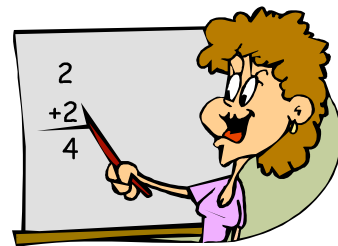


# Co-Teaching: Partnership for Success



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***Co-teaching is defined as "two or more professionals delivering substantive instruction to a group of students with diverse learning needs."***

### **Who's involved?**

In order for co-teaching to be effective and successful, it is important to have the support of many people. First, it is necessary for administrators to believe in what you are doing, and are willing to support your ideas and your concepts when others such as parents, or other teachers do not believe in co-teaching. Secondly, it is important for your co-teacher to fully believe in what the two of you are doing. Co-teaching will not work if a teacher is only doing it as a favor to you, or to an administrator. It is not a one year tour of duty that a teacher can do and expect it to be successful and rewarding. Finally, it is important for parents of all students to believe in their child's ability and the ability of their child's teacher.

### **Goals of Co-teaching**

The goal of co-teaching is to provide a free and appropriate education to all students in a least restrictive environment. In this situation, all children in the classroom are gaining not only an academic education, but an education and exposure to people who are different from themselves. Many students without a physical or educational disability would not otherwise be exposed to someone who does have a disability. A final goal of co-teaching is for both teachers in the classroom to be seen as an equal team by the students. There will be no separation between the general educator and the inclusive educator. Both teachers are there to teach and assist anyone who needs help. There is no "my kids and your kids."

## **Advantages of Co-teaching**

In a classroom where team teaching occurs, there is the opportunity for all students to learn. There is more time to focus on content and less on individual problems that may arise. There is also more time for students to spend working cooperatively and learning about other students with a physical or educational disability. Another advantage to the students is now there are two teachers in the room to help with questions or problems that may need clarification. A student with a disability will also have the potential for increased self-worth from being in a co-taught classroom as opposed to a self-contained classroom as in the past. In a team taught setting, there are many advantages for the inclusive educator. It is time effective. Individual Education Plans (IEP) are more individualized. Goals and objectives have a greater chance of being met if the inclusive educator is in the room all the time working with the students. He or she can spend more time and energy in assisting students to develop motivation, effort, and responsibility for their own learning. The inclusive educator has more opportunities to use learning strategies within the content area and plan on a daily basis with the general education teacher. Also, by having two teachers in the room, it is much easier to do student assessments. Having the two teachers in the classroom will create more ongoing feedback for students which will increase their chances to grow and improve in their learning.

Students who are included are more likely to be meeting state standards due to being immersed in the regular education curriculum, which has a less chance of being watered down.

There are many benefits for the general educator as well. First, there is the benefit of having a full time inclusive educator in the room at all times. There are more opportunities to meet the needs of individual learning styles. There is also another teacher in the room to help struggling students who do not receive any formal services. Many times these students would normally fall through the cracks, or would need to be brought to the Committee on Special Education to receive services. Having an inclusive educator in the classroom gives the general educator much more background information on each classified student than would be normally provided. Often times the general education teacher is provided with very little information about the child with a disability. (Dover 1994)

### **What does it look like?**

In the Co-teaching model, there are many philosophies and concepts for the same idea. According to Jeanne Bauwens, an education professor at Boise State University, there are three main types. The complementary instruction approach is when the general educator provides the instruction, while the inclusion teacher provides students with strategies. Another model is the team teaching model. The general education teacher provides the instruction while the inclusive educator clarifies, paraphrases to enhance understanding of new concepts. The third approach is when the general education teacher provides the instruction while the inclusive educator oversees group learning or peer tutoring. One thing is agreed on by all researchers is that it is not a time for one teacher to teach while the other steps out for a coffee break or to make copies. Under no circumstances should the role of the inclusive educator be reduced to the role of a glorified aide.

## What does it sound like?

<b><u>Sharing</u></b>	<b><u>Enhancing</u></b>	<b><u>Adapting</u></b>
<ul style="list-style-type: none"><li>➤ Responsibilities: Co- teachers share the responsibilities in the classroom</li> <li>➤ Planning: Share planning time and collaboration of ideas</li> <li>➤ Developing: Develop a rapport with the students and each other to ensure a successful year</li></ul>	<ul style="list-style-type: none"><li>➤ Cognitive Strategies One teacher presents material the other offers strategies to remember material</li> <li>➤ Thinking One teacher presents material One teacher offers strategies to challenge thinking</li> <li>➤ Peer Mediation Instruction One teacher presents material while the other designs cooperative learning groups for students</li></ul>	<ul style="list-style-type: none"><li>➤ Curriculum: What children need to know verses what is nice to know</li> <li>➤ Instruction: How the material will be executed for that particular day.</li> <li>➤ Assessment: Create assessments that best reflects the child's understanding of the material</li></ul>

## **Successful Planning**

In order for the general and inclusive educator to co-teach successfully, it is important for them to collaboratively plan. There are key elements that must be addressed.

### **Preparation:**

- Establish a rapport with each other.
- Define the purpose. *Why are we doing this?*
- What is the expected outcome of teaching together?
- Develop a problem solving strategy.

### **Working out the kinks:**

- Establish goals.
- Describe the problem -what does it look like?
- Analyze the problem- what is the cause of the problem?
- Accentuate the positives-remember to not focus on the negatives!
- Identify any barriers that may exist.

