

Co-Teaching Series Introduction

THE SIX CO-TEACHING MODELS

This module was completed in collaboration with historical co-teaching modules from Georgia State University and its collaborative partners, the Georgia Learning Resources System and the Georgia Department of Education, All co-teaching modules were made with state and IDEA funds and may not be reproduced for profit or used without crediting its authors.

Co-Teaching Series



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- The following module is the first module in the Co-teaching series created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The first module, **The Six Co-teaching Models** reviews the six common models of Co-teaching and offers pros and cons of each model. It also presents examples of when you might use the different models of Co-teaching. Video examples of each model are presented and activities if using this as a professional learning community.
- Co-teaching is more than using a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in the professional learning together.

Learning Targets



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- I can identify what stage of implementation knowledge I am in with co-teaching models.
- I can identify **six** commonly used approaches to providing instruction in a co-taught classroom.
- I can analyze a co-taught lesson and determine the models of co-teaching being utilized.

The Essential Question of Co-Teaching



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How is what co-teachers are doing together
substantively different and better for students than
what one teacher would do alone?

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4

Murwaski and Spencer, 2011, pg 96.

Co-Teaching Reflection



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- Using the Co-Teaching Reflection Tool, follow the directions to **individually** describe your **team's** implementation of co-teaching approaches.
- Check the rating of sustaining, developing or initiating, that best describes your team's implementation of each co-teaching approach.
- **Collaboratively** with your co-teaching partner share your responses to the coteaching reflection tool.
- Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement.
- Develop Action Steps after you have completed the module.

Co-Teaching Reflection Tool

School _____ Co-Teacher(s) _____ Date [Click here to enter a date.](#)

Directions Part 2-Instructional Delivery:

In the action, you will individually describe your team's implementation of co-teaching approaches. Check the rating of sustaining, developing or initiating that best describes your team's implementation of each co-teaching approach.

Co-Teaching Approach	Definition?	Initiating <input type="checkbox"/>	Developing <input type="checkbox"/>	Sustaining <input type="checkbox"/>
1 teach 1 Assist	One teacher is responsible for teaching. One teacher circulates throughout the classroom providing assistance to students as needed.	<ul style="list-style-type: none"> No co-planning occurs, although the lesson plan may be exchanged. No opportunity to switch role-lead/assist. This approach is used exclusively. Special education teacher only assists students with disabilities. 	<ul style="list-style-type: none"> Limited co-planning occurs, with one teacher developing the lesson opportunity. One teacher leads predominantly, while the other usually assists. This approach is used predominantly. Students interact mostly with one teacher or the other teacher. 	<ul style="list-style-type: none"> Co-planning occurs consistently. Each teacher has the opportunity to lead and to assist based on the instructional activity. This approach is used emergently. Both teachers share responsibility for maintaining the learning environment for all students. Special educator's role clearly reflects a focus on student IEP needs.

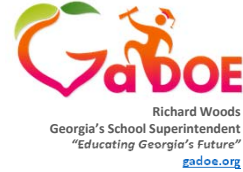
* This document was developed and produced by the Georgia State Department of Education, Division of Special Education/Early Intervention Services. Some items may differ from the U.S. Department of Education, used as a reference only.

1/28/19

5

Need Copies of the Co-Teaching Reflection Tool Rubrics Handouts 1A and 1B for each participant to complete.

Co-Teaching Foundational Principles



- The movement towards inclusion has its roots in the Individuals with Disabilities Education Act (IDEA), a federal law providing rights and protections for students with disabilities and ensures that students with disabilities have access to a free and public education (FAPE) in the “least restrictive environment” (LRE) to “the maximum extent that is appropriate” (Lee, n.d.; Morin, n.d.)

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6

Read and discuss slides 6-10. Ask if anyone needs clarification. For more information on LRE or FAPE visit [gadoe.org](http://www.gadoe.org); special education <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Implementation-Manual.aspx> Look in the Implementation Manual sections LRE, FAPE, and/or IEP sections. Also review GA Rules and Regulations for FAPE, LRE and IEP.

