

# **CO-TEACHING GETTING STARTED**

# Agenda

- Co-teaching Advantages and Disadvantages
- Defining Co-teaching Models
- Putting the Models To Work

# Advantages and Disadvantages of Co-Teaching

- Students



## Advantages of Co-Teaching for Students

- Students receive instruction from curriculum experts that are highly qualified in the content.
- Students receive tiered and differentiated instruction on core standards.
- Students receive a variety of instructional strategies from two highly qualified instructors.
- Students are educated in the same environment as peers which reduces a negative stigma that is often associated with pull-out models.
- Accommodations can be made while students access general education standards and curriculum.
- Increases opportunity for appropriate peer interactions and positive social role models.
- Maintains high academic rigor and expectations for all students.

## Disadvantages of Co-Teaching for Students

- Academic level may be far above student's current abilities.
- Instruction of standards may not account for pre-requisite skills that have not been mastered.
- Student may be intimidated to ask questions in front of peers.
- Rigor and expectations may be too high for students.
- Content of class may not align with students transition goals.

# Advantages and Disadvantages of Co-Teaching

- Teachers and Schools



## Advantages of Co-teaching for teachers and schools

- Shared responsibility, which can lessen the workload
- Combined ownership of instructional environment
- Increased collaboration in lesson development and instruction
- Mutual goals
- Less teacher isolation
- Sharing of ideas and expertise in various areas
- Increased efficiency
- Classrooms with two adults may result in fewer behavior referrals
- School-based culture of collaboration
- Decrease of student-to-teacher ratio

## Dis-advantages of Co-teaching for teachers and schools

- Co-teaching partners need to share vision and beliefs about co-teaching
- Requires 100% support from all stakeholders
- Finding equality of responsibilities may be challenging
- Finding time to plan and collaborate may be challenging
- Scheduling students and teachers can be intense and frustrating
- Becoming an effective co-teaching team will take a long period of time, effective co-teaching is a process

# Parallel Teaching

## Recommended Use (Frequent)

### Implementation:

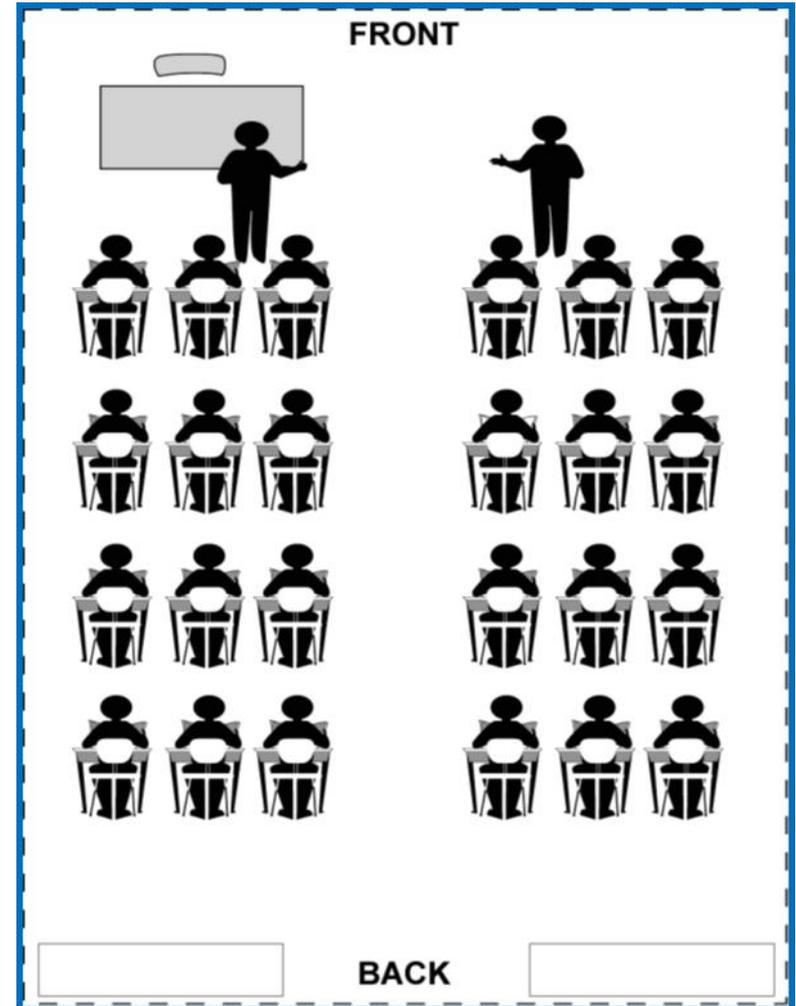
- Students are divided into equal-sized groups.
- Each teacher teaches the same content in the same amount of time.
- Instructional methods may differ.
- Groups do not rotate.

