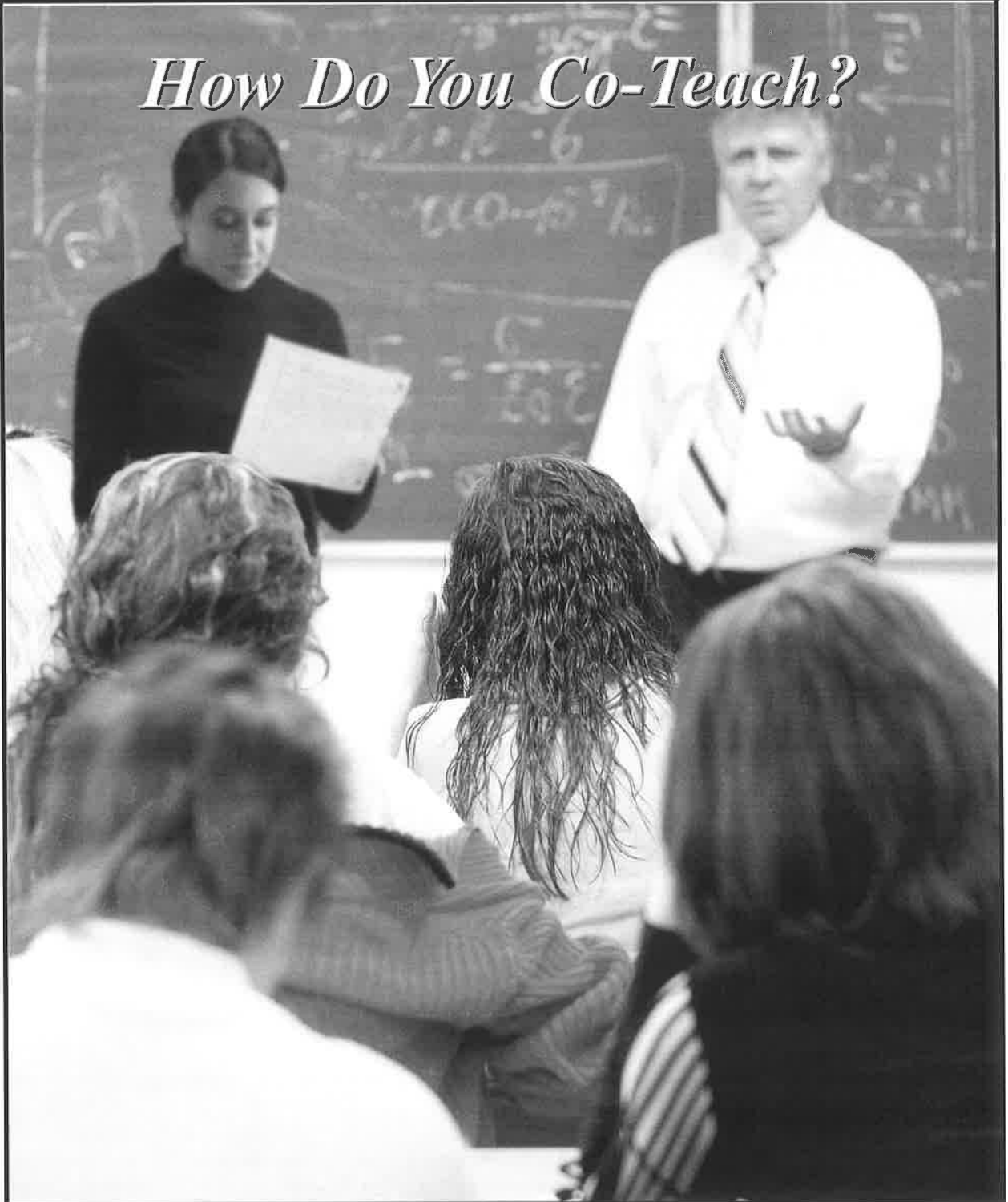


Section IV

How Do You Co-Teach?



