

6 Steps to Successful Co-Teaching



1 - Establish Rapport

-Before the year even starts, get to know your co-workers. Discover what you have in common, and other topics to relate with one another, other than work.

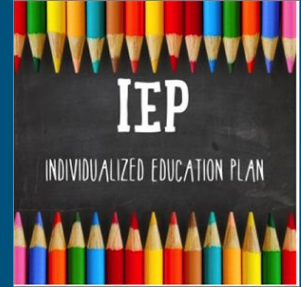
2 - Identify your teaching styles and use them to create a cohesive classroom

-Hands on versus lecture from text book? Once you identify your teaching style, find co-workers who are similar to you, as well as co-workers who are the opposite to compare and bounce off ideas.

3 - Discuss strengths and weaknesses

-Create a list of strengths, weaknesses, like and dislikes. Have your co-workers do the same. Then compare them and see what you need to change, do better, stop doing, etc.

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4 - Discuss Individualized Education Plans and regular education goals

-Meet with the special educator to see if your plans align well and if they are addressing the goals, objectives, and mandatory curriculum for that grade level.

5 - Formulate a plan of action and act as a unified team

-Discuss what will be tolerated, the appropriate responses to actions that are not acceptable, and be consistent when dealing with parents. If possible, meet as a team for conferences with parents.

6 - Take risks and grow

-Learn from mistakes made, why something did not work, and have a plan to make it better next time.

Collaborative
Learning Builds
Deeper
Understanding



Some highlights from the Collaborative Learning Video

The College Preparatory School - "College Prep is an elite, coed, nonprofit private high school, tucked into a scenic glen in the foothills of Oakland, California. The school enrolls students from almost 80 different schools in the San Francisco Bay Area. Tuition is about \$34,000 per student and roughly 25 percent of students receive financial aid or scholarships. None have special needs or require English-language-learner services; 100 percent are admitted to college, most to top-tier universities" (Davis, 2012).

-Collaborative learning has been shown to result in higher student achievement, higher self-esteem and higher motivation for all students, across socioeconomic and cultural backgrounds.

-Even in the math classes, students get together and go over their answers and discuss the problems before starting the day or asking the teacher questions.

-If there is a problem that everyone struggled with, than that's when the teacher brings the class together and does a couple problems or discusses what they students are collectively struggling with.

-Class work is made harder so that they rely on group members for help, the homework is much easier.

-Discussion based teaching: Group members have specific jobs, such as scribe, map drawer who keeps track of who is talking to who and when, and moderator who makes sure that one person is not talking too much and to make sure that they are not on a topic for too long.



Six Approaches/Methods to Co-Teaching

One Teach, One Observe- Teachers agree on what type of observations to conduct,. With this approach they are able to observe the in detail how the students engage in the classroom. Also, they are able to analyze the information and see how they can improve their instruction

One Teach, One Assist- One teacher gives the lesson while the other supports accommodations, modifications, behavior supports and reteaches or pre-teaches students who will benefit from it.

Parallel Teaching- Class is split into two. Both teachers are teaching the same material at the same time. Students can be grouped randomly, behavior management, learning profile and/or preference.

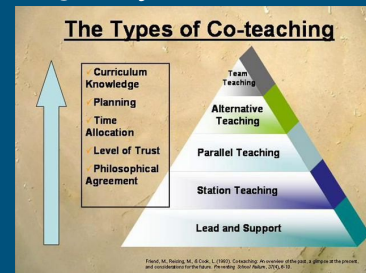


Six Approaches/Methods to Co-Teaching

Station Teaching- Teachers split the students into two different groups. Each teachers teaches the content to one group and subsequently the other teaches to the next group. They rotate among the stations but they still have the same learning objectives and instruction cannot be sequential.

Alternative Teaching- One teacher teaches most of the class while the other is in charge of a smaller group. It is used to create an intense instruction for the smaller group. For example, take a group of students who were absent during the lecture, for assessment purposes or for extended challenges

Team Teaching- Both teachers share instruction. Lessons are taught by both teachers, discipline is handled by both and classroom decisions are made by both.