### Opportunities:

- Students may be divided into groups using a variety of strategies based on student or curricular needs.
- Teacher flexibility can enhance instruction.
- Student-to-teacher ratio may be lower.
- Students have an increased opportunity for response and participation.
- Both teachers play an active role in instructing in this model.

### Challenges:

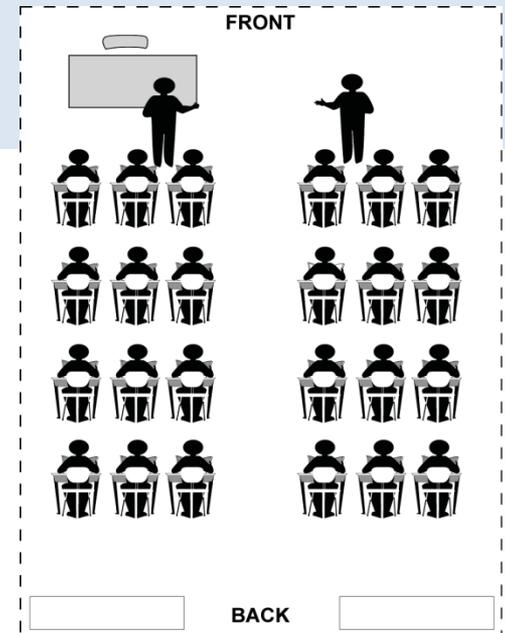
- Teachers need to identify appropriate physical space.
- Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction.
- Having two teachers instructing at the same time may be distracting.
- Teachers must consider noise level tolerance and purposefully plan for an effective classroom environment.



# Parallel Teaching

## When to use it

- Initial instruction
- Differentiate instruction
- Two strategies of same material
- Both teachers have adequate knowledge of material and pedagogy
- When the majority of students have mastered prerequisite skills needed to meet the skill being taught
- When a smaller student to teacher ratio for whole group instruction would be beneficial
- To “mix it up” change the monotony of the classroom



