NATIONAL INSTITUTE FOR
**URBAN SCHOOL
IMPROVEMENT**

Co-Teaching
Academy 2 v.1: Co-Teaching Strategies

Great Urban Schools: Learning Together Builds Strong Communities

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IDEAs
that Work
Office of Special
Education Programs

Module 5: Co-teaching

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National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;

- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation;

- rely upon content and processes that are research-based and proven in practice; and

- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Module 5: Co-teaching

Leadership Academy Model

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.

- Expand students' life opportunities, available choices, and community contributions.

- Construct education for social justice, access, and equity.

- Build on the extraordinary resources that urban communities provide for life-long learning.

- Need individuals, family, organizations, and communities to work together to create future generations of possibility.

- Practice scholarship by creating partnerships for action-based research and inquiry.

- Shape their practice based on evidence of what results in successful learning of each student.

- Foster relationships based on care, respect, and responsibility.

- Produce high achieving students.

- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

Professional Development Modules

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is

one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

Tips for Facilitating Leadership Academies

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED.

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

TIPS FOR MOVING THINGS ALONG.

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To "cut people off" politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES.

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. Have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES.

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.

TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.

TIPS FOR PARTICIPANT QUESTIONS.

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING.

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.

Leadership Academies

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

Academy 1: Working Together: General and Special Educators

This academy explores the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Identify expectations for collaboration and consultation between general and special educators
- Explore the skills that educators need to collaborate successfully
- Examine the time needed for successful collaboration and how buildings develop schedules that create time for collaborators to plan and evaluate together
- Examine current practice in their own buildings and identify strengths and needs

Academy 2: Co-teaching Strategies

This academy explores the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students. A variety of co-teaching strategies are explored and evaluated in light of their impact on student and professional learning.

As a result of the activities and information shared at this Leadership Academy, participants will:
- Identify a set of co-teaching strategies and their research base
- Distinguish between exemplar and non-exemplars of practice
- Measure co-teaching skills and identify areas for improvement
- Examine how these models can be expanded to provide blended special and general education opportunities for students
- Analyze strategies for developing co-teaching skills and practices among their general and special education staff

Academy 3: Co-Planning Curriculum Using State Standards

This Academy provides the CLT with experience in co-planning curricular units.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Provide a rationale for co-curricular planning in inclusive schools
- Explore the relationship between planning for state standards-based curriculum and IEP goals
- Tailor a set of planning processes to meet their own building context
- Identify ways to implement co-planning in their own buildings

Co-Teaching

Academy 2: Co-Teaching Strategies

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T his academy explores the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students. A variety of co-teaching strategies are explored and evaluated in light of their impact on student and professional learning.

Academy Outcomes

As a result of the activities and information shared at this Leadership Academy, participants will:

- Identify a set of co-teaching strategies and their research base

- Distinguish between exemplars and non-exemplars of practice

- Measure co-teaching skills and identify areas for improvement

- Examine how these models can be expanded to provide blended special- and general-education opportunities for students

- Analyze strategies for developing Co-teaching skills and practices among their general and special education staff

Activities and Lecturettes

These activities and lecturettes support the Leadership Academy's purpose and outcomes:

ACTIVITY #1: CO-TEACHING: 9 APPROACHES
This activity gives participants opportunity to apply the given teaching approaches.

LECTURETTE #1: THE FOUNDATION OF CO-TEACHING
This lecturette covers the pros and cons of each kind of co-teaching approach. It also identifies some of the research that has been done on co-teaching.

ACTIVITY #2: THE CASE FOR CO-TEACHING
This activity gives participants a chance to co-plan.

LECTURETTE #2: EXEMPLARY CO-TEACHING
This lecturette provides a framework for exemplary co-teaching as developed by Marilyn Friend.

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ACTIVITY #3: PERFECTING CO-TEACHING

Participants are given a chance to use the knowledge gained in the lecturette between exemplary and average co-teaching skills.

Agenda

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
20 min	Activity 1: Co-teaching: 9 Approaches
10 min	Lecturette 1: The Foundation of Co-teaching
20 min	Activity 2: The Case for Co-teaching
10 min	Break
15 min	Lecturette 2: Exemplary Co-teaching
20 min	Activity 3: Perfecting Co-teaching
30 min	Leave-taking and Feedback

Academy Materials

You should have these materials prior to conducting the Academy:

- Facilitator Handbook

- Academy PowerPoint Supplements (Overview, Lecturette 1, and Lecturette 2), and access to a PowerPoint presentation system

- PowerPoint timecards

- Name tags

- Chart paper

- Markers

- Tape

Module 5: Co-teaching

Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook.

- Activity handouts

- Copies of the lecturettes

- Resources

- Self Evaluation

- Academy Evaluation

Module 5: Co-teaching

Introductions and Greetings

Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

FACILITATOR MATERIALS
Overview PowerPoint

TIME LIMIT
15 minutes

SLIDE 1

Introductions

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Introduction

Introduce the academy facilitators and the school or district that is sponsoring the academy.

Introduce the National Institute for Urban School Improvement. The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products

that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. Our work is grounded in the beliefs that professional development must:

- Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.

- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.

- Rely upon content and processes that are research-based and proven in practice.

- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school ands student learning goals.

SLIDE 2

Leadership Academies

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Leadership Academy Overview

Talk a bit about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity.

One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. Our approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural

improvement and for empowering action research agendas among school professionals.

SLIDE 3

Roles

Explain the roles the facilitators will play. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice.