Module: Communication for Collaboration

This module walks beginning teachers through the different steps that they can take when learning to communicate and collaborate with other teachers and professionals.

1. Dilemma

- The preschool teacher works with a speech pathologist to help one of her students with speech delays.
- Even though the suggestions from the pathologist are things that could help the student, the teacher finds it hard to implement them in the classroom.

2. Question

- PICO
 - P - Person (characteristics of the child or family receiving intervention)
 - I - Interventions being considered
 - C - Comparison to other interventions (research)
 - O = Outcomes desired

Module: Communication for Collaboration

3. Evidence

- Define - need a boundary for effective communication
- Research - Support any decisions
- Policies - Legislation needs to be met
- Experience-based knowledge - leaders are educated

4. Decision

- Consider perspectives and contexts in the dilemma
- Integrate evidence, perspectives, and contexts
- Plan for implementation

5. Evaluation

- Were strategies successful
- Determine what can be improved.

Cooperative Teaching



What is co-teaching?

When two educational professionals work together to help a diverse or mixed group of learners. Different types of co-teaching relationships include:

1. Special & General education teachers
2. Paraprofessionals & Sped/Gen Ed teachers
3. Two Gen Ed teachers
4. Speech pathologist & Sped/Gen Ed teachers
5. Social Worker & Sped/Gen Ed teachers
6. Elective teachers & Sped/Gen Ed teachers



Cooperative Teaching



- Elementary School
 - Focus on students with disabilities
 - A few days a week
- Middle School
 - Collaboration between content area teachers and special education teachers.
 - Interdisciplinary teams - focus on positivity
- High School
 - Most common level for co-teaching - difficulty sometimes with schedules
 - Special educators and content teachers can plan lessons together

Cooperative Teaching



Keys to success with Co-teaching:

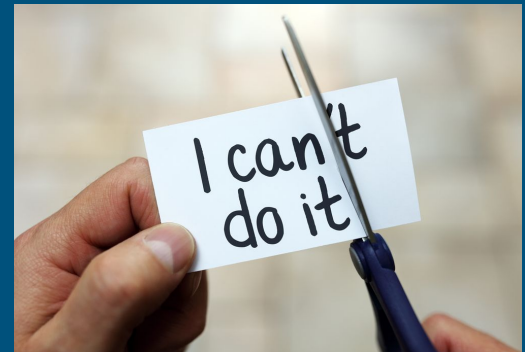
1. Planning - time and commitment
2. Disposition - Evaluate different teaching philosophies and find a common ground
3. Evaluation - find ways of examining how the system is working for teachers as well as students.

Barriers

1. Time - planning time and support structures take time
2. Grading - Plan this ahead of time with teachers in agreement
3. Student and Teacher Readiness - students and teachers need to understand the purpose and how it is meant to work.
4. Testing - evaluate students to determine if co-teaching is benefiting them.

Benefits of Collaboration

- For Teachers:
 - Allows teachers to work in smaller groups to meet the personal needs of the students
 - Two teachers mean two different teaching styles
 - Students view both teachers as equal
- For Students:
 - Practice social skills (Especially students with special needs)
 - Learn how to work through differences
 - Greater success and support academically



Opportunities

- Collaboration should provide an environment for students that is:
 - Productive - Allows for successful completion of work
 - Inclusive - encourages respect for diversity, allows for multiple perspectives, and cultural awareness
 - Safe - positive relationships between the adults and students in the classroom
 - Intensive - Students are allowed smaller group settings which creates more one-on-one time with the teacher