# Station Teaching

## Recommended Use (Frequent)

### Implementation:

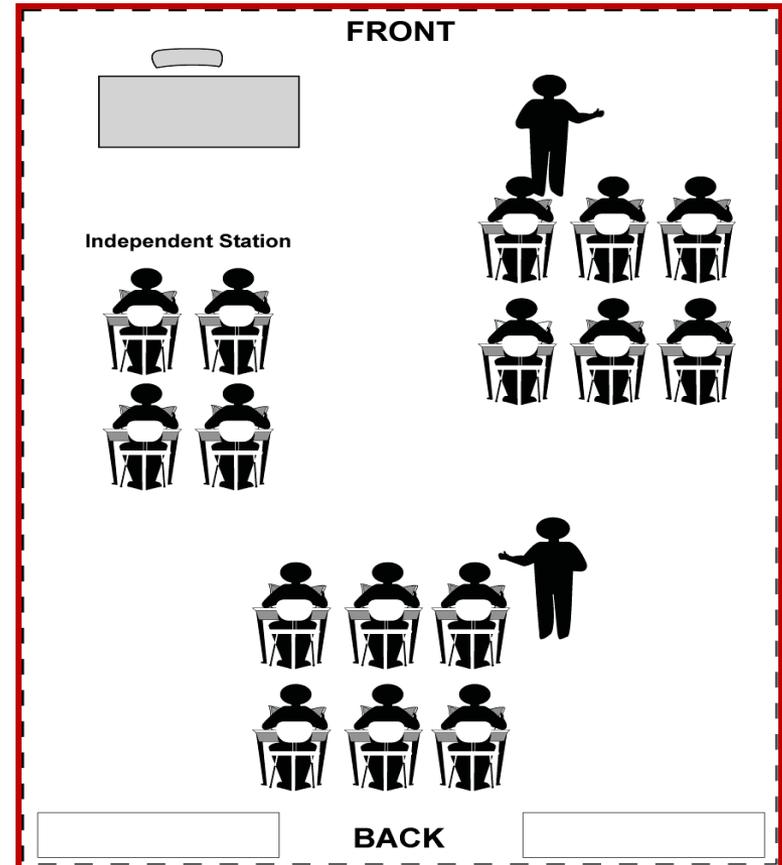
- Students are divided into equal-sized groups.
- Each teacher teaches a portion of the content in the same amount of time.
- Teachers prepare two or more stations in advance.
- Groups **rotate** from station to station.
- Secondary teachers may consider station teaching, especially if they are in block schedules.

### Opportunities:

- Work with every student in the class.
- Allows for a lower student-teacher ratio.
- Results in fewer behavior issues.
- Closely monitor student learning and behavior.
- Increased student participation.
- Use when content is complex but not hierarchical.

### Challenges:

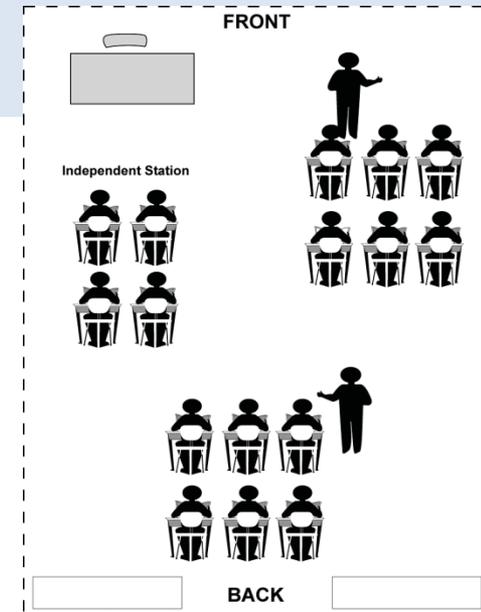
- Identifying appropriate physical space
- Teacher instructional methods may differ.
- Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction.



# Station Teaching

## When to use it:

- Practice and review
- Remediation or re-teaching for a small group
- Checking for formative understanding
- Exploratory learning on a concept that students should be able realize without explicit instruction
- Extension and expansion of knowledge for those learners who have mastered basic concepts
- Application of learning that has been taught
- Differentiated instruction



