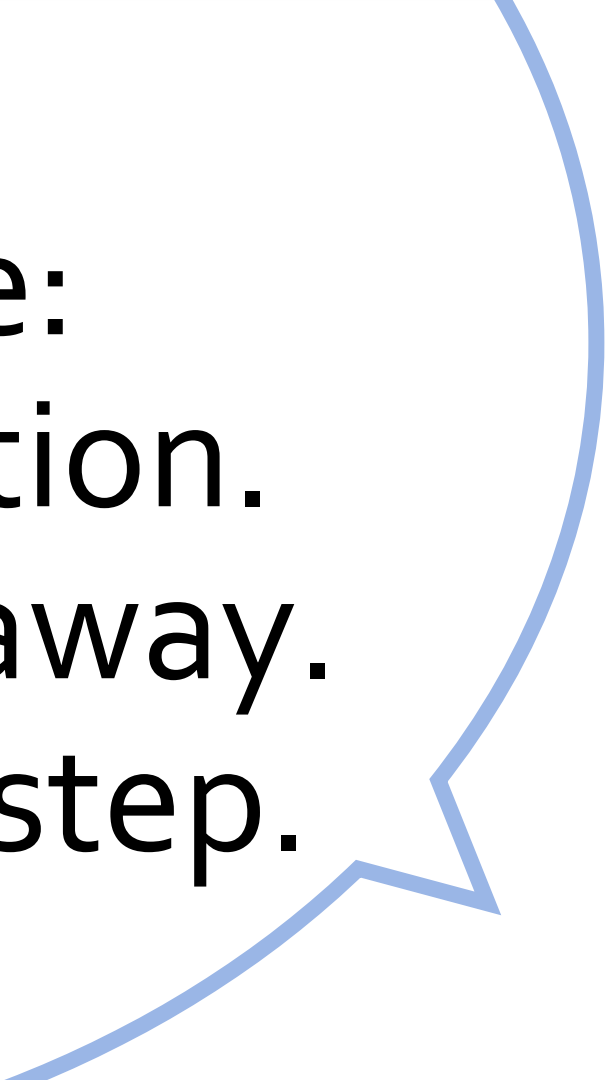
Scenario 2:

Your co-teacher has math anxiety and has had negative sentiments towards learning math. Occasionally you over hear your co-teacher tell students, "It's ok - you never use this stuff later anyways."

Scenario 3

You are unsure if a colleague is ready to co-teach or they have been co-teaching but it isn't proving to be effective.





Pair/Share:
One question.
One takeaway.
One next step.

References

Brendle J., Lock R., & Piazza K. (2017) "A Study of Co-Teaching Identifying Effective Implementation". International Journal of Special Education. Vol. 32, No. 3

Friend, M. (2019) Co-Teach! Marilyn Friend, Inc.: Washington, DC.

Villa R., Thousand J., Nevin A. (2013) A Guide to Co-Teaching. Corwin Publishers: Thousand Oaks, CA.