

Level of Independence	Description
Independent	Learner completes task effectively with complete autonomy- I am doing things all by myself correctly
Hints	Learning completes task with minimal assistance (e.g., 1-2 hints or guiding prompts from teacher)- I need a little help from my teacher
Scaffolded	Learning needs step by step instructions and scaffolding (e.g., graphic organizer) to complete the task- My teacher helps me move through the different steps of the process- tells me what to do next
Hand Holding	Learner needs the task simplified; requires constant feedback and advice, review, and reteaching; needs moral support to complete the task- I need a lot of help to get my work done. I sometimes don't get through everything
Dependent	Learner cannot complete the task, even with considerable support- I can not do the work even though I have had a lot of help

Student Survey

from Beninghof, A. (2012) Co-Teaching that Works, www.Jossey-Bass.com

Directions: We want to know how you felt about your co-taught class. Circle the number that best describes your opinion.

- 1 – strongly disagree**
- 2 – disagree**
- 3 – neutral**
- 4 – agree**
- 5 – strongly agree**

1. I enjoyed having two teachers in this class.	1	2	3	4	5
2. I received more help in this class than in classes taught by just one teacher.	1	2	3	4	5
3. All students were treated as equals.	1	2	3	4	5
4. I liked the variety of activities in this class.	1	2	3	4	5
5. I think I learn more when I have two teachers.	1	2	3	4	5
6. The class is more well behaved when we have two teachers.	1	2	3	4	5
7. I would like to have two teachers in my other classes.	1	2	3	4	5

Do you have anything else you want to say about your co-taught class?

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed **horizontally** in rows. Look at all the choices in the first box (A,B,C,D). Read the words and **decide which of the four letter choices is most like you**. Give that a "4". Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from "4" (most like you) to "1" (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One			
A _____ active opportunistic spontaneous	B _____ parental traditional responsible	C _____ authentic harmonious compassionate	D _____ versatile inventive competent

Box Two			
E _____ curious conceptual knowledgeable	F _____ unique empathetic communicative	G _____ practical sensible dependable	H _____ competitive impetuous impactful

Box Three			
I _____ loyal conservative organized	J _____ devoted warm poetic	K _____ realistic open-minded adventuresome	L _____ theoretical seeking ingenious

Box Four			
M _____ concerned procedural cooperative	N _____ daring impulsive fun	O _____ tender inspirational dramatic	P _____ determined complex composed

Box Five			
Q _____ philosophical principled rational	R _____ vivacious affectionate sympathetic	S _____ exciting courageous skillful	T _____ orderly conventional caring

A,H,K,N,S <u>orange</u> = _____	B,G,I,M,T <u>gold</u> = _____
C,F,J,O,R <u>blue</u> = _____	D,E,L,P,Q <u>green</u> = _____

BLUE

I need to feel unique and authentic
Enthusiastic, Sympathetic, Personal
I look for meaning and significance in life
Warm, Communicative, Compassionate
I need to contribute, to encourage, and to care
Idealistic, Spiritual, Sincere
I value integrity and unity in relationships
Peaceful, Flexible, Imaginative
I am a natural romantic, a poet, a nurturer

In childhood...

- ✓ I was extremely imaginative and found it difficult to fit into the structure of school life.
- ✓ I reacted with great sensitivity to discordance or rejection and sought recognition.
- ✓ I responded to encouragement rather than competition.

In relationships...

- ✓ I seek harmonious relationships.
- ✓ I am a true romantic and believe in drama, warmth, and empathy to all relationships.
- ✓ I enjoy the symbols of romance such as flowers, candlelight, and music and cherish the small gestures of affection.

At work...

- ✓ I have a strong desire to influence others so they may lead more significant lives.
- ✓ I often work in the arts, communication, education, and helping professions.
- ✓ I am adept at motivating and interacting with others.

Leadership Style...

- ✓ Expects others to express views
- ✓ Assumes "family spirit"
- ✓ Works to develop others' potential
- ✓ Individuals oriented
- ✓ Democratic, unstructured approach
- ✓ Encourages change VIA human potential
- ✓ Change time allows for sense of security
- ✓ Expects people to develop their potential

Symptoms of a Bad day...

- ✓ Attention-getting misbehaving
- ✓ Lying to save face
- ✓ Withdrawal
- ✓ Fantasy, day-dreaming, and going into a trance
- ✓ Crying and depression
- ✓ Passive resistance
- ✓ Yelling and screaming

ORANGE

I act on a moment's notice

Witty, Charming, Spontaneous

I consider life a game, here and now

Impulsive, Generous, Impactful

I need fun, variety, stimulation, and excitement

Optimistic, Eager, Bold

I value skill, resourcefulness, and courage

Physical, Immediate, Fraternal

I am a natural trouble shooter, a performer, a competitor

In childhood...