# Teaming

## Recommended Use (Occasional)

### Implementation:

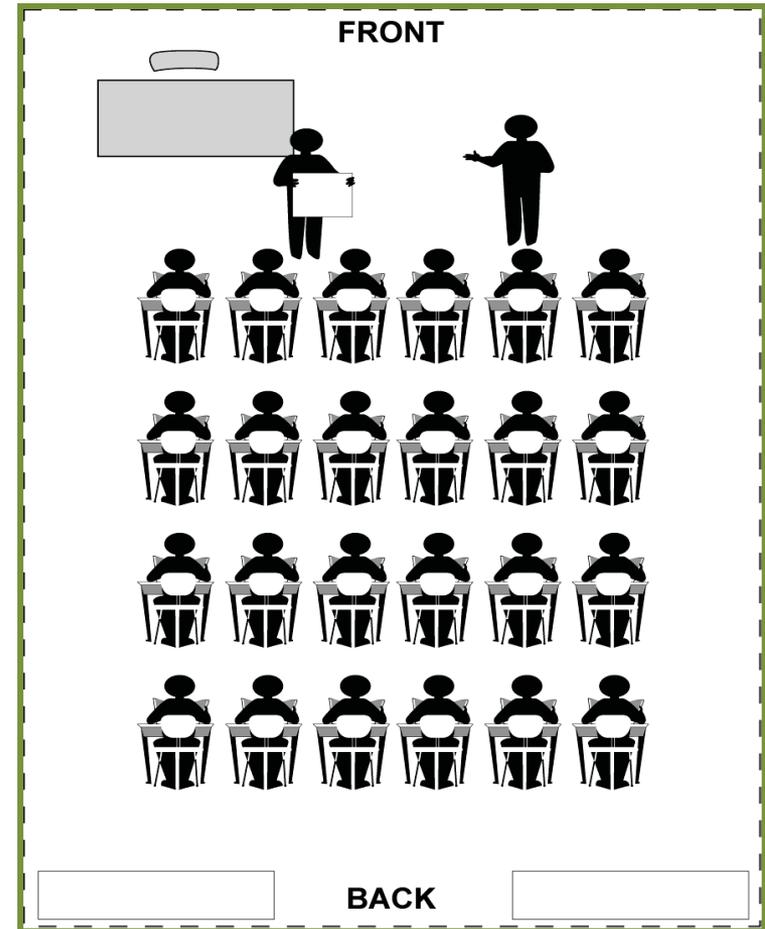
- Both teachers deliver core instruction.
- Both teachers are responsible for classroom management and student behavior.

### Opportunities:

- Energizing model.
- Allows a variety of teaching strategies.
- Teachers work together collaboratively.
- Teachers can demonstrate individual expertise.
- Orchestration of instructional conversation.
- Teachers can introduce new topics/concepts.

### Challenges:

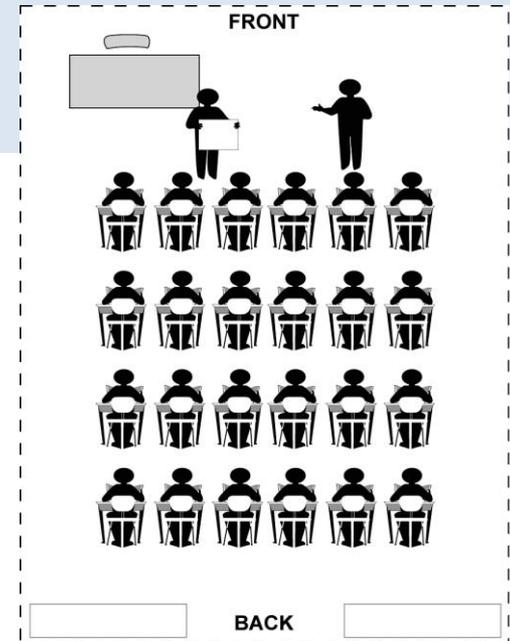
- Both teachers must have strong content knowledge.
- Maintaining pacing.
- Requires significant planning time.
- Teachers are required to collaborate effectively.
- May not be as aware of individual student needs.
- Demands the greatest amount of trust and commitment from teachers.