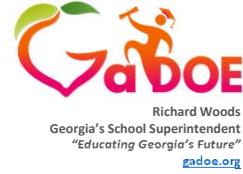
Co-Teaching Foundational Principles



- An inclusion classroom is often chosen as the least restrictive environment since it allows students with special education needs to receive the support they require as part of their Individualized Education Program (IEP), build a stronger social connection with their peers, and benefit from the curriculum of the general education class.

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Co-Teaching Foundational Principles



- A co-teaching team shouldn't use the same teaching model every day.
- The method chosen by the teachers is determined by their individual teaching styles, the unique needs of the classroom, and the lesson being taught.
- When the co-teachers are prepared to use various models and are comfortable sharing their classroom as equals, the experience for students can be seamless and effective.

Co-Teaching: Defining Characteristics



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- **Two or more professionally licensed teachers** A co-teaching relationship may consist of some combination of a special education teacher, general education teacher, and/or a related service provider such as a speech-language therapist or a counselor.
- **Jointly delivered instruction** In co-teaching, both professionals coordinate and deliver substantive instruction. They plan and use high-involvement strategies to engage all students in their instruction.
- **Diverse group of students** Co-teachers provide instruction to a diverse group of students, including those identified with disabilities and others who are not identified. All students are considered members of the class.
- **Shared classroom space** In a co-teaching relationship, the majority of the instruction takes place within the classroom in contrast to various pull-out models. (Marilyn Friend, 2014)

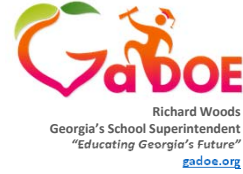
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9

Schools that strive to be inclusive use a variety of models to serve students with disabilities, including consultation services, paraprofessional support, pull-out services, and co-teaching. Co-teaching is a model of delivering special education services to students with disabilities within the general education classroom. The following characteristics define the unique relationship of co-teachers.

Also have participants read, Handout 2 "Co-Teaching What It is and Is Not"

Characteristics of Effective Co-Teaching Teams



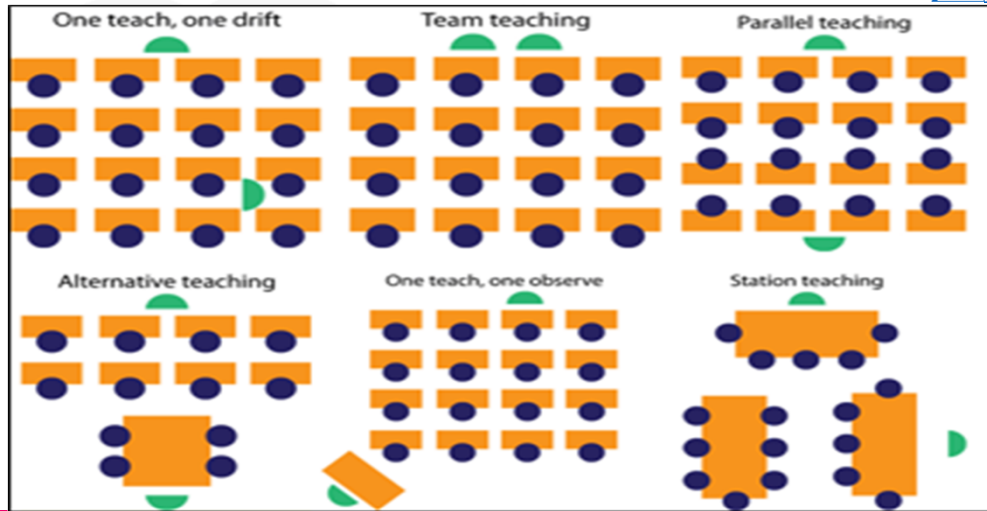
- Share their vision and commitment to co-teaching with colleagues
- Engage in collaborative planning with parity
- Identify clear roles and responsibilities
- Self-assess professional development needs related to co-teaching, Universal Design for Learning, and differentiation to establish teacher baseline data
- Actively participate in professional development related to the six approaches of co-teaching... and other co-teaching practices, Universal Design for Learning, and differentiation
- Establish mutually agreed-upon classroom procedures; [and]
- Design lessons and assessments using Universal Design for Learning and differentiation strategies

(Maryland State Department of Education, 2011, p. 6)

Six Approaches to Co-Teaching



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12

Models from Texas Co-Teaching Manual.