WAYS TO CO-TEACH

Listed below are six ways to co-teach and examples of each. Remember, both teachers are in the classroom to serve all students. You may use one or more than one of the ways to co-teach during a given class period. For example, during a 50 minute class period, you may use *One Instructs*, *One Circulates*, *Parallel*, and *Team* or you may only use *Rotation* for the entire class period. The ways you co-teach will vary daily based on the lesson, the length of the class period, and how the co-teachers plan to present the material.

Do not overuse any one way of co-teaching. For example, do not use *One Instructs*, *One Circulates* every day, all period. This is boring for the circulating teacher and the students, and does not utilize the skills of two professionals in the classroom as true co-teachers. **Both teachers should be actively involved at all times.** For example, while one teacher is instructing the entire class, the other teacher should not be grading papers or sitting at the back of the classroom.

1. One Instructs, One Circulates (I.C.)

While one teacher instructs the entire class, the other teacher circulates, helping students with particular needs or using proximity control to keep students on task.

- *Teacher A is instructing the students on a new math concept. Teacher B walks around the room to check that students remain on task, understand the concept, are on the correct page, are taking notes, etc. If a student needs help, Teacher B is available to quietly assist.*
- *Teacher A reviews the homework from the previous day while Teacher B circulates. Next, Teacher B introduces a new lesson while Teacher A circulates.*
- *The circulating teacher can identify when students are not grasping a concept or need further examples or clarification. The circulating teacher can provide a non-verbal cue to the instructing teacher to re-teach a concept, slow down or provide additional examples.*

NOTE Switch the active and passive roles to prevent one teacher being seen as the “helper.” This way of co-teaching is often overused. One Instructs, One Circulates should not be used the entire class period.

2. One Instructs, One Observes (I.O.)

One teacher instructs the students, while the other is systematically observing one student, a group of students or the entire class to gain specific information and for a specific purpose. This information will be analyzed together at a later time.

- *Teacher A is teaching a math lesson, while Teacher B is observing a student's behavior in class. The information from this observation will be used to develop a behavior plan for the student.*
- *Teacher A instructs the class, while Teacher B observes the class to adjust the seating chart.*

NOTE Switch the active and passive roles to prevent one teacher being seen as the “helper.”

NOTE The observation should be for a specific purpose and last for a specific amount of time (i.e. 15 minutes).

3. Rotation Grouping (R)

Two or more rotation groups are set up in the classroom or possibly in two separate classrooms. One teacher teaches a lesson to Group 1, while the other teacher teaches a different lesson to Group 2. Group 3, if used, is an independent group. Students rotate through the groups.

- *Teacher A, in Group 1, teaches a lesson on plant growth. Teacher B, in Group 2, conducts a science lab. Group 3, the independent group, works on a practice sheet or plays a science review game.*
- *Teacher A, in Group 1, introduces new vocabulary for a novel. Teacher B, in Group 2, returns essays and reviews the homework from the previous day. (There is not an independent group for this lesson.)*

NOTE An independent group should only be used when an activity can be completed without teacher assistance. For the independent group, the students do not have to sit together.

NOTE Individual assignments can be given to students in the independent group. This may include remediation, reteaching and enrichment exercises.

NOTE Movement, pacing and noise level should be taken into consideration when planning.

NOTE During planning, the co-teachers can predetermine the make-up of each group.

4. **Parallel Grouping (P)**

Divide the class into two **heterogeneous** groups with both teachers providing the same instruction.

- *Teacher A teaches two-digit addition to Group 1 using the paper/pencil method. Teacher B teaches two-digit addition to Group 2 using manipulatives. *Same lesson, different approach**
- *Teacher A reviews Chapter 3 with Group 1, while Teacher B reviews Chapter 3 with Group 2. *Same lesson, same approach**

NOTE Both teachers must know the content.

NOTE Movement, pacing and noise level should be taken into consideration when planning.

NOTE Students must be taught the same information in both groups, even if the material is presented in different ways.

5. **Large Group, Small Group (LS)**

Divide the class into a large group and a small group. One teacher instructs the large group, while the other teacher works with the smaller group. The smaller group may consist of students who need extra help, have been absent, need additional practice, need re-teaching or need enrichment.