# Teaming

## When to use it

- Both teachers are knowledgeable of the curriculum
- Both teachers are aware of the instructional strategy or process in which the curriculum will be taught
- Both teachers have agreed prior to instruction on this method
- Teachers are able to deliver instruction in way that is not confusing to students
- Teachers remain consistent and instruction strategy throughout
- Teaching teams have had to time to develop a relationship and observe the teaching styles of the other



# Alternative Teaching

## Recommended Use (Limited)

### Implementation:

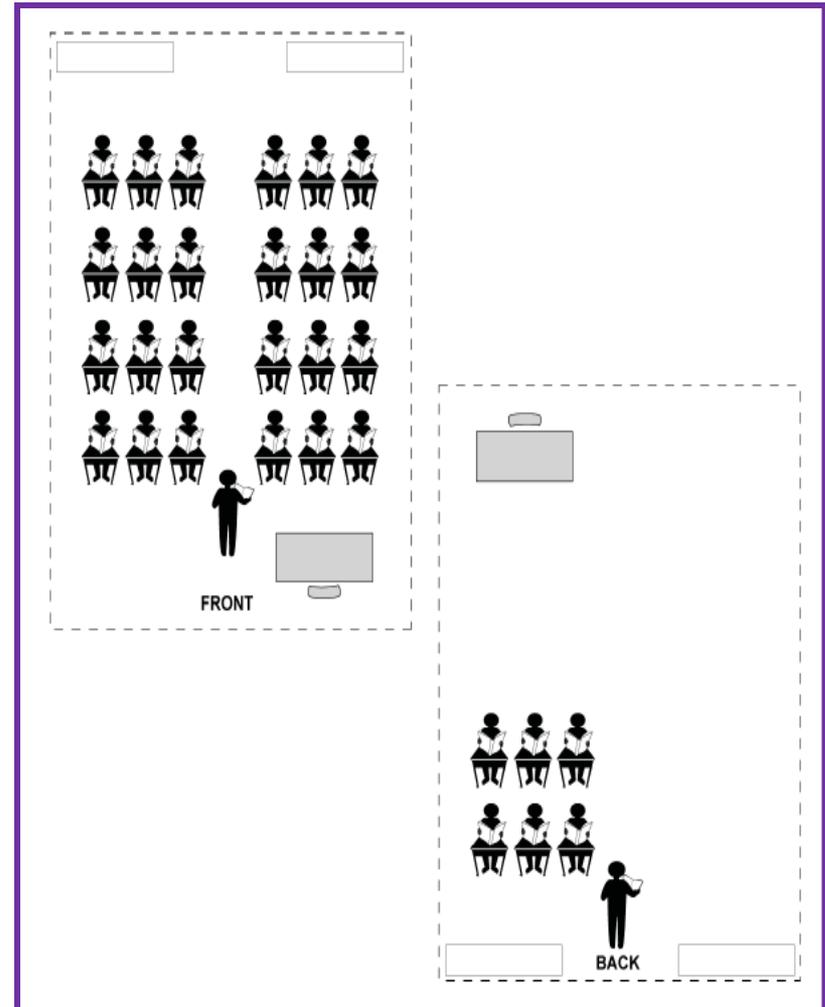
- Determine instructional/intervention needs of class
- Both teachers follow the same lesson plan.
- Small group instructor makes accommodations and/or modifications to meet the needs of students.

### Opportunities:

- Students' content knowledge varies tremendously.
- Managing student behavior to focus student learning.
- Monitoring student performance
- informal assessment
- Pre/re-teaching, enrichment activities, and intentional observation time.