Which models are whole group? Which are small group? Use the handouts, Handout 3 "Six Variations to Co-Teaching" and Handout 4 "Co-Teaching Models" to use as discussion guides around the different models. As an activity you can divide into groups and chart each model.

Approaches to Co-Teaching



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Large Group

- One Teach/One Observe
- One Teach/One Assist
- Team Teaching

Small Group

- Station Teaching
- Parallel Teaching
- Alternative Teaching



One Teach/One Observe



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Description:

- Whole Class Approach
- One teacher manages overall class/discipline/instruction
- One teacher systematically observes one student, small groups, or whole class to gain important information on students.



One Teach/One Observe



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- **Pros:** Lowest risk to both teachers. One teacher leads while other does specific observation or assessment.
- **Cons:** If the same teacher is always the observer, then that teacher may be viewed as a paraprofessional.
- **Considered Pre-Co-Teaching**
- [One Teach One Observe Video](#)



One Teach/One Support



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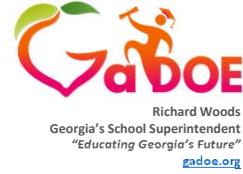
Description:

- Whole class approach
- One teacher take most of the responsibility for planning and instruction.
- One teacher accommodates, observes, supports behavior, collecting data, setting up stations, etc.
- These roles should change frequently



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One Teach/One Support



ASK:

- If we are using this approach most of the time, are we really maximizing the use of two teachers in the classroom?
 - What is substantively different about this class as compared to that of a traditional solo taught class?
 - What can we do together using this approach that we could not do alone?
-
- How is this approach helping improve student academic and behavior improvements?

One Teach/One Assist



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- **Pros:** Can be used in large & small groups. Embeds IEP goals (strategies & social skills) into content instruction. Requires little planning and is easy to implement.
- **Cons:** Not co-teaching unless **BOTH** teachers take passive and active roles periodically.
- Should only be used 15% of the class time.
- **Considered Pre-Co-Teaching**



[One Teach/One Assist Video](#)



Co-Teaching: Activity



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- Distribute the article listed below and four index cards to each participant.
- Participants read the article, "Co-Teaching: Moving Beyond One Teaching, One Assisting" by Tina Spenser.
- One separate index cards record: One thing you **agree**, one thing you might not agree, one thing you might **aspire**. Leave the fourth card blank.
- Share your agree, not agrees, and aspires with a partner. Once your have shared, write on the fourth card personal "Aha's" such as insights or new perceptions you gained from the article.
- Have two or three share their "Aha's" with the large group.

1/28/19

18

Activity" Three A's Plus One from Groups at Work Participants will need Handout 6: the article: "Co-Teaching: Moving Beyond One Teaching, One Assisting" by Tina Spenser

Station Teaching



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Description: Students are rotated between 3 or 4 stations or centers, which are either manned by a teacher, an assistant, or are independent stations.

Allows for “chunking” of information and differentiating based upon student need.



Station Teaching



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- **Pros:** Low teacher-pupil ratio. Both teachers work with all students. Each teacher has clear responsibilities.
- **Cons:** Increased noise level. Teachers want to ability group. Transitioning will need to be taught. Generalization may be difficult. Takes time to plan and organize.





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Station Teaching

ASK:

- Does our content lend itself to being chunked into stand alone components?
- Would students benefit from a station when learning this content?
- What can we do together using station teaching that we could not do alone as a teacher to improve outcomes for all of our students in the classroom?



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3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

As you watch the following videos on Station Teaching, note the following:

- 3 points that validate your thinking
- 2 interesting new points
- 1 question that you still have

2/11/2019

22

Create form for them to use for this activity

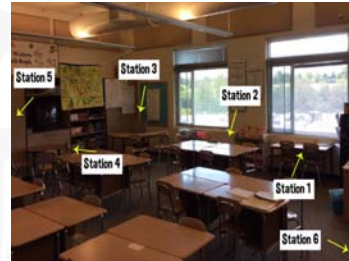
Have them do individually as they watch – then in small groups, have them discuss with each other after the video. Once they've had time to discuss in their small group (maybe 10 minutes) have each table group share 1 idea that validated their thinking, 1 idea that was new to them, and 1 question they still have.

