

# CLOSING THE GAP-DIPLOMA TRACK STUDENTS:

## CO-TEACHING: WHAT IT MEANS AND HOW TO DO IT WELL

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# AGENDA

- Overview of Training
- Definition
- Essential Components
  - Role of Administrators
- Co-teaching Models
- Co-planning
- Co-instructing
- Questions and Comments

# TRAINING

- Focused on Definition, Essential Components, Models, Getting to Know your Co-teacher, Co-Planning, and Co-instructing
  - Activity was to Plan a Co-taught Lesson together
- Follow up observations with the HS
- Provided websites and resources to the principal about effective instruction and strategies for the inclusive classroom

# DEFINITION 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)
- “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

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.
3. Co-teachers should always co-plan, co-instruct, co-assess, and co-manage students.

# The 4 C's of Co-teaching

- Co-Planning
- Co-Instructing
- Co-Assessing
- Co-Managing
- Ideally, co- teachers co-create goals, co-instruct, collaborate on student assessment, class management, and jointly make decisions pertaining to their class

Murawski, 2009; Cook & Friend, 1995

# ESSENTIAL COMPONENTS

# ESSENTIAL COMPONENTS: ROLE OF THE ADMINISTRATOR

- Create an inclusive environment within your school
- Make co-teaching a priority
  - Placement of students
- Support co-teachers
  - Common planning time
  - Scheduling
  - Pairing co-teacher
  - Professional Development

# ADMINISTRATIVE SUPPORT

- Scheduling
  - Purposeful Matching of Co-teacher
    - Similar teaching and classroom management styles
    - Content knowledge
    - Try to keep teachers preps to a maximum of 3 preps
  - Class Roles
  - Common Planning time
  - Keeping the special education teacher in the classroom
- Professional Development
  - Ongoing
  - Both Co-teachers

# OTHER ESSENTIAL COMPONENTS

- Similar Teaching Philosophies
- Effective Communication
- Flexibility
  - Willing to negotiate
- Compatibility
- Conflict Resolution
  - Discussing conflicts immediately
  - Keeping it professional

# COMPONENTS CONT.

- Established Planning Time
  - “Sacred” Time
  - Varied instructional Practices
    - Use of research-based practices (Peer tutoring, graphic organizers, mnemonics, CSR)
- Establishing Roles
  - Co-teaching Models
  - Avoiding the Paraprofessional Trap
- Shared Responsibility
  - Our classroom, our students
  - The four c’s

# COMPONENTS CONT.

- Class Management
  - Share pet peeves
  - Co-create rules and expectations
  - Joint Classroom
- Classroom Procedures
  - Leaving class, asking questions, turning in assignments, sharpening pencils, make-up work, etc.
- Grading/Evaluation of Students
- Individual Space
  - Desk/Space for each teacher
- Shared classroom
  - Unable to determine who is the SE or GE teacher
- **Time to discuss all of these things prior to co-teaching**

# CO-TEACHING APPROACHES

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

# 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

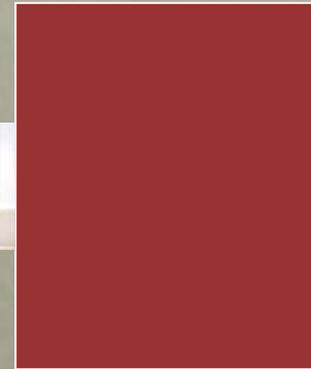


One teacher takes the lead for instruction and the other teacher supports or enhances instruction

# LEAD AND SUPPORT EXAMPLES

- One lead/one support
  - In a history class, one teacher is presenting new information on the beginnings of the Civil War, using both lecture and visuals as students look at and fill in information on their own maps. The other teacher circulates, helping students complete their maps, locate information, etc.
- One lead/one observe
  - In a 3<sup>rd</sup> grade classroom, one teacher leads a class discussion on the upcoming election. The other teacher sits at the back of the room and observes, taking note of who participates, who seems to grasp concepts, who is off-task, who seems confused, etc. They use this information to plan for future instruction.

# STATION TEACHING

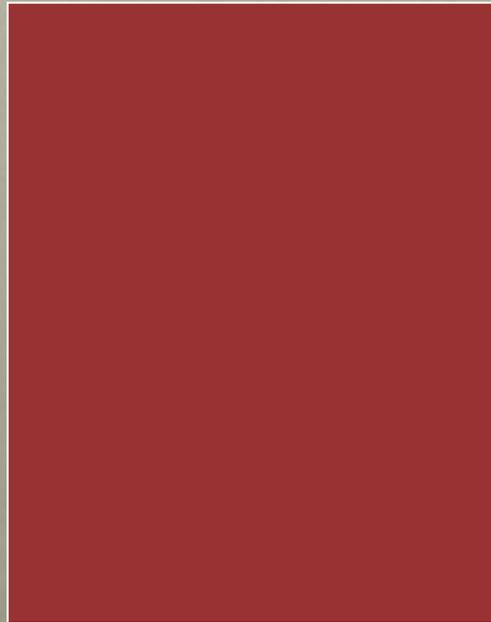


Each station is focused on one topic and students rotate through each station. Each teacher facilitates a learning center activity. The stations must be independent of one another.

