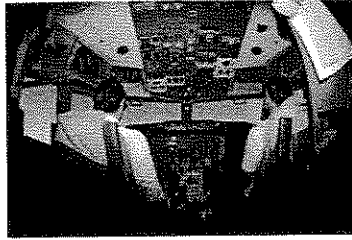


# Co-Teaching



Co-teaching is	Co-teaching is <b>NOT</b>

## Goals for Co-Teaching



*The goals may include, but are not limited to:*

1. Enabling all students to gain access to the curriculum
2. Sharing responsibility for planning learning for all students.
3. Sharing classroom space to increase learning for teachers and students
4. Providing specialized instructional strategies for all students
5. Enriching learning experiences to address skills, interests, and learning styles
6. Increasing student achievement by maximizing opportunities for student learning

Adapted with permission. Hentz, 2006. *Teach Smart: Practical Strategies and Tools for Educators*

# Co-Teaching

Definition:

1. Sharing the expertise of two or more professionals to create teaching and learning environment conducive to positive student outcomes and teacher success.



## Co-Teaching is NOT...



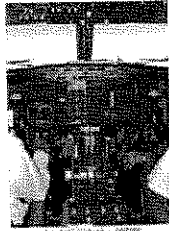
- **Not** possible to plan for alone
- **Not** a specific model for instruction
- **Not** taking turns teaching to one group of students
- **Not** “my students” or “your students”
- **Not** teaching the students with special needs in one part of the classroom

**Why now?** Teaching in an inclusive classroom is the result of the legal litigation, changing attitudes, heated debates, and school reform. Working together, we can tap into the expertise and experience of both educators. By merging our time, accountability, resources, and strengths into a unified co-teaching model, we are creating an environment conducive to meeting the needs of ALL students.

*Co-teaching occurs when two or more professional jointly deliver substantive instruction to a diverse, or blended group of students in a single physical space.*

*Cook & Friend, 2005*

## Why Co-Teaching?



Student Benefits	Teacher Benefits
Prediction Vocabulary Character Main Idea Advantages Opinion	What really happened Meaning Description Details Disadvantages Support for Opinion

Two column notes helps students organize information. Students divide their papers into two columns and record information. When the notes are complete, they can be used as a study guide.

# Co-Teaching Partnerships



Ultimate Goal: Provide all students with access to general education curriculum

## Getting Started

- Communication Styles
- Get to Know Each Other
- Create an Environment of Respect and Rapport
- Parity and Roles

## Discuss

- Content
- Organizing the Physical Environment
- Differentiated Instructional Strategies
- Review of IEP (progress monitoring of goals)
- Problem Solving
- Define Roles and Responsibilities
- Plan and Schedule
- Determine Strategies for Meaningful Instruction
- Monitor Student Performance and Intervention Integrity
- Identify Technology that Supports Learning
- Plan assessments
- **Reflect and Celebrate Successes!**

## Benefits of the Co-Teaching Model

Students	General Educator	Special Educator
<p>Achievement</p> <ul style="list-style-type: none"> <li>• Increased time on task</li> <li>• Strategies and techniques addressing learning styles</li> <li>• Increased opportunities for reinforcement</li> <li>• Positive impact on social interactions</li> <li>• Increased opportunities for cooperative learning experiences</li> <li>• Unique learning needs met to the greatest extent possible by two teachers</li> <li>• More contact time with teachers for school and personal issues</li> <li>• Emphasis on organization, preparedness, and learning strategies</li> <li>• Improves student's ability to adapt to teaching styles</li> </ul> <p>Support for use of individual strategies that enhance lifelong learning</p>	<p>Achievement</p> <ul style="list-style-type: none"> <li>▪ Increase identification of specific effective accommodations and modifications</li> <li>▪ Knowledge of specialized teaching interventions</li> <li>▪ Increased teaching time</li> <li>▪ Increased use of differentiated instruction</li> <li>▪ Development of a collaborative partnership</li> <li>▪ Increased self esteem via classroom successes</li> <li>▪ Improved teacher/student ratio</li> <li>▪ Sharing the responsibility for student outcomes</li> <li>▪ Increased ability to communicate with families (both special and general educators)</li> <li>▪ Moral support from a colleague</li> <li>▪ Increased student successes</li> <li>▪ Collegial relationships are created along</li> <li>▪ Share resources</li> </ul>	<p>Achievement</p> <ul style="list-style-type: none"> <li>▪ Utilization of the general educator for content area expertise</li> <li>▪ Knowledge of daily classroom expectations</li> <li>▪ Additional time and energy assisting students in developing motivation and effort,</li> <li>▪ Instill increased responsibility to students</li> <li>▪ Moral support from a colleague</li> <li>▪ Opportunities to share specialized skills to benefit all students</li> <li>▪ Ability to improve student self esteem</li> <li>▪ Increased ability to communicate with families</li> <li>▪ Opportunity to observe students succeed in the classroom</li> <li>▪ Collegial relationship</li> <li>▪ Share students</li> </ul>

Working together, educators can look at individual students from all different angles and concentrate on meeting their needs in the least restrictive environment. It is a win-win situation for both students and teachers.