Co-Teaching Principles

Parity:
Partnership is based on equality.

Mutual Respect:
Each person is respected for knowledge and skills he or she brings to the partnership.

Specific Mutual Goals:
The partnership shares common student-focused goals.

Shared Accountability for Outcomes:
Co-teachers share instructional and behavioral accountability for all students.

Shared Resources:
Co-teachers openly share ideas, materials, methods, strategies, and approaches.

Course Agenda

Co-Planning

Whole Group Approaches
- One Teaching, One Observing
- Team Teaching
- One Teaching, One Assisting

Small Group Approaches
- Station Teaching
- Parallel Teaching
- Alternative Teaching

Review and Conclusion
One Teaching, One Observing
Note-Taking Guide

Definition:
One teacher provides instruction while the other collects data on the students' academic, behavioral, or social skills.

Advantages:

Cautions:

Ideas for Implementation:

Practice and Reflection:
Direction: Define behaviors. When behavior occurs, put slash through number to indicate number of times the behavior occurs.

<table>
<thead>
<tr>
<th>Behavior 1</th>
<th>Behavior 2</th>
<th>Behavior 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out without raising hand</td>
<td>Making squealing noise</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6 7 8 9 10</td>
<td>6 7 8 9 10</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td>11 12 13 14 15</td>
<td>11 12 13 14 15</td>
<td>11 12 13 14 15</td>
</tr>
<tr>
<td>16 17 18 19 20</td>
<td>16 17 18 19 20</td>
<td>16 17 18 19 20</td>
</tr>
<tr>
<td>21 22 23 24 25</td>
<td>21 22 23 24 25</td>
<td>21 22 23 24 25</td>
</tr>
<tr>
<td>26 27 28 29 30</td>
<td>26 27 28 29 30</td>
<td>26 27 28 29 30</td>
</tr>
<tr>
<td>31 32 33 34 35</td>
<td>31 32 33 34 35</td>
<td>31 32 33 34 35</td>
</tr>
<tr>
<td>36 37 38 39 40</td>
<td>36 37 38 39 40</td>
<td>36 37 38 39 40</td>
</tr>
</tbody>
</table>
Intensity Data Sheet

**Directions:** Define behavior. Define intensity of behavior. When the behavior occurs, record date and time. Determine at what level of intensity the behavior is being exhibited and mark with an X.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Eligibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School:  
Teacher:  

Name:  
Date:  
Define Behavior:  

Intensity Level Definitions:  
1  
2  
3  
4  
5  

The Special Educator's Toolkit: Engaging Nonverbal Students in Organizing, Managing, and Maintaining Classrooms by Cindy G. Gitelman. 
Copyright © 2012 Paul H. Brookes Publishing Co. All rights reserved.
Directions: Define behaviors. Start time using stopwatch immediately upon observing the behavior. Record start time. Circle behavior number. As soon as the behavior ceases, stop the timer and record the time. Figure the duration length.

<table>
<thead>
<tr>
<th>#</th>
<th>Behavior definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior #</th>
<th>Date</th>
<th>Start time</th>
<th>End time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Team Teaching Practice and Reflection

Consider your teacher partner. What norms or ground rules would you need to establish in order to feel comfortable sharing the stage:

List two barriers you face when implementing Team Teaching.

Write an action step you can take to help overcome or break down a barrier to Team Teaching.
Team Teaching Note-Taking Guide

Definition:
Teachers share the responsibility for leading instruction.

Advantages:  

Cautions:  

Ideas for Implementation:  

Practice and Reflection:  

CO-TEACHING
WITH CONFIDENCE
Consider your teacher partner. What norms or ground rules would you need to establish in order to feel comfortable sharing the stage:

List two barriers you face when implementing Team Teaching:

Write an action step you can take to help overcome or break down a barrier to Team Teaching.
One Teaching, One Assisting
Note-Taking Guide

Definition:
One teacher assumes the lead role while the other functions as support in the classroom.

Advantages:

Cautions:

Ideas for Implementation:

Practice and Reflection:
Whole Group Approaches Practice and Reflection

Out of the three approaches we just discussed, which approach do you most often use in your classroom?

If you answered One Teaching, One Assisting, how can you change your routine and your role?

List your action step for implementing a new approach you have not tried or do not use very often.

Share your action step with your co-teacher.
**Definition:**
Teachers divide up the class into small groups. The small groups rotate through the various stations of activities. Some stations are teacher-led while some are independent student-led.

<table>
<thead>
<tr>
<th>Advantages:</th>
<th>Cautions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas for Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice and Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Tips for Successful Station Teaching

✓ Create heterogeneous groups.

✓ Provide a visual chart of groups and students in each group.

✓ Provide visuals or written directions for the independent station.

✓ Plan seating arrangements for teachers and students while in the stations.

✓ Set clear expectations for student behavior and work production.

✓ Practice the rotation process.