### Challenges:

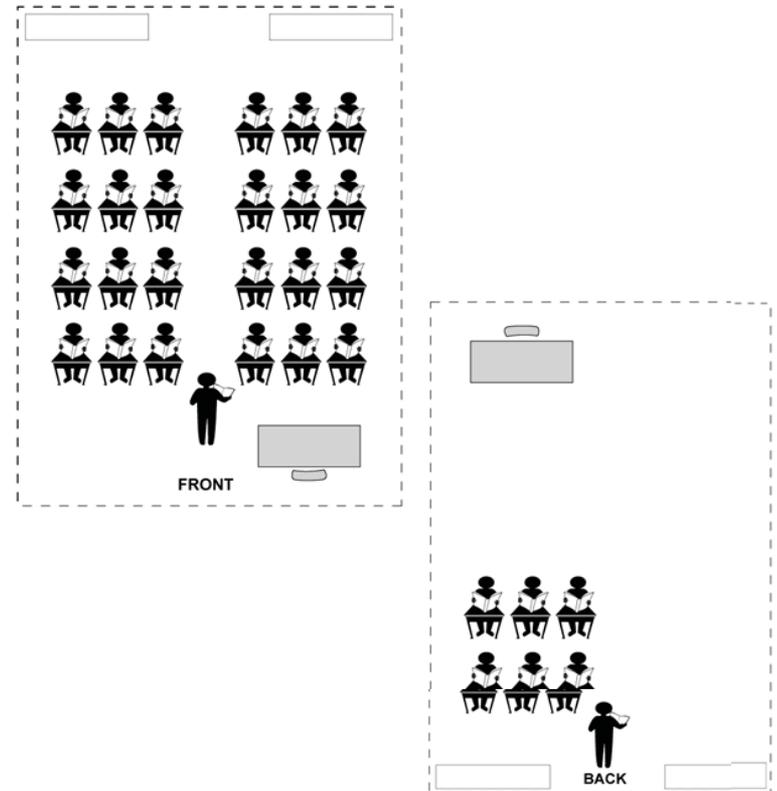
- Students with disabilities may always be in the same group at the same time.
- Students may perceive a stigma.
- finding adequate planning time.
- One teacher may dominate the other in content and/or teaching style.



# Alternative Teaching

## When to use:

- Intervention and re-teaching are appropriate
- Pre-teaching
- Extension and reinforcement activities
- Student projects or small group presentation work
- When students' knowledge has a wide range
- Generally not used for initial introduction of new material unless in a pre-teach setting



# One Teach, One Observe

## Recommended Use (Limited)

### Implementation:

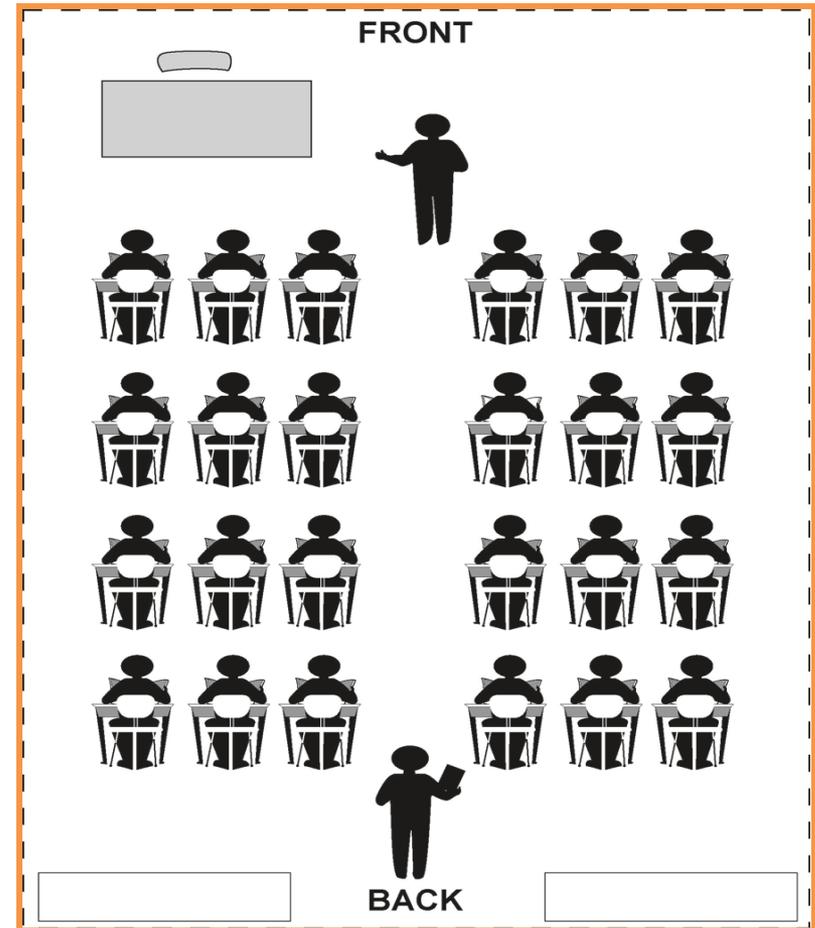
- Review instruction and mastery of concepts.
- Review and record student behavior(s) for decision making.
- Use this model to evaluate the effectiveness and delivery of instructional strategies.

