Co-Teaching

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What is Co-Teaching?
“Co-teaching is not simply having two teachers in a classroom with one acting as a glorified paraprofessional or an in-class tutor for one or two students”

(Spencer, 2005, p.298)
Models of Co-Teaching

- One teaches – One observes
- One teaches – One drifts
- Parallel teaching
- Station teaching
- Alternative teaching
- Team teaching
Eight Components of the Co-teaching Relationship

1. Interpersonal Communication
2. Physical Arrangement
3. Familiarity with the curriculum
4. Curriculum Goals and Modifications
5. Instructional Planning
6. Instructional Presentation
7. Classroom Management
8. Assessment

Additional Considerations

1. Shared Belief System
2. Parity
3. Common Goal
4. Cooperative Process
5. Evaluation of Process
And a Few More Considerations

- Planning
- Instruction
- Student Behavior
- Communication
- Evaluation
- Logistics
Not Commonly Considered Co-Teachers

- Paraprofessionals
- Related Service Providers
- Families
- Students
Making Planning Possible

“Failing to plan is a plan to fail.”

• When, how often, where

• Creating Time
  – Borrowed Time
  – Common Time
  – Tiered Time
  – Rescheduled Time
  – Purchased Time
C. Elementary School

- Large City Public School
- Demographics
- Special Education Program
- Teachers
Daily Schedule

- 8:15 – 8:30.....2\textsuperscript{nd} grade
- 8:35 – 9:55.....3\textsuperscript{rd} grade Reading
- 10:00 – 10:50.....1\textsuperscript{st} grade Reading
- 10:55 – 11:35.....2\textsuperscript{nd} grade Math
- 11:35 – 12:15.....LUNCH
- 12:25 – 1:00.....3\textsuperscript{rd} grade Math
- 1:00 – 1:45.....2\textsuperscript{nd} grade Reading
- 1:45 – 2:25.....1\textsuperscript{st} grade Math
A Co-Teaching Perspective

- Video
- What stood out in the interview?
- Challenging aspects?
- What is important for success?
- Room for improvement?
The Co-teaching Rating Scale

- Used to look at the effectiveness of co-teaching
- Focus on areas that need improvement
- Identify successes
- Used to develop co-teaching goals
- 2 forms: complete independently then discuss with partner.
The Co-teaching Rating Scale

Given to:

• 1 special education teacher

• 3 general education teachers 1st, 2nd, & 3rd grade.
## Results of the Co-teaching Rating Scale

<table>
<thead>
<tr>
<th></th>
<th>Special Educator</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Both teachers in the co-taught classroom agree on the goals of the co-taught classroom</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6. I often present lessons in the co-taught class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13. Planning for classes is the shared responsibility of both teachers.</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>16. Test modifications are commonplace</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19. I feel confident in my knowledge of the curriculum content.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>21. Time is allotted (or found) for common planning</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Common Issues

- Time
- Responsibility
- Personal Space

What could be done to help resolve each issue?
Advice From Co-Teachers

- “Know with who you need to co-teach.”
- “Establish and clarify co-teaching goals.”
- “Practice communication skills for successful co-teacher interactions.”
- “Understand responsibilities.”
- “Agree to reflect and celebrate.”
- “Agree on a common framework.”

References

