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SUCCESSFUL CO-TEACHING

WHAT IS CO-TEACHING TO YOU?

- PARTICIPANTS SHARE WORDS OR PHRASES
- WHAT HAVE BEEN YOUR EXPERIENCES WITH THIS TERM?
- ARE THESE EXPERIENCES POSITIVE? NEGATIVE? NEUTRAL?



What is Co-Teaching According to Research?

- Two or more people sharing responsibility for teaching some or all students assigned to a classroom
- Likened to a professional marriage: trust, sharing chores, communication, problem-solving in a constructive manner



WHAT CO-TEACHING IS NOT:

- One person teaching a subject followed by another who teaches a different subject
- One person teaching a subject while the other prepares materials
- One person teaching while others watch
- Simply assigning someone to be a tutor



ELEMENTS OF CO-TEACHING

- Common agreed upon goal
- Shared belief system
- Parity—Reciprocally each person uses unique knowledge and talents
- Distributed function theory of leadership: Equitable division
- Cooperative Process: Includes face-to face interaction, positive interdependence, monitoring, accountability



To Have Effective Co-Teaching You Need Collaboration:

- TEAMBUILDING
 - FORMAL
 - INFORMAL
- ACTIVE LISTENING
 - BRINGING EMPATHY TO LIFE
- PROBLEM-SOLVING (S.O.D.A.)
 - SITUATION
 - OPTIONS
 - DECISION
 - ASSESS



BENEFITS

- Students develop better self-attitudes, academic improvement, social skills
- Teacher to student ratio increased
- Use of research proven teaching strategies
- Greater sense of classroom community
- Teachers have reported the following: professional growth, support, motivation, job satisfaction, a sense of belonging & fun

(Villa, Thousand and Nevin)



WHO CO-TEACHES?

Anyone who has an instructional role

- Examples
 - Any general education teacher who team teaches with a special educator, speech professional or a paraeducator
 - Any related service professional or leader who team teaches with an educator or a leader



AUDIENCE GROUPS IDENTIFY:

- FIVE TOP TEACHER TRAITS THAT WOULD ENCOURAGE SUCCESSFUL CO-TEACHING
- FIVE TOP TEACHER TRAITS THAT WOULD PROHIBIT SUCCESSFUL CO-TEACHING



CO-TEACHING MODELS



- **SUPPORTIVE TEACHING:** One teacher takes lead instructional role and the other(s) rotate among students to provide support
- **PARALLEL TEACHING:** Two or more people work with different groups in the classroom
- **COMPLEMENTARY TEACHING:** One teacher paraphrases what the other says or models what students should be doing (eg). note-taking on LCD
- **TEAM TEACHING:** Two people share in planning, teaching and assessing all students in the classroom
- **STUDENTS AS CO-TEACHERS:** Students are in a structure when they are in charge of their learning enterprise

ADVANTAGES & DISADVANTAGES OF EACH MODEL:

- Supportive Teaching Advantages:
 - When teachers are positively interdependent, have face to face interaction, practice interpersonal skills, monitor their work together and hold each other accountable, student benefits are definitely seen.
- Supportive Teaching Disadvantages
 - If lead teacher role is not rotated, one teacher may feel like a paraeducator.

ADVANTAGES & DISADVANTAGES OF EACH MODEL

- Parallel Teaching Advantages:
 - Teacher can formulate different heterogeneous groups based in individual student strengths, preferences and abilities. This promotes inclusive education and innovative student collaboration structures.
- Parallel Teaching Disadvantages:
 - If one teacher always works with the same group, students can become over-dependent. Make sure to avoid traditional ability groupings when the resources of two individuals exist, rather promote cooperative learning, inquiry circles, etc.

ADVANTAGES & DISADVANTAGES OF EACH MODEL

- Complementary Teaching Advantages:
 - When there is an agreed upon way to use and share expertise as well as who does what parts of planning and student adaptation, complementary teaching supports and enhances teaching delivery and student comprehension.
- Complementary Teaching Disadvantages
 - If one or both of the teachers feel stuck in a particular role, teachers may experience frustration. Continually discussing how roles are going and understanding when they may be rotated, teachers experience a feeling of greater balance.