# Station Teaching Example

- In a fifth grade classroom, following a unit on measurement, one teacher works with a group of students at a station on measuring volume, one teacher works at a station on measuring weight, and an independent station requires students to measure the length, width, and height of a variety of objects. Students rotate through each station at 20 minute intervals.
- This examples provides *repeated practice* which is an element of effective instruction. It also lowers the student : teacher ratio which should *increase opportunities to respond*.

# PARALLEL TEACHING



# PARALLEL TEACHING

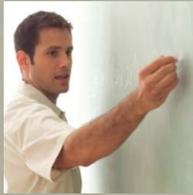


Class is divided into two heterogeneous groups and each teacher teaches the same content simultaneously.

# Parallel Examples

- In a pre-algebra class, students are learning to add and subtract integers. One teacher reinforces skills through the use of manipulatives, while the other teaches skills using direct instruction (*see DLD/DR Alert on direct instruction*).
- In an 8<sup>th</sup> grade science class, students are preparing for an experiment. It is very important that students understand each step in the experiment. The teachers split the class in half, and one teacher teaches one half, while the other teacher teaches the other half. The advantage is a much lower student-to-teacher ratio and hopefully increasing opportunities to respond.

# ALTERNATIVE TEACHING



One teacher provides instruction to majority of the class while the other teacher provides instruction to a small group of students.

# ALTERNATIVE TEACHING

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

# ALTERNATIVE TEACHING EXAMPLE

- In a 10<sup>th</sup> grade English class, students are working independently to finish up a project on poetry. While one teacher supervises the independent work, the other teacher pulls small groups of 3-4 students aside to review vocabulary using semantic mapping as described in the DLD/DR Alert for vocabulary for this unit.

# TEAM TEACHING (DUET TEACHING)



Both teachers equally present content and are actively engaged in whole group teaching. They may debate with one another, interject to make a point, provide a different perspective, or state something in an alternative way in order to reach all students.

# Team Teaching Example

In a 7<sup>th</sup> grade history class on the Civil War, students are learning about the political perspectives of the north and south. The two co-teachers model the process of debate and discussion as issues are raised and discussed.

# CO-PLANNING

- Why?
  - Parity
  - To ensure all students needs are being met
  - To establish roles
  - Differentiated instruction
  - Effective grouping
  - Effective instruction
  - Accommodations
  - Varied instructional practices

# SAMPLE CO-TEACHING LESSON PLAN TEMPLATE

Standard:

Objective:

Procedures:

- Activity #1:
  - Warm up
  - Co-teaching Model:
  - Role of General Education Teacher:
  - Role of Special Education Teacher:
  - Role of the Students:
  - Materials:
  - Accommodations
  - Formative Assessment:
- Activity #2:
  - Co-teaching Model:
  - Role of General Education Teacher:
  - Role of Special Education Teacher:
  - Role of the Students:
  - Materials:
  - Accommodations
  - Formative Assessment:
- Activity #3:
  - Co-teaching Model:
  - Role of General Education Teacher:
  - Role of Special Education Teacher:
  - Role of the Students:
  - Materials:
  - Accommodations
  - Formative Assessment:

Summative Assessment:

# CO-INSTRUCTING

- Utilize the expertise of both teachers in the classroom
  - GE: content
  - SE: strategies
- Utilize effective grouping techniques
- Move in and out of co-teaching models based on the needs of the students

# EFFECTIVE CO-TEACHING PRACTICES

Mastropieri and Scruggs (2010) provided a mnemonic device to remind teachers of the components of effective instruction (*SCREAM*):

- **S**tructure
  - Organized lessons
- **C**larity
  - Clear and concise
- **R**edundancy
  - Multiple opportunities to practice skills
- **E**nthusiasm
  - Enjoy co-teaching
- **A**ppropriate Rate
  - Pace of a lesson
- **M**aximize Engagement
  - Students need to be engaged

# EFFECTIVE CO-TEACHING PRACTICES CONT.

- Increasing Opportunities to Respond
  - Effective questioning, Response cards, Think-pair-share, Choral Responding
- Classwide Peer Tutoring
- Reading Comprehension Strategies
  - Collaborative Strategic Reading (CSR)
- Study Skills and Learning Strategies
- Graphic Organizers, Mnemonics, Vocabulary Strategies
- Check out [www.teachingld.org](http://www.teachingld.org)
  - More specifically, look under resources for *Alerts* and *Hot Sheets*

# PUTTING IT ALL TOGETHER: TIPS FOR SUCCESSFUL CO-TEACHING

- The four C's
  - Co-planning, co-instructing, co-assessing, and co-managing
- Planning is a must
- Effective Communication
- Parity through establishing roles
- Discuss your Pet Peeves
- Grading and Assessment
  - Ongoing and formative
- Varied Instructional Strategies
- Shared Responsibility

# ANY QUESTIONS OR COMMENTS?

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