- *Teacher A is instructing a small group of students that need additional review and practice. Teacher B is working with the rest of the class on an enrichment activity.*
- *Teacher A is assisting a small group of students in developing ideas for a writing assignment. Teacher B is taking the larger group to the computer lab to begin their writing assignment.*

NOTE Groups will change based on student needs. The groups should not always consist of the same students.

NOTE The same teacher should not always work with the small group.

6. **Teaming (T)**

Both teachers are active instructors. They work together to instruct the entire class. Conversation and presentation of the lesson flow seamlessly between the teachers.

- *Teacher A describes the parts of an atom, while Teacher B draws a picture or makes a model of each part as it is being described.*
- *Teacher A outlines the steps to solve an equation, while Teacher B writes each step on the overhead.*
- *Teacher B is lecturing on The Great Depression, while Teacher A is modeling note taking strategies on the overhead. Teacher B can be circulating while lecturing.*

NOTE This way of co-teaching requires good planning, communication, commitment, respect for each other and creativity.

SAMPLE CO-TEACHING LANGUAGE ARTS LESSON

While Teacher A:

Teacher B:

Goes over the lesson's objective and collects homework

Writes the journal topic on the white board and provides an example

Records attendance

Gives students 5 minutes to complete journal entries

Explains the target skill of the day

Hands out post-it notes to record the daily skill and directs the students to place the completed post-it note on the corner of their desk

Monitors ½ of the class for work completion and records the scores

Monitors other ½ of the class for work completion and records the scores

Places the list of students for each Rotation Group on the Smartboard and assigns the roles for students in each group

Distributes the box of materials to each group leader

Works with Group 1 on a vocabulary review game

Works with Group 2 on drawing conclusions from a story

One Independent Group will be working in pairs to complete a graphic organizer on comprehension of a story recently read.

The other Independent Group will be using an assessment rubric to work on an end of the unit project. These rubrics are differentiated based on student abilities.

After 15 minutes students will rotate through the 4 groups. (Depending on the length of the class period, the rotations may need to be completed the following day.)

Collects the box of materials from each group leader

Assigns homework and checks agendas

SAMPLE CO-TEACHING MATH LESSON

While Teacher A:

Teacher B:

Works with a small group on standardized test taking strategies for math

Works with a large group on an enrichment activity

Instructs the entire class on a new math concept

Circulates and checks for understanding of the concept and provides verbal and non-verbal cues to Teacher A

Divides the class into parallel groups based on students' learning styles

Distributes the materials needed for each group

Instructs a parallel group using a calculator and manipulatives to complete practice problems on factoring

Instructs a parallel group using a calculator and a graphic organizer to complete practice problems on factoring

Checks student's homework agendas

Assigns the homework problems (the homework assignment is individualized based on students' needs and accommodations)

TIPS FOR SUCCESSFUL CO-TEACHING

- ✓ Utilize the skills of both teachers. Having two teachers in the classroom opens up teaching opportunities.
- ✓ Establish a working relationship based on mutual respect, follow through and punctuality.
- ✓ Be prepared. Co-planning the lesson is the key. Schedule a regular time to do this.
- ✓ Remain flexible. Change requires time. The first year is the hardest.
- ✓ Explain to parents the benefits of co-teaching.
- ✓ Make the co-teacher welcome in your classroom. Provide a place for his/her materials, be sure to display both names.
- ✓ Communicate concerns to each other. Raise disagreements while still minor and don't forget about compromise.
- ✓ Inform your co-teacher when you will be absent.
- ✓ Evaluate your co-teaching relationship and student performance on an ongoing basis.
- ✓ Go slowly. Learn each other's styles. Frequently discuss what works, what does not, and adjust.

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10 EASY TECHNIQUES TO GUARANTEE THE FAILURE OF EDUCATIONAL PARTNERSHIPS!

- ✘ Act like you know it all.
- ✘ Sulk when your advice is not taken.
- ✘ Focus on your professional status.
- ✘ Use all available professional jargon.
- ✘ Be unreliable, late and inconsiderate.
- ✘ Appear to be aloof, formal, and superior.
- ✘ Spend your time telling people about your own life and accomplishments, and your busy schedule.
- ✘ Not planning with your co-teacher.
- ✘ Expect immediate results and get mad when you don't see them.
- ✘ AND FINALLY, act like you have all the answers.

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