Co-Teaching & Collaboration

Anne Heiting
Anne Whaley
Ivy Desjardin
Meghan McCurdy

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Who are we?

Anne Heiting - Naumann SPED
Anne Whaley - Naumann 3rd Grade
Ivy Desjardin - Plain SPED
Meghan McCurdy - Stiles SPED
I can identify components of successful Co-Teaching & Collaboration and implement them in my classroom.
WHAT IS CO-TEACHING

A team of professionals who share the same physical classroom space, collaboratively make instructional decisions, and share the responsibility of student accountability.

(Friend, 2008)
Table Talk

- Collaborative Teaching

Why?
Let's hear what the kids think...

Aiden - 5th grade at Naumann
The Stages of the Co-Teaching Process

- **Beginning Stage**: Careful Communication / Boundaries developing / Feelings of Intrusion / Very defined roles
  *Teachers may get stuck at this level.*

- **Compromising Stage**: Give and take communication / more active role / increased level of trust and social relationship

- **Collaborating Stage**: Open communication / changing roles / use of humor / mutual respect / “flexible equality”
Components of Successful Co-Teaching

- Presence
- Planning
- Presenting
- Processing
- Problem-solving
Elements of Co-Teaching

Cooperative problem-solving/processing/presenting/planning/presence

Cooperative presenting/planning/presence

Cooperative planning/presence

Cooperative presence

Levels of Involvement

Cooperative Existing

Cooperative Working

Cooperative Instructing

Cooperative Teaching
The Types of Co-Teaching

One Teaching, One Observing
One Teach – One Observe

One of the advantages of inclusion is that more detailed observation of students engaged in the learning process can occur. With this approach teachers should decide in advance what types of information are to be gathered during the observation and should agree on a system for gathering data. Afterward, teachers should analyze the data together.

*When to use:* - when questions arise about students
- in new teaching situations
- when teachers want to check student progress
- when teachers want to compare target students to others in class

*Amount of planning:* LOW
2. Station Teaching
Station Teaching

In this approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate a third station could require that students work independently.

**When to use:**
- when content is complex but not heirarchal
- when part of planned instruction is review
- when teachers want to check student progress
- when several topics are part of the instruction

**Amount of planning:** MEDIUM

3. Parallel Teaching
Parallel Teaching

On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.

When to use:  
- when lower adult-student ratio is needed
- for activities such as drill and practice, reteaching, and test review

Amount of planning: MEDIUM

http://youtu.be/ek951kXTBzo
4. Alternative Teaching
Alternative Teaching

In most class groups, several students fail to master a concept as it is presented. This approach is designed to allow re-teaching to such groups of students. In it, one teacher works with a small group needing re-teaching while the other provides alternative activities for the rest of the class. However, to be most effective this approach is also used to provide enrichment, teach social skills, pre-teach academic content, and so on.

When to use:  
- when the range of student mastery is great
- when high levels of mastery are expected for all students
- when enrichment is desired

Amount of planning:  MEDIUM
Team Teaching

In team teaching, both teachers are delivering instruction together. One may model while the other speaks, one may demonstrate while the other explains, the teachers may role play, or they may take turns delivering the instruction.

When to use:
- when two heads are better than one
- when multisensory instruction is needed
- when a goal of instruction is to demonstrate some type of interaction to students
- when there is more than one approach to be modeled

Amount of planning: HIGH
6. One Teaching, One Assisting
One Teach – One Assist

In some cases, the most effective use of two adults in one classroom is to have one person keep primary responsibility for teaching while the other circulates through the room providing unobtrusive assistance to students as needed. Be careful not to overuse this approach.

When to use:
- when the lesson lends itself to be delivered by one teacher
- when one teacher has expertise for the particular lesson while the other does not

Amount of planning: LOW
So what does it look like on our campus???

Questions???