The Nuts and Bolts of Co-Teaching
Introductions

• Kimberly Sims, Ed.D.
  – ADE/PLS Retention, Recruitment, Teacher Preparation Specialist

• Susan Shooter, M.Ed.
  – ADE/PLS Inclusion Specialist

• Linda Mosteller, M.Ed.
  – ADE/PLS Program Specialist
Objectives

- Define the big picture of co-teaching
- What it is and what it is not
- Delivery models
- Scheduling
- Administrator’s support
- Resources
What is your role in the public/charter educational setting?
The Co-Teaching Process

CO-PLANNING

Co-Instructing

Co-Assessing
Co-Teaching is…

• A service-delivery option.
• Two or more professionals with equivalent licensure and employment status.
• Shared instructional responsibilities and accountability for a single group of students for whom they both have ownership.
• Occurs primarily in a shared classroom or workspace.
• Each teacher’s level of participation may vary.
RDA & Co-Teaching

“Co-teaching supports Results-Driven Accountability (RDA) because it sets high standards for academic outcomes for all students.”

Do you believe this to be true? Share out in the chat box.

Discussion Time!

What is the buzz on your campus regarding co-teaching?
What research says…

Pugach and Wesson (1995) interviewed 9, 5th grade students in co-taught classrooms and concluded, “The students we interviewed felt as if their academic and social needs were being met better than they had in been in classes instructed by a single teacher.” (p. 291).
Dieker (2001) interviewed 54 secondary students with and without disabilities and reported that all students reported benefiting from the co-taught class, except for one student labeled with an emotional disability who reported. “You can’t get away with anything.” (p. 19).
By pairing educators with differing areas of expertise (the general educator typically identified as the content specialist and the special educator as the expert in modifications, accommodations, and behavior management), teachers are able to better collaborate and differentiate (Dieker, 2001).
Curriculum Development in the Co-Taught Classroom

Focus on the general education curriculum and AZCCR Standards for all students makes the development of curricular goals for students with disabilities easier.

At the same time, students with disabilities have additional curricular expectations as outlined in their IEPs.

Therefore, students with disabilities who are included in the general education classroom have two curricula that must be considered when working as a team.
Co-teachers MUST work together to address:

The general education curriculum, AZCCCR Standards and the curricular expectations of the IEP

How is this taking place at your school sites?
Responsibility of Special Educators and Related Services

- Communicating present levels and IEP goals of a student
- Provide general educators with copy of IEP

What other responsibilities should be considered?
Are you currently Co-Teaching?
Co-Teaching Approaches

- One teach, one observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Teaming
- One teach, one assist

Teacher  Student  Desk/Table
One Teach, One Observe

- One teacher leads instruction while the other gathers data regarding students’ academic progress, behavior or social skills, and/or responsiveness to teacher directions. Data should form the basis for instructional decision-making.

Video Clip

One Teach, One Observe
Lesson Example: In the elementary level...students are learning how to do multiple-digit multiplication. Students have individual white boards and are completing problems one teacher writes on the board. Each time students raise their white boards to show their answers, the other teacher scans them and notes on a seating chart which students do not yet understand how to perform the calculation.

Raise your hand if you would like to share an example of one teach, one observe.
Station Teaching

- Teachers group students and provide instruction by group. Each teacher teaches content to a group and repeats the instruction for the other group. If appropriate, an additional “station” could give students an opportunity to work independently.

Video Clip

Station Teaching
Station Teaching

Lesson example: In the high school...the objective for 9th grade English is to review literary elements. Four stations are established: (a) one teacher reviews figurative language, including similes and metaphors; (b) students watch a brief video on conflict and then review three young children’s books to identify the conflict in each (independent); (c) the other teacher reviews style, using brief examples of types of writing; and (d) the students work with a partner to analyze how setting is communicated, directly and indirectly, sometimes through inference, using two passages. A timer goes off when groups should move. The final 5-minutes of class are used to summarize the lesson and assign homework.

Raise your hand if you would like to share an example of station teaching.
Parallel Teaching

- The teachers are both teaching the same objective, but they divide the class and accommodate and/or modify their instruction according to their group’s needs.