Station Teaching Videos



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- [High School Station Teaching](#)
- [Middle School Station Teaching](#)
- [Elementary Station Teaching](#)



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3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

In your small groups discuss:

- 3 points that validate your thinking
- 2 interesting new points
- 1 question that you still have

2/11/2019

24

Handout 7: 3,2,1 Summary Form

Have them do individually as they watch – then in small groups, have them discuss with each other after the video. Once they've had time to discuss in their small group (maybe 10 minutes) have each table group share 1 idea that validated their thinking, 1 idea that was new to them, and 1 question they still have.

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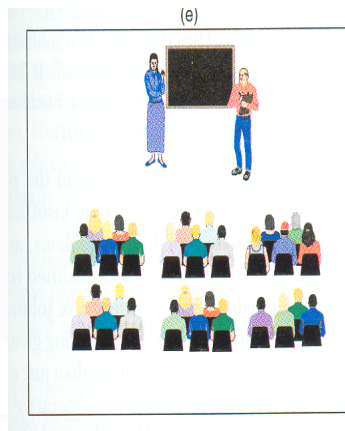
Team Teaching



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Description:

- Whole Class Approach
- General Education and Special Education teachers have **joint responsibilities** for teaching & assessing all content to **ALL** students.
- Both teachers share the responsibility for planning, instructing and assessing students.



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Team Teaching



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- **Pros:** Both teachers share the stage. Large amounts of complex curriculum can be covered. Students have advantages of both teacher's style. Students with disabilities are often indistinguishable.
- **Cons:** Takes time to build trust and respect. Does not provide for differentiated instruction and flexible grouping. Takes more co-planning time. Students can't get away with as much and classroom management is easier. Both teachers must be proficient in content.
- [Team Teaching Video 1](#)

Team Teaching

ASK:

- Will this lesson be more effective for students if they stay in the large group and we share instruction?
- What can we do together using Team Co-teaching that could not be done alone?
- Do we both feel comfortable with the content and teaching styles we use?

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Successful Team Teaching



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- This video is an introduction to the year-long process of developing a co-teaching team.
- An explanation of the fundamental problems that co-teachers often face is included, along with the plan to work through those issue to create an equal, success partnership in the classroom.
- Bruce Tuckman's stages of team teaching development are outlined. Students from the 9th grade English Language Arts class are introduced and asked what they think about the co-teaching model in their classroom.
- [Team Teaching High School English](#)

Successful Team Teaching

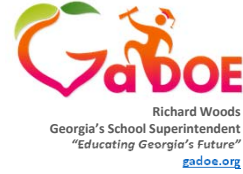


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- Bruce Tuckman's team-building steps: Forming and Storming are discussed in the video Successful Co-Teaching.
- With a classroom of diverse learners, the primary goal is to create a safe, organized, and friendly environment where students know exactly what is expected of them at every moment of each class.
- In the Forming stage, decisions about classroom non-negotiables, academic and behavioral expectations, and classroom routines are made.
- The Storming stage pushes teams to revisit those foundational decisions made during Forming and discuss the classroom successes or any necessary change.

[Successful Co-Teaching](#)

Team Teaching Activity



- Choose one of the Team Teaching videos from slides 28-30 and watch. Then discuss the following questions with your elbow partner.
- Why do you think the co-teachers chose team teaching for this lesson?
- What strategies did you notice were successful?
- Did you notice any challenges?
- What is one thought you will remember when team teaching with your co-teacher?

Parallel Teaching



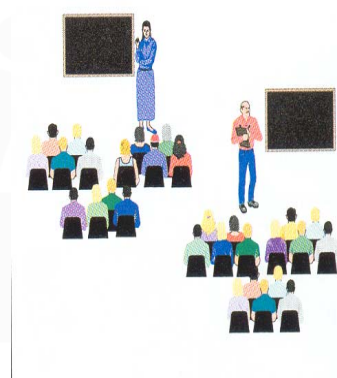
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Description:

Teachers share responsibility for planning, instructing and assessing.

Teachers divide the class into two heterogeneous groups and **teach the same content at the same time or teach the same content in two different ways.**

Most appropriate for drill & practice, reviews, and project work.