- ✓ Of all types of children, I had the most difficult time fitting into academic routine.
- ✓ I learned by doing and experiencing rather than by listening and reading.
- ✓ I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships...

- ✓ I seek a relationship with shared activities and interests.
- ✓ I like to explore new ways to energize the relationship.
- ✓ In a relationship, I need to be bold and thrive on physical contact.
- ✓ I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work...

- ✓ I am bored and restless with jobs that are routine and structured.
- ✓ I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
- ✓ I view any kind of tool as an extension of myself.
- ✓ I am a natural performer.

Leadership Style...

- ✓ Expects quick action
- ✓ Works in the here and now
- ✓ Performance oriented
- ✓ Flexible approach
- ✓ Welcomes change
- ✓ Expects people to "make it fun"

Symptoms of a Bad day...

- ✓ Rudeness and defiance
- ✓ Breaking the rules intentionally
- ✓ Running away and dropping out
- ✓ Use of stimulants
- ✓ Acting out boisterously
- ✓ Lying and cheating
- ✓ Physical aggressiveness

The Teaching Style Inventory

Rita Dunn and Kenneth Dunn

The following instrument may be used to reveal each faculty member's actual teaching style at the time it is administered, and should serve as the first step toward the eventual matching of teachers and students.

3.1. Student Groupings 3.2. Room Design

2. Teaching Methods 3.3. Teaching Environment

1. Instructional Planning 4. Evaluation Techniques

5. Educational Philosophy

6. Teaching Characteristics

CODE:

<i>Never:</i>	0 times per year
<i>Rarely:</i>	up to 6 times per year
<i>Occasionally:</i>	2 to 4 times per month
<i>Frequently:</i>	2 to 3 times per week
<i>Always:</i>	4 or 5 times per week or more

TEACHING STYLE INVENTORY:
An Instrument To Identify the Way in Which
a Teacher Actually Functions so as to
Form Groupings on the Basis of
Complementary Student and Teacher Styles

Question 4: *Evaluation Techniques*

Directions:

Circle the number that best describes how often you use each of the following evaluation techniques. I use:

Never
Rarely
Occasionally
Frequently
Always

- a) Observation by moving from group to group and among individuals .. 1 2 3 4 5
- b) Teacher-made tests 1 2 3 4 5
- c) Student self-assessment tests 1 2 3 4 5
- d) Performance tests (demonstrations rather than written responses) .. 1 2 3 4 5
- e) Criterion-referenced achievement tests* based on student self-selected, individual objectives ... 1 2 3 4 5
- f) Criterion-referenced achievement tests* based on small-group objectives 1 2 3 4 5
- g) Standardized achievement tests based on grade-level objectives .. 1 2 3 4 5
- h) Criterion-referenced achievement tests* based on the individual student's potential 1 2 3 4 5

Question 5: *Teaching Characteristics and Classroom Management***

Directions:

Circle the number that best describes you as a teacher. I tend to be:

Not At All
Not Very
Somewhat
Very
Extremely

- a) Concerned with how students learn (learning style) 1 2 3 4 5
- b) Prescriptive (with student options) 1 2 3 4 5
- c) Demanding—with high expectations based on individual ability 1 2 3 4 5
- d) Evaluative of students as they work 1 2 3 4 5
- e) Concerned with how much students learn (grade level standards) 5 4 3 2 1
- f) Concerned with what students learn (grade level curriculum) ... 5 4 3 2 1

Not At All
Not Very
Somewhat
Very
Extremely

- g) Lesson plan oriented 5 4 3 2 1
- h) Authoritative to reach group objectives 5 4 3 2 1

Question 6: *Educational Philosophy*

Directions:

Circle the number that best describes your attitude toward each of the following approaches and concepts.

Strongly Disagree
Disagree
Undecided
Support
Strongly Support

- a) Open education 1 2 3 4 5
- b) Diagnostic-prescriptive teaching .. 1 2 3 4 5
- c) Multiage groupings 1 2 3 4 5
- d) Matched teaching and learning styles 1 2 3 4 5
- e) Alternative education 1 2 3 4 5
- f) Student-centered curriculum 1 2 3 4 5
- g) Behavioral or performance objectives 1 2 3 4 5
- h) Humanistic education 1 2 3 4 5
- i) Independent study 1 2 3 4 5
- j) Individualized instruction 1 2 3 4 5
- k) Traditional education 5 4 3 2 1
- l) Whole-group achievement 5 4 3 2 1
- m) Grade-level standards 5 4 3 2 1
- n) Teacher-dominated instruction .. 5 4 3 2 1

*Criterion-Referenced Achievement Tests: The questions on these tests are based directly on the objectives assigned to or selected by the students.