✓ Follow through with an agreed-upon noise level, student movement, and the monitoring of independent group.

Starting Station Teaching can be intimidating. New strategies always require a little patience and practice.
Elementary Station Arrangement

Station 1: Teacher Led Group

Station 2: Independent Group

Station 3: Teacher Led Group

Key: ● = Student  ● = Teacher
Secondary Station Arrangement

Station 1:
Teacher Led Group

Station 2:
Independent Group

Station 3:
Teacher Led Group

Key: □ = Student Desk  ○ = Teacher
Jot down one idea for how you could use or improve Station Teaching in your classroom in the near future.
Parallel Teaching Note-Taking Guide

Definition:
Teachers divide the class in half and both teachers simultaneously lead instruction with their group.

Advantages:

Cautions:

Ideas for Implementation:

Practice and Reflection:
Elementary Parallel Teaching Arrangement

Key:  ○ = Student  ◆ = Teacher
Alternative Teaching Note-Taking Guide

Definition:
One teacher pulls a small group with specific needs to work on an alternative lesson while the other teacher leads instruction with the rest of the class.

Advantages:

Cautions:

Ideas for Implementation:

Practice and Reflection:
Small Group Approaches Practice and Reflection

Action Plan:
List a barrier or two that should be addressed with your co-teacher in order to implement one of these small group approaches.

Station Teaching:
Barrier(s):
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Action to overcome:
____________________________________________________________________
____________________________________________________________________
Parallel Teaching:
Barrier(s):
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Action to overcome:
____________________________________________________________________
____________________________________________________________________
Station Teaching:
Barrier(s):
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Action to overcome:
____________________________________________________________________
____________________________________________________________________
Tracking Small-Group Student Participation in Alternative Teaching

This form enables co-teachers to keep track over time of which students have been in a small group and for what purpose. You could create a similar form or a spreadsheet.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date, Purpose of the Small Group, and Teacher Leading It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Co-Teaching at a Glance

**Elements of Co-Teaching**
- Two or more people sharing instructional responsibility for the students assigned to a classroom
- Distribution of responsibility among people for planning, instructing, and evaluating students assigned to a classroom
- A way to facilitate access to the general education curriculum by differentiation of instruction to increase students' success in mixed-ability classrooms
- Collaboration of people with diverse backgrounds and interests to share knowledge and skills that generate novel methods to individualize learning
- A partnership that can be likened to a marriage wherein it is necessary to establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome inevitable challenges and problems, anticipate conflict, and handle them all in a constructive way.

<table>
<thead>
<tr>
<th>Effective Elements of Co-Teaching Partnerships</th>
<th>Benefits of Co-Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one common goal (enhanced student learning)</td>
<td>Increased overall student achievement</td>
</tr>
<tr>
<td>A shared belief system where each co-teacher is valued for unique expertise</td>
<td>Decreased referrals for intensive special education services</td>
</tr>
<tr>
<td>Parity between the co-teachers who both give and receive</td>
<td>Fewer behavioral problems</td>
</tr>
<tr>
<td>Use of distributed functions theory of leadership where what one teacher traditionally did alone is transformed into a shared distribution among all co-teaching team members</td>
<td>Less paperwork</td>
</tr>
<tr>
<td>A cooperative procedure with face-to-face interaction, positive interdependence, monitoring and processing interpersonal skills, and individual accountability</td>
<td>Increased flexibility in grouping and scheduling, making it possible for students to experience less wait time for teacher attention and increased time on task</td>
</tr>
<tr>
<td></td>
<td>Increased effectiveness in teaching students with a variety of instructional needs</td>
</tr>
<tr>
<td></td>
<td>Students exposed to active learning strategies are more engaged in learning</td>
</tr>
</tbody>
</table>

**Topics to be Discussed:**
- Time for planning: How often will we meet?
- Lesson planning: What format will we follow?
- Instruction: How will we plan to differentiate instruction?
- Student behavior: What are the classroom rules and consequences?
- Communication: What ground rules do we want to establish to govern our communication during planning and when we are teaching in front of the students?
- Evaluation: How will we assess and grade student performance?
6 Co-Teaching Approaches

One Teach, One Observe
One teacher leads the instruction while the other observes and gathers pre-determined data to be reviewed after the lesson.

One teach, One Assist
One teacher leads instruction while the other circulates the room and provides assistance to students as needed. This method should be used the least.

Parallel Teaching
Both teachers teach the same content, but to a divided class. This allows for differentiation. The teachers should determine the groups, time and content together.

Team Teaching
Both teachers share the delivery of the same content at the same time to the whole group.

Station Teaching
Both teachers work with a station. Students spend time with each teacher. A third station can be added for independent activities.

Alternative Teaching
One teacher reviews instruction with the majority of the class while the other works in a small group to provide pre-teaching and re-teaching, review and enrichment as needed.