### Opportunities:

- Focus on students' needs more explicitly.
- Teachers may monitor their own skills.
- Data for Individualized Education Program (IEP) planning.

### Challenges:

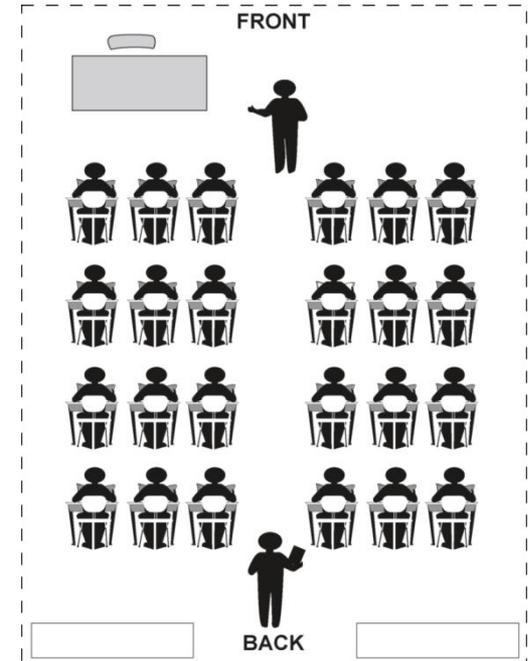
- Teachers need to know how to collect and analyze appropriate data.
- Teachers' trust level needs to be strong.
- Teachers may overuse.



# One Teach, One Observe

## When to use:

- During formal observation of a particular student
- During data collection of teaching technique or classroom observation e.g. percent of student engagement
- Material or instruction strategy is new for one of the teachers
- During assessment
- IEP Planning
- During review or activity where students are working independently and gathering data needed



# One Teach, One Assist

Recommended Use (Seldom)

## Implementation:

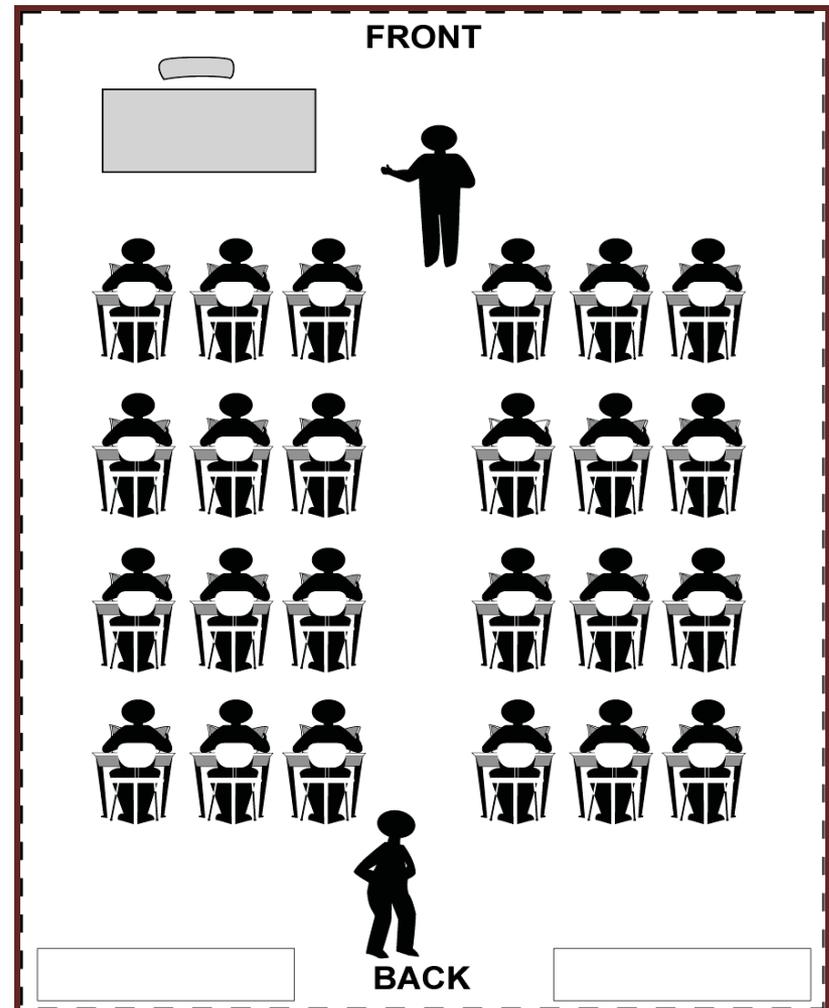
- Assisting teacher collects data and observes for understanding.
- Assisting teacher provides assistance to struggling student(s).
- Assisting teacher may monitor student behavior.
- Instructing teacher orchestrates learning tasks and classroom discussion.