**When teachers respond that they are "concerned with how students learn," the inference is that they permit options in the learning environment because of their awareness of individual differences. An observer should be able to see students working alone, with a peer or two, or with the teacher; sitting on chairs or on carpeting; using self-selected resources of a multisensory nature (if available); mobile (if necessary and without disturbing others), etc.

3.3 Learning Environment

Item	Weight × Frequency = Score
a	5
b	4
c	4
d	5
e	4
f	4
g	4

3.3: Total Score: ____

4. Evaluation Techniques

Item	Weight × Frequency = Score
a	4
b	2
c	4
d	4
e	5
f	4
g	1
h	4

4: Total Score: ____

5 Teaching Characteristics

Item	Weight × Frequency = Score
a	4
b	5
c	4
d	3
e	1
f	1
g	1
h	1

5: Total Score: ____

6. Educational Philosophy

Item	Weight × Frequency = Score
a	4
b	5
c	3
d	5
e	4
f	3
g	4
h	3
i	4
j	5
k	1
l	1
m	1
n	1

6: Total Score: ____

Collaborative Teaching Responsibilities

Directions: Discuss the following questions with your partner and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

<i>Who will be responsible for:</i>	Classroom Teacher	Specialist	Other	Shared
Identifying goals and objectives for the course?				
Designing individualized objectives for the targeted students?				
Planning instructional activities to achieve the goals?				
Selecting and organizing instructional materials?				
Teaching specific class content?				
Teaching study skills and learning strategies?				
Collecting data on student performance?				
Establishing and implementing grading procedures?				
Establishing and implementing a classroom management plan?				
Maintaining home contact?				
Modifying curriculum and materials as necessary?				
Designing tests, homework assignments, etc.?				
Providing individual assistance to students?				
Taking care of daily routines (e.g. attendance, lunch counts)?				
Directing paraeducators, parent volunteers, and or other support personnel?				
Communicating to all appropriate parties regarding the special education students?				

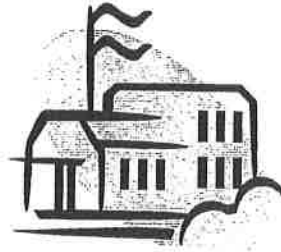
Originally from Beninghof, A. M. (1995) *Ideas for Inclusion: The School Administrator's Guide*
 Updated in from Beninghof, A. (2012) *Co-Teaching that Works*, www.Jossey-Bass.com

Parity Questions

"Advancing Co-teaching Practices: Strategies for Success" © Sonya Helneman Kunkel 2012, www.amazon.com

Here are some select questions to discuss with your co-teacher before you begin. Be sure and add your own questions as well.

1. How will we establish parity among ourselves and with our students?
2. When and how will we plan? Will we keep one plan book?
3. How will roles be determined? How will we both work with all students?
4. What about grading, parent phone calls, IEP meetings, communications with guidance or administration?
5. What will we tell the students, parents, and other staff?
6. How will we handle various behaviors in the classroom?
7. What bugs you the most?
8. What routines work best for you?
9. What do you like to do the best, your successes?
10. What tasks do you hate to do?
11. How will we set up the room?
12. Will both teachers have adult size furniture in the room?



Dear Parents,

We will be co-teaching your child's class this semester and want to share some information with you about this class. Co-teaching is an approach that involves two professionals teaching the same class together by sharing their expertise with the students. Co-teaching is being used in schools across the country as a way to meet the diverse needs of students in today's classrooms – from students who may need some extra support to those who may need extra challenge to stay engaged.

We each possess different areas of expertise and will be collaborating to ensure that students' needs are met. We will be co-planning together on a regular basis, as well as co-instructing. Sometimes we will both be in the front of the class sharing instruction, while sometimes one will take the lead while the other circulates to help individual students. There may be times when we divide the class into two or more groups so that students can have greater opportunities for participation and individualization. We will take turns with various roles in the classroom so that students understand that we are both teachers with equal authority and expertise. We will also be working together to assess student learning and make grading decisions.

We are very excited about the opportunities co-teaching will provide to the students in this class. If you have any questions about co-teaching or specific questions about your child, feel free to contact either of us by phone or email.