SLIDE 4
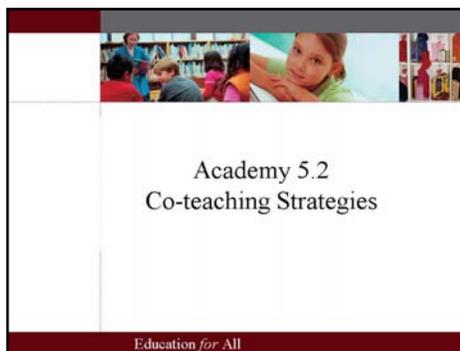
Academy 5.2: Co-teaching Strategies

This academy explores the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students. A variety of co-teaching strategies are explored and evaluated in light of their impact on student and professional learning.

SLIDE 5
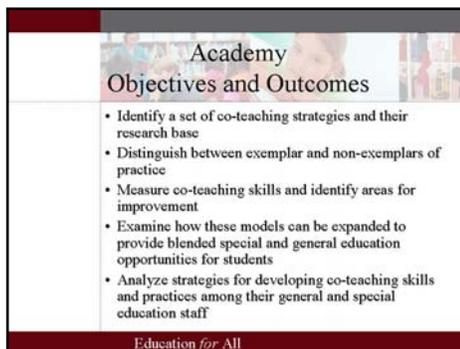
Objectives and Outcomes:

- Identify a set of co-teaching strategies and their research base

- Distinguish between exemplar and non-exemplars of practice

- Measure co-teaching skills and identify areas for improvement

- Examine how these models can be expanded to provide blended special and general education opportunities for students

- Analyze strategies for developing co-teaching skills and practices among their general and special education staff

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SLIDE 6

Academy Agenda:

15 min Introductions, Greetings, & Warm-Up
20 min Activity 1: Co-teaching: 9 Approaches
10 min Lecturette 1: The Foundation of Co-teaching
20 min Activity 2: The Case for Co-teaching
10 min Break
15 min Lecturette 2: Exemplary Co-teaching
10 min Activity 3: Perfecting Co-teaching
30 min Leave-taking and Feedback

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Academy Agenda:

15 minutes: Introductions, Greetings, and Warm-up

20 minutes: Activity 1: Co-teaching: 9 Approaches

10 minutes: Lecturette 1: The Foundations of Co-teaching

20 minutes: Activity 2: The Case for Co-teaching

10 minutes: Break

15 minutes: Lecturette 2: Exemplary Co-teaching

10 minutes: Activity 3: Perfecting Co-teaching

30 minutes: Leave-taking and Feedback

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Module 5: Co-teaching

Activity 1: Co-teaching: 9 Approaches

This activity gives participants an opportunity to apply the given teaching approaches.

OUTCOMES MET IN ACTIVITY

- Examine how these models can be expanded to provide blended special and general education opportunities for students.

ACTIVITY SECTIONS

- Part 1: Overview of Nine Collaborative Teaching Strategies

- Part 2: Identifying When to Use Strategies

COMPLETE ACTIVITY TAKES 20 MINUTES

Activity 1, Part 1: Overview of Nine Collaborative Teaching Strategies

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Co-teaching Strategies

ACTIVITY PURPOSE
Provides an overview of 9 collaborative teaching strategies. This is the foundation for the remainder of the Academy.

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
The handout provides space for participants to write the pros and cons for each strategy. They can use this area for taking notes during the following lecturette.

ACTIVITY
Provide brief overview of these collaborative teaching strategies:

1. Duet Model. Teacher A&B: Both teachers plan and design instruction. Teachers take turns delivering various components of the lesson.

2. Lead and Support Model. Teacher A: Primary responsibility for planning a unit of instruction. Teacher B: shares in delivery, monitoring, and evaluation.

3. Speak and Add/Chart Model. Teacher A: Primary responsibility for designing and delivering. Teacher B: Adds and expands with questions, rephrasing, anecdotes, recording key information on charts, transparencies, or boards

4. Skills Group Model. Teacher A & B: Students are divided into 2-4 groups based on instructional need. Each teacher takes primary responsibility for half the group. Teachers may switch groups occasionally.

5. Station Teaching Model. Teacher A: Responsible for overall instruction. Teacher B: teaches a small group specific skills they have not mastered.

6. Learning Style Model. Teacher A&B: both teachers share in the design and delivery of instruction. One teacher is primarily responsible for the auditory and visual instructions, the other for tactile and kinesthetic instruction

7. Parallel Teaching Model. Teacher A& B: Both teachers plan and design. The class splits into two groups. Each takes a group for the entire lesson.

8. Complementary Instruction Model. Teacher A: Primary responsibility for delivering core content. Teacher B: primary responsibility for delivering related instruction in the areas of study and survival skills.

9. Adapting Model. Teacher A: Primary responsibility for planning and delivering a unit of instruction. Teacher B: determines and provides adaptations in the moment for students who are struggling.

Module 5: Co-teaching

Activity 1, Part 2: Identifying When to Use Strategies

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

Apply the knowledge just learned in the previous activity

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

It may help to have a mix of general and special educators together in teams so participants may hear alternative viewpoints. To facilitate this collaboration, have participants identify themselves as either general educators or special educators on their nametags.

ACTIVITY

In small groups, ask participants to identify when they may use one or two of these teaching strategies. Ask them to be specific about what kind of lesson or instructional environment may fit for the approaches.

Lecturette 1: The Foundation of Co-teaching

This lecturette covers the pros and cons of each kind of co-teaching strategy. It also identifies some of the research that has been done on co-teaching.

FACILITATOR MATERIALS

Lecturette 1 PowerPoint

OUTCOMES MET IN LECTURETTE

• Identify a set of co-teaching strategies and their research base

LECTURETTE TIME LIMIT

10 minutes

SLIDE 1