### **Adjustments:**

- Do a task analysis.
- Write a specific, measurable objective.
- Make the objective realistic and obtainable. Do not set yourself up for failure!
- Set timelines. Like any good planning, be sure you stay within your allotted time period, whether it be a class period or months away.

## Exploring the options:

- Should you change or differentiate material?
- Make a decision.
- Outline the task.
- Design a plan for monitoring change-how will this happen?
- Finalize the plan.
- Reflect on your accomplishments!

## Implementation:

- Provide support to each other-cheer each other on!
- Peer coaching-offer constructive criticism.
- Model your strategies.
- Implement with integrity.

## Final evaluation:

- Evaluate the plan-How was it? Would you do it again? Would you change anything?
- Celebrate- Give yourselves credit for a job well done!
- Determine future needs.
- Reflect on the whole process.

*A strong team includes a variety of different teaching styles. “ Students will respond differently to these different teachers. ... It is also essential that the teachers value and support each other in those roles.”*

-- Glen Lawson

# PLANNING FOR DIFFERENTIATED LEARNING

<b>1. STANDARDS:</b>	Assessment tools for data collection:								
Essential Questions:									
<b>2. CONTENT</b>	<b>SKILLS:</b>								
<b>3. ACTIVATE:</b> Focus Activity                      Pre-assessment strategy	<ul style="list-style-type: none"> <li>▪ Quiz, test</li> <li>▪ Surveys</li> <li>▪ K.W.L.</li> <li>▪ Journals</li> <li>▪ Arm Gauge</li> <li>▪ Give Me 5</li> <li>▪ Brainstorm</li> <li>▪ Concept Formation</li> <li>▪ Thumb it</li> </ul>								
<b>4. ACQUIRE:</b>	<ul style="list-style-type: none"> <li>▪ Lecturette</li> <li>▪ Presentation</li> <li>▪ Demonstration</li> <li>▪ Jigsaw</li> <li>▪ Video</li> <li>▪ Field Trip</li> <li>▪ Guest Speaker</li> <li>▪ Text</li> </ul>								
Grouping Decisions: <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; border-right: 1px dashed black; height: 80px; vertical-align: top;"><b>5. APPLY</b></td> <td style="width: 25%; border-right: 1px dashed black; height: 80px;"></td> <td style="width: 25%; border-right: 1px dashed black; height: 80px;"></td> <td style="width: 25%; height: 80px;"></td> </tr> <tr> <td style="border-right: 1px dashed black; height: 80px; vertical-align: top;"><b>ADJUST</b></td> <td style="border-right: 1px dashed black; height: 80px;"></td> <td style="border-right: 1px dashed black; height: 80px;"></td> <td style="height: 80px;"></td> </tr> </table>	<b>5. APPLY</b>				<b>ADJUST</b>				<ul style="list-style-type: none"> <li>▪ Learning Centers</li> <li>▪ Projects</li> <li>▪ Contracts</li> <li>▪ Compact/Enrichment</li> <li>▪ Problem Based Inquiry</li> <li>▪ Research</li> <li>▪ Independent study</li> </ul>
<b>5. APPLY</b>									
<b>ADJUST</b>									
<b>6. ASSESS</b>	<ul style="list-style-type: none"> <li>▪ Quiz, test</li> <li>▪ Performance</li> <li>▪ Products</li> <li>▪ Presentation</li> <li>▪ Demonstration</li> <li>▪ Log, journal</li> <li>▪ Checklist</li> <li>▪ Portfolio</li> <li>▪ Rubric</li> <li>▪ Metacognition</li> </ul>								

## Web Sites

The ABCDE'S of Team Teaching

[http://www.idonline.org/ld\\_indepth/teaching\\_techniques/tec\\_coteaching.html](http://www.idonline.org/ld_indepth/teaching_techniques/tec_coteaching.html)

Co-Teaching: Are Two Heads Better Than One in an Inclusion Classroom?

<http://www.edletter.org/past/issues/1999-ma/coteaching.shtml>

Co-Teaching-Parent and Educator Guide

[http://www.fdlrs.ocps.net/WkShp/wkshp\\_cotch.htm](http://www.fdlrs.ocps.net/WkShp/wkshp_cotch.htm)

The Power of Two: Making a Difference Through Co-Teaching

<http://www.nprinc.com/catalog/spec-ed/inclusn/power2.htm>

Team Teaching: Teaming Teachers Offer Tips

[http://www.educationworld.com/a\\_admin/admin290.shtml](http://www.educationworld.com/a_admin/admin290.shtml)

## Videos

*The Power of Two: Making a Difference Through Co-Teaching (Series)*

Produced by L.C. Burello, J.M. Burello, & M. Friend

Elephant Rock Productions

*Strategies For Co-Planning and Co-Teaching (Inclusion Video Series)*

The Master Teacher

*Standards & Inclusion: Can We Have Both?*

Presented by A. Gartner & D. Lipinsky

National Professional Resource, Inc.

## References

Chapman, C., & Gregory, G. H. (2002). *Differentiated instructional strategies: one size doesn't fit all*. California: Corwin Press, Inc.

Connor, D. (2002). *Team Teaching: A Brief Guide To Sharing the Classroom*. Special Education Training and Resource Center (SETRC).

Dover, W. (1994). *The Inclusion Facilitator*. The Master Teacher, Inc.

Lawton, M. (1999). *Co-Teaching: Are Two Heads Better Than One in an Inclusion Classroom*. Harvard Education Letter Research Online.

Wells, M. Project M.O.D.E.L. *You 2 Kan Collaborate*

<http://www.usd253.org/~outcomes/Wells/wells.htm>