Sincerely,

Amanda Thorne
Gina Mertens



Finding the Time

"Advancing Co-teaching Practices: Strategies for Success" © Sonya Helneman Kunkel 2012, www.amazon.com

- **Hire substitutes.** Floating subs can be available on a rotating bi-weekly basis for collaboration and co-planning to occur. Subs can cover duties and non-instructional responsibilities. Two subs can be hired for a full day or a half-day.
- **Use of Interns.** Internships are becoming very popular on college campuses. Less than the cost of an aide, interns are generally seniors or post-graduates, fulfilling a college requirement before they begin student teaching. They can be available for coverage.
- **Volunteers.** Parents and school volunteers can help in two ways. They can either provide coverage, or act as a guest speaker. Arrange with a volunteer committee to have guest speakers once a month to come in and speak to the class about a career related to your current curriculum.
- **Technology.** Use the phone, fax, e-mail (use a digital camera to have live e-conferences) to communicate.
- **Paraprofessionals.** Use paraprofessionals to monitor a practice assignment for 15 minutes, while you meet in the back of the room to plan.
- **Schedule it.** Volunteer to be on the schedule committee in your school. Schedule planning time with your co-teacher. If your partner has a duty such as study hall while you have planning time, agree to meet in study hall 1x per week.

Mirror
(2 groups)

Each teacher teaches the **same objective at the same time (groups do not switch)**

Teacher 1
Group A

Teacher 2
Group B

Variations

Vary groups through the use of **Differentiation**

- Apply different **Teaching Styles**
- Each group offers different **Learning Styles** or **Multiple Intelligences** options
- Vary by using differentiated **Assessments**

Flip/Flop
(2 groups)

After a timed interval, groups switch from one teacher to the other.
Two Objectives. Each teacher teaches a **Different Objective to their group**

Teacher 1
Group A

Teacher 1
Group B

\updownarrow
(groups switch)

\updownarrow

Teacher 2
Group A

Teacher 2
Group B

Variation

- Specific skill stations without flip/flop (2 different objectives based on data)

Flip/Flop Switch
(2 groups)

Two or three teaching objectives
Data based groups. Teacher 1 teaches the main lesson, Teacher 2 PRE-teaches the lesson. After an interval, groups switch.
The pre-taught group then receives the same lesson from Teacher 1.
The lesson group receives RE-teaching or ENRICHMENT from Teacher 2.

Teacher 1 (Main Lesson)
Teacher 2 (Pre-teach/
Re-teach/Enrich)

A

B

\swarrow
 \searrow

\swarrow
 \searrow

B

A

Variations

- Each group receives initial pre-teaching lesson based on data-driven decisions.
- Students receive initial lesson (mirror style) then students are regrouped for re-teaching purposes.

3 Station Rotation

(3 groups: two teacher groups and one independent group)
Three teaching objectives
Each teacher instructs a group, and a third group completes an independent activity. After a timed interval, the groups switch. The students participate in all three groups.
Note: In the independent group, students may work or sit: alone, in pairs, or as a group.

Teacher 1
Objective 1

\rightarrow

Teacher 2
Objective 2

\nwarrow

Independent
Objective 3

\swarrow

Variations

Three stations, but students only participate in two groups, with the following determined by the data:

- One teacher group and one independent group
- Two teacher groups, no independent group

B

While Teacher A is lecturing, Teacher B could be:

1. Writing color coded notes on the board
2. Checking for understanding with an individual student
3. Checking for engagement – walk around and support
4. Gathering data – record engagement, materials, etc.
5. Reinforcing good behavior
6. Setting up for next activity
7. Adding examples
8. Echoing key words from Teacher A
9. Handling classroom management issues, passes, etc
10. Creating informal assessments
11. Using proximity for behavior management
12. Writing key points on the board or laptop
13. Quick grading participation, formative assessment checks
14. Modeling
15. Asking clarifying questions
16. Providing kinesthetic tools, manipulatives, aids, props
17. Thinking about re-teaching
18. Managing the PowerPoint
19. Making sure worksheets are being completed
20. Conferencing individually with kids about progress, etc.
21. Restating the objective 3 times during the lesson
22. Keeping binders or other organizational tools
23. Giving countdown, time clues
24. Starting up an online timer
25. “Stand up if you...., Turn and talk..., Stomp your feet...”
26. Flip-flop calling on students
27. Flip-flop reading aloud
28. Going on-the-spot to websites to show visual images
29. Typing up text for a Wordle of the conversation
30. Pulling up an online site to support instruction

Remember: The Specialist can be Teacher A, too!