ADVANTAGES & DISADVANTAGES OF EACH MODEL

- Team Teaching Advantages
 - Clearly this is the most sophisticated co-teaching model when both teachers share in the planning, delivery and assessment of instruction. This is also great to model for students.
- Team Teaching Disadvantages
 - Planning time and coordination is significant especially in the beginning to make sure there is a clear understanding of responsibilities, implementation and evaluation.

ADVANTAGES & DISADVANTAGES OF EACH MODEL

- Students as Team Teacher Advantages:
 - Using students in the teaching enterprise maximizes resources and engages them in more sophisticated ways of interacting and working with one another.
- Students as Team Teachers Disadvantages
 - Students may not always have the initial maturity to handle this responsibility. Starting small with responsibilities in addition to careful student guidance and support is essential.

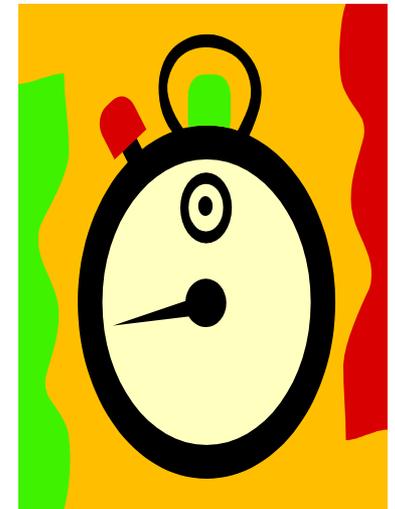
CO-TEACHING ROLES AND RESPONSIBILITIES

1. Who will develop units, projects & lessons?
2. Who will create organizers? (guides, maps)
3. Who will monitor and assess student progress?
4. Who will schedule & facilitate meetings?
5. Who will train, assign responsibilities & supervise paraeducators?
6. Who will recruit and train peer tutors and facilitate positive peer relationships?
7. Who will communicate to administrators, related services and parents?

PLANNING

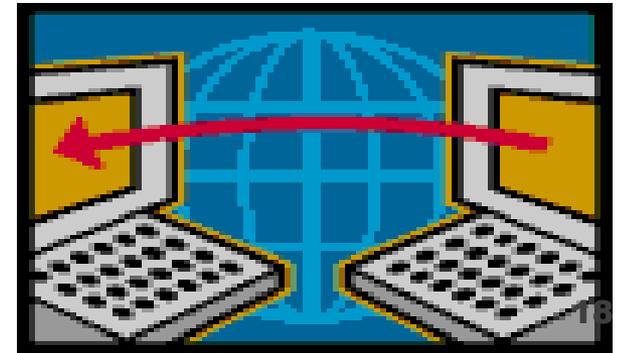
FINDING TIME TO PLAN (DeBoer)

- Floating sub
- Common planning periods
- Combining groups
- Additional planning hour
- Duty release (eg). recess or lunch
- Common lunch periods
- Teaching assistants
- Administrator cover classes
- Grant covered
- Restructuring day to allow for time



PLANNING CONSIDERATIONS FOR CO-TEACHING

- Time: How much time do we need? What is our process? How do we record?
- Instruction: Content, responsibility, adaptations, use of teacher strengths, rotate responsibilities, assessment
- Behavior: What three class rules will we have? What are procedures? How do we both carry out?
- Communication: With parents, students and leaders



PLANNING PROCESS FOR DIVERSE LEARNERS

- Can all students participate in the activity as is?
- Can classroom participation be increased by alternate presentation options for the lesson?
- Will the classroom need adapted materials to participate in the same activity?
- Will the classroom need adapted curricular goals?
- Will any students need adapted sequences?
- Will any students need personal assistance



DIFFERENTIATED INSTRUCTION POSSIBILITIES:

- Role Play
- Learning Centers
- Inquiry Circles
- Cooperative Learning Lessons
- Thematic Units
- Multiple Intelligences Lessons
- Hands-on Learning
- Project based Learning
- Experiential Instruction
- Games

