

Co-Teaching & Inclusive Schooling

1. Introductions

Carlos Oliveira, ESL Coordinator, Alamance-Burlington Schools

Julie Bost, EC Program Specialist, Alamance-Burlington Schools

2. Understanding of terms and ideas

Inclusion	Co-Teaching
Philosophy and belief system	Model for providing ESL/EC services in the general education classroom
Not a physical location	Two teachers teaching a group of students
Creation of a learning community where all students are members even if abilities are different, and the focus is on strengths and abilities	Partnership where each teacher shares their strengths and skills while working together to meet the needs of all learners and allowing them to access the curriculum; collaboration is key!

3. Training initiatives

a. Teachers & Paraeducators

b. Administrators

i. Building level expectations

ii. Scheduling including shared planning and meaningful partnerships

4. Overview of models

a. Handouts

b. Video:

<http://www.youtube.com/watch?v=hadT55umZU0&feature=related>

5. Questions???

Co-Teaching

General Educator
Teacher

Co-Teaching
Partnership

Special Education
Teacher/BSL Teacher

Contracting
Common Core Standards
Pacing Guide

Content and Individualization
Student-Centered
Shared Teaching
Responsibilities and Strategies

Various Disabilities/abilities
Individual Learning Needs
Differentiation of Curriculum
Language Acquisition
Learning Needs
Cultural Brackets

Vertical Alignment
Resources
Classroom
Management

Problem Solving
Professional Growth
Social and Emotional Needs
Addressed

Modifications/Adaptations
Compliance/Law
Motivational Strategies
Building background knowledge

Co-Teaching Ideas*

Teacher A	Teacher B	Benefit
Presenting new info via lecture or media	Model note taking or completing graphic organizer	Accessible content; facilitates understanding
Explaining a new concept	Model concept; ask clarifying question	Increase interest and motivation: engaged; develop inquiring attitudes
Facilitating sustained silent reading	Reading quietly with small group; pre-teaching new info	Accommodates auditory learners; model good reading skills; prepare for upcoming unit
Preparing half the class for debate	Preparing other half for debate	Increase instructional time and student engagement
Providing large group instruction	Circulating, using proximity control for behavior management	Increase on task behavior and decrease discipline referrals
Giving oral instructions	Writing down instructions; repeat and clarify difficult concepts	Content is accessible for all students
Taking attendance	Collecting or reviewing homework; reviewing social or study skill	Maximizes time; improves student behaviors
Facilitating independent seat work	Conferencing with individual students regarding IEP goal or skill deficits	Meeting individual needs of all students with and without exceptionalities

*(Adapted from Conderman, Bresnahan, & Pedersen, 2009)

Co-Teaching Observation Checklist

Date/Time:	Subject/Grade:					
General Ed. Teacher (G):	Special Ed. Teacher (S):					
Objective(s):	Circle Model(s) used:					
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">One teach one observe</td> <td style="width: 50%;">Parallel teaching</td> </tr> <tr> <td>One teach one drift</td> <td>Alternative teaching</td> </tr> <tr> <td>Station teaching</td> <td>Team teaching</td> </tr> </table>	One teach one observe	Parallel teaching	One teach one drift	Alternative teaching	Station teaching
One teach one observe	Parallel teaching					
One teach one drift	Alternative teaching					
Station teaching	Team teaching					

Parity Check:

Y	N	Both names on door
Y	N	Both names on documents/notes going home
Y	N	Both teachers deliver instruction or lead class routine/activities at some point during the observation
Y	N	Students respond to each teacher the same
Y	N	Both teachers manage classroom including discipline
Y	N	Both teachers demonstrate curriculum knowledge
Y	N	Both teachers answer/address student questions
Y	N	Evidence of collaborative planning prior to instructional activities

Comments/Feedback:

Co-Teaching Approaches At a Glance

One Teach, One Observe One teacher instructs, one observes a student or small group to record data on specific behaviors. Requires little joint planning. Could lead to EC teacher being more of an assistant if the observer role is not traded back and forth. If observer role is exchanged it allows regular and general education teachers insight regarding classroom dynamics. Co-teachers can discuss information provided from observations and use it to plan instruction and behavior management

One Teach, One Assist Also known as one teaching/one drifting. One teaches, the other constantly moves about room monitoring behaviors and helping others stay engaged. Requires little joint planning. Works well with Para educators and certified teachers who do not feel comfortable leading instruction. Should not be the only method used by two certified co-teachers (roles should be interchanged). Can be distracting to some students or encourage dependent learners.

Station Teaching Much like learning centers. Students move from one station to another using preset time/schedule. Could have up to 3 stations if using independent work station. Requires joint planning and shared responsibility for delivering instruction. Lowers student-teacher ratio. Most common problems occur with transition and noise levels-must monitor and adjust!

Parallel Teaching Essentially the same lesson is taught to half the class. Reduces teacher-student ratio. Both groups have regular and special ed. Students. Great for re-teaching, reviewing for tests, projects, cooperative learning activities, etc. Should not be for initial instruction unless both teachers are proficient in the concept being taught. Requires joint planning and shared responsibility for instruction

Alternative Teaching One co-teacher takes a small group to teach something different from what large group will be taught. Great for pre-teaching, re-teaching, assessing specific skills, IEP goals, etc. Be careful not to stigmatize certain students or keep them from accessing regular curriculum. Providing "help-station" for all students may help to alleviate the stigma. Both teachers should take responsibility for small group at various points throughout the year. Requires joint planning and shared responsibility for instruction

Team Teaching (Teaming) Both teachers are teaching and planning for instruction. Take turns leading discussion, demonstrating concepts, etc. Requires the most joint planning, commitment, compatibility, comfort level, and mutual trust. When planning assign specific parts of the lesson. Constantly reflect together and check to see if the other teacher is satisfied with what is happening in the classroom