## Opportunities:

- Students may silently signal an adult for assistance.
- Closely monitor students' social and academic behavior.

## Challenges:

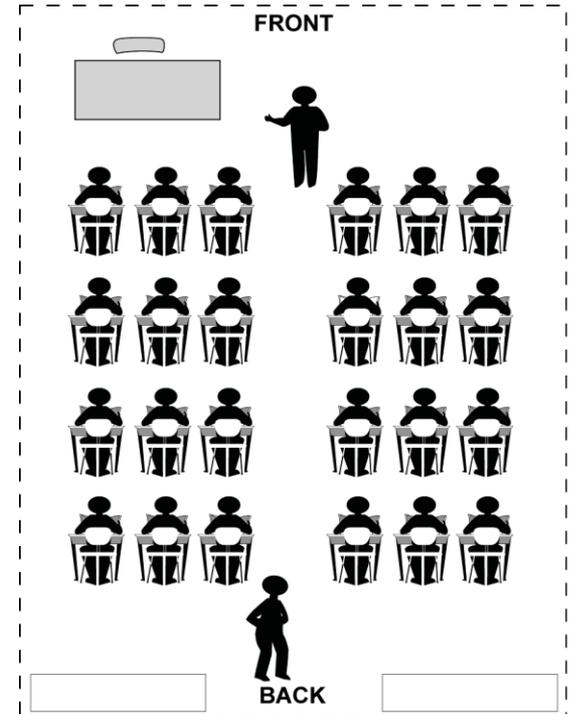
- Assisting teacher may act as a passive partner while instructing teacher maintains a traditional teaching model.
- Students may view one teacher as the “real” teacher and the other as an assistant or aide.
- Students may be distracted by teacher walking around.
- Students may expect one-on-one assistance.
- Special educators need to be experts in the content area.
- Teachers should use this model sparingly
- Teachers should alternate roles, balancing instruction and assisting.



# One Teach, One Assist

## When to use:

- New material or concept is being introduced
- Behavior management for a small number of students
- Whole group discussion and or debate
- Assisting teacher can be unobtrusive to discussion or teaching strategy
- Needed for classroom management
- Assisting teacher may need a refresh on concept or instructional strategy being introduced



# Assigning Classroom Tasks

## Tips:

- Consider areas of expertise.
- What does your partner bring to the table?
- Are both partners doing valuable if not “equal” tasks?
- Do students recognize both teachers as equal?
- Do both teachers recognize each other as equal?
- Are the individual needs of students being considered when assigning tasks?