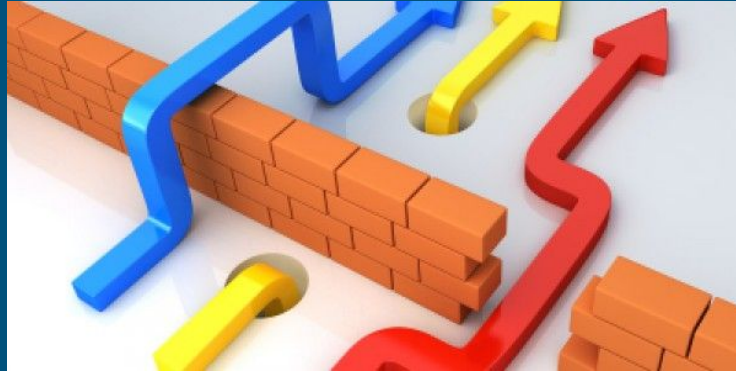
Effectiveness in learning outcomes

- There have not been too many long term studies that have been conducted to show how effective co-teaching can be.
- However, collaborating in special needs settings has shown positive results.
- More positive interactions with teachers = more successful learning



Overcoming Barriers

- Both teachers must be competent in the content
- Preplanning takes a considerable amount of time which may be a problem
- Students may rely on one-on-one assistance
- Sharing instructional responsibility but being solely responsible for pupil outcomes



Recommendations for Collaboration

- Using the Co-Teaching methods appropriately in order to enhance the students learning
- Plan ahead - taking time to prepare will allow for clear understanding from students.
- Discuss teaching philosophies so that interactions with students are consistent.
- Know how grading and evaluation will work with the classes ahead of time



Jackie

- Have you collaborated with your classmates when you were a student? Explain why you did or why you did not?
 - When I was a student I remember having a couple collaborating assignments/ projects. In my high school AP Physics class we had to create a parachute which would be used to prevent an egg from breaking when dropped off the bleachers. I think we did this in pairs in order to work on our collaboration skills
- What do you think about collaborating with your peers on the job?
 - As an Instructional Aide, I am constantly collaborating with other teachers. It is required in order to assist the students
- Do you believe collaboration has a potential to enhance students' learning and their social skills?
 - I believe collaboration can definitely benefit students if used appropriately. Students can benefit from things like small group learning/ focus. Specifically, Students with learning disabilities can benefit most because they will be assisted further when there is more than one teacher.

Sarah

- Have you collaborated with your classmates when you were a student? Explain why you did or why you did not?
 - I remember when I was in high school, it was fairly common for many of our teachers to have us specifically sitting in groups of four. This would often time mean that we were doing group projects together. I believe our teachers, especially in English class, felt like this provided us opportunities to learn from each other's different opinions and experiences.
- What do you think about collaborating with your peers on the job?
 - Collaborating with my peers, especially on my team, has been crucial for understanding all the specific needs of our students. I think having a positive relationship with your fellow teachers gives students more opportunities to succeed. This offers consistency for the students when all the teachers are aware of their needs.
- Do you believe collaboration has a potential to enhance students' learning and their social skills?
 - Students who have special needs can especially benefit from collaborating with their peers. We have a class called "yes I can" with students who have autism that meet together with Gen ed students and this class allows them to learn their differences and practice social skills with people who might be a little different than them.

Vince

-Have you collaborated with your classmates when you were a student?

When I was a student, I rarely collaborated with classmates. It was only when required by a teacher for a specific group project.

-Explain why you did or why you did not?

Ever since middle school, when it came to group projects, I was often the one who did the majority of the work while classmates got a free grade. In fact, in 7th grade there was a big group project that we were supposed to do. My group waited around for me to do it, but when the day came to turn in our project, I told them that I decided not to do it since they weren't helping. After class, I met with the teacher and gave her the completed project, but informed her that I did it all myself with no help from others.

-What do you think about collaborating with your peers on the job?

I think it is a nice idea, but so far I have not witnessed much collaboration among teachers, and I have many family members who are teachers.

-Do you believe collaboration has a potential to enhance students' learning and their social skills?

I do believe that collaboration can be greatly beneficial, but you have to have the right atmosphere for it to work, and often times, especially in California with class sizes so big in the public sector, it is impossible to have the desired atmosphere.

Resources

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Resources

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