Video Clip

Parallel Teaching

How is parallel teaching different than simply splitting the class in half?
Alternative Teaching

- One teacher takes responsibility for the large group while the other works with a smaller group. The purpose for grouping the students may vary.

Video Clip

Alternative Teaching

What are some ways students can be grouped for this model?
Teaming

- In teaming, both teachers are delivering the same instruction at the same time.

Video Clip

Teaming

Why might this approach be called “one brain in two bodies” or “tag team teaching?”
One Teach, One Assist

- In one teach, one assist, you have one teacher who holds primary responsibility for teaching while the other teacher circulates through the room providing discreet assistance to students as needed.

Video Clip

One Teach, One Assist
**One Teach, One Assist**

- **Lesson Example:** In a middle school ...the objective for the 7th grade math lesson is for students to demonstrate understanding of adding and subtracting positive and negative integers. A life-size number line has been created on the classroom floor. Students have worksheets with number lines. One teacher leads the activity, writing simple addition and subtraction problems on the board using both positive and negative integers. A student is selected to come to the front of the room to walk off the problem on the number line while the other students work the same problem at their seats. The second teacher checks to be sure that students working at their seats are correctly working the problems.

*How often do you use one teach, one assist in your classroom? And WHY?*
## Group Activity

<table>
<thead>
<tr>
<th>Co-Teaching is...</th>
<th>Co-Teaching is not...</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Co-Teaching" /></td>
<td><img src="image2" alt="Co-Teaching is not" /></td>
</tr>
</tbody>
</table>
# Co-Teaching Is / Is Not

<table>
<thead>
<tr>
<th>Co-Teaching Is...</th>
<th>Co-Teaching Is Not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shared decision making</td>
<td>• One teach – one sit</td>
</tr>
<tr>
<td>• Collaboration</td>
<td>• One teach – one prepare materials</td>
</tr>
<tr>
<td>• Inclusion</td>
<td>• Teacher and Paraeducator</td>
</tr>
<tr>
<td>• Content expert/special educator</td>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Shared leadership</td>
<td>• When the ideas of one person prevail</td>
</tr>
<tr>
<td>• Effective teaching</td>
<td>• A fad</td>
</tr>
<tr>
<td>• All teachers responsible for all students</td>
<td>• The only approach to meeting NCLB/IDEA requirements</td>
</tr>
<tr>
<td>• Trust</td>
<td>oundation</td>
</tr>
<tr>
<td>• Team teaching</td>
<td>• One teach, One observe</td>
</tr>
<tr>
<td>• One teach, One observe</td>
<td>• Station teaching</td>
</tr>
<tr>
<td>• Station teaching</td>
<td>• Parallel teaching</td>
</tr>
<tr>
<td>• Parallel teaching</td>
<td>• Alternative teaching</td>
</tr>
<tr>
<td>• Alternative teaching</td>
<td>• One teach, One assist</td>
</tr>
</tbody>
</table>
**Co-Teaching in the Classroom**

<table>
<thead>
<tr>
<th>If one of you is doing this:</th>
<th>The other can be doing this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing out papers</td>
<td>Modeling note taking on the board or overhead</td>
</tr>
<tr>
<td>Circulating, providing 1:1 support as needed</td>
<td>Collecting and reviewing last night’s homework</td>
</tr>
<tr>
<td>Providing large group instruction</td>
<td>Circulating, using proximity control for behavior management</td>
</tr>
</tbody>
</table>
Administrators & Co-Teaching

http://kristen-millet.wikispaces.com/What+is+Co-Teaching%3F
Compatibility

Principal

Co-Teacher

http://lifelonglearningteachers.blogspot.com/2012/01/collegiality-clil-challenge.html
Characteristics that Play a Part in Compatibility

• Communication
• Flexibility
• Shared common philosophy
• Clear definition of roles and responsibilities

Arguelles, Hughes, & Schumm, 2000; Cook & Friend, 1995; Murata, 2002
Planning Time