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Parallel Teaching



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- **Pros:** Both teachers actively engaged. Both teachers get “face time” with students. Smaller student –teacher ratio. Teachers can vary learning groups by readiness, interests, or other learning styles.
- **Cons:** Cannot be used unless both teachers are proficient in content. Noise level and activity can be very distracting.



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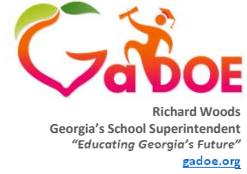
Parallel Teaching

ASK:

- Are we avoiding always grouping the same students?
- What can we do together using Parallel Co-teaching that we could not do alone?
- Area all the students getting the same content?

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Parallel Teaching



- Watch the video below and on the next slide.
- Discuss why you think the teachers chose parallel teaching for lesson?
- [Parallel Teaching Video](#)

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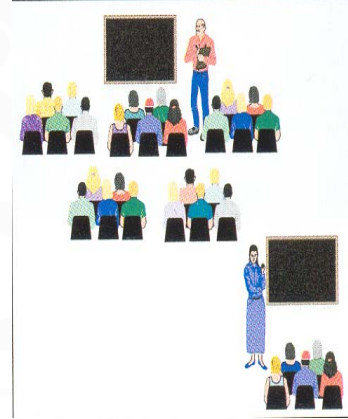
Alternative Teaching



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Description:

- Teachers can divide the responsibility for planning, instructing and assessing.
- One teacher manages a larger instructional group.
- One teacher manages a smaller group for reteaching, preteaching, enrichment or individualized instruction.
- Students are heterogeneously grouped. The same students are not in the same group every time.



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Alternative Teaching



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- **Pros:** Enables a smaller student-teacher ratio for enrichment or remediation, great model for multi-tiered supports for students, divides planning responsibility
- **Cons:** Students who are repeatedly grouped for re-teaching may be stigmatized. Make sure the large group is not learning a new skill. Need to bring whole group back together for the closing of the lesson.

Alternative Teaching Activity

Watch the video on alternative teaching and answer the questions.



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1. When are three times you could use alternative teaching?
2. Should one teacher teach the same group all the time?
3. What are two benefits of alternative teaching?
4. What are two negatives that could occur when using this co-teaching model if not used correctly?

- [Alternative Teaching](#)

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37

- Alternative Teaching Video
- School of Education CSU, Chico

Tips for using the Approaches to Co-Teaching

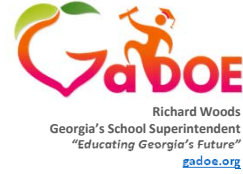


Decisions on which co-teaching approach to use must be planned ahead of time and based on:

- Content and standards to be covered
- Learning activities to be used
- Student needs and individual learning profiles
- Comfort of teachers with content and activities
- Space and room environment
- Mix it up to keep motivation and increase learning

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Recommended amounts to use the model across a unit lesson



- One Teach, One Observe 10-15%
- One Teach, One Assist 15-20%
- Station Teaching 30-40%
- Parallel Teaching 30-40%
- Alternative Teaching 30%
- Team Teaching 20-30%

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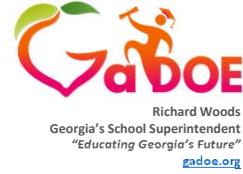
39

The percentages listed are recommended amounts of time to use that approach across a unit of lessons.

Point out that the one teach, one drift is very commonly used, but be very careful not to overuse it because it creates “learned helplessness” with certain students. Encourage students to try a task before too much support is given.

Assign groups an approach and have them come up with examples that they have used in their co-taught classes.

Can You Answer the Learning Targets?



- I can identify what stage of implementation knowledge I am in with the co-teaching models.
- I can identify **six** commonly used approaches to providing instruction in a co-taught classroom.
- I can analyze a co-taught lesson and determine the models of co-teaching being utilized.

Next Steps



- Using the Co-Teaching Reflection Guide and information learned about the different models of co-teaching, develop an action plan for improving co-teaching practices so that instruction is substantively different and better for students than what one teacher would do alone?
- Complete the other modules of the Co-Teaching Series.

Resources



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43

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