#1 issue

Dieker, 2001; Keeke & Moore, 2004

http://www.lovethatmax.com/2013/06/a-new-auto-injector-for-allergic.html
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Gym</td>
<td>Gym</td>
<td>Gym</td>
<td>Gym</td>
<td>Gym</td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>GYM</td>
<td>GYM</td>
<td>GYM</td>
<td>GYM</td>
<td>GYM</td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Elem. Assembly</td>
<td>Story Calendar</td>
<td>Story Calendar</td>
<td>Story Calendar</td>
<td>Story Calendar</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
<td>RTI</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Math</td>
<td>Silent Reading</td>
<td>Math</td>
<td>Silent Reading</td>
<td>Math</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Math</td>
<td>Keyboarding</td>
<td>Math</td>
<td>Keyboarding</td>
<td>Math</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Math</td>
<td>Keyboarding</td>
<td>Math</td>
<td>Keyboarding</td>
<td>Math</td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:15-11:30</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:00-12:15</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
<td>Reading/Lit</td>
</tr>
<tr>
<td>12:30-12:45</td>
<td>PE</td>
<td>Math</td>
<td>PE</td>
<td>Math</td>
<td>PE</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Spelling</td>
<td>Spelling</td>
<td>Guidance</td>
<td>Spelling</td>
<td>Spelling</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Spelling</td>
<td>Spelling</td>
<td>Guidance</td>
<td>Spelling</td>
<td>Spelling</td>
</tr>
<tr>
<td>1:30-1:45</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>1:45-2:00</td>
<td>Snack/Story</td>
<td>Snack/Story</td>
<td>Snack/Story</td>
<td>Snack/Story</td>
<td>Snack/Story</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Science/SS</td>
<td>Music</td>
<td>Science/SS</td>
<td>Music</td>
<td>Science/SS</td>
</tr>
<tr>
<td>2:15-2:30</td>
<td>Science/SS</td>
<td>Music</td>
<td>Science/SS</td>
<td>Science/SS</td>
<td>Science/SS</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Pennmanship</td>
<td>Math</td>
<td>Pennmanship</td>
<td>Math</td>
<td>Pennmanship</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Pennmanship</td>
<td>Math</td>
<td>Pennmanship</td>
<td>Math</td>
<td>Pennmanship</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Ready for home</td>
<td>Ready for home</td>
<td>Ready for home</td>
<td>Ready for home</td>
<td>Ready for home</td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>Bus duty</td>
<td>Bus duty</td>
<td>Bus duty</td>
<td>Bus duty</td>
<td>Bus duty</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td>K-5 Meeting</td>
<td>K-12/Tech</td>
<td>K-5 Meeting</td>
<td>K-12/Tech</td>
<td>K-5 Meeting</td>
</tr>
<tr>
<td>3:45-4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://amandajohnson.wikispaces.com/First+Grade+Schedule
Professional Development

Ongoing for both administrators and co-teachers

http://iu5slc.wikispaces.com/Professional+Development+Design+Time
Caution!

Substitute
Attend meetings
Handle behavior issues
Do someone’s duty
Respect for Teaching Assignment

"The task of the leader is to get his people from where they are..."
-Henry Kissinger

"...to where they have not been."

Resources

• Co-Teaching Connection
  http://marilynfriend.com/index.htm

• Maryland Learning Links
  http://marylandlearninglinks.org/1007

• National Dissemination Center for Children with Disabilities
  http://nichcy.org/schoolage/effective-practices/coteaching

• Co-Teaching-University of Louisville-Kimberly McDuffie Landrum
  http://louisville.edu/education/abri/files/Co-teaching%20Webinar.ppt
• http://www.edutopia.org/ - Edutopia
• http://2teachllc.com/ - 2 TEACH provides practical, innovative and research-based strategies to improve instruction in today's inclusive PreK-12 classrooms.
AZ Promising Practices
Educating Students with Disabilities

This website provides research to practice guidelines, strategies, and resources to support professionals and parents in improving results for students with disabilities.

Links to other websites do not imply an endorsement of the materials. Although every effort has been made to ensure that the articles provided herein are accurate and timely, the Arizona Department of Education is not responsible for the materials contained at any website linked to this site.

Arizona Department of Education, Exceptional Student Services
John Huppenthal, Superintendent of Public Instruction

www.azpromisingpractices.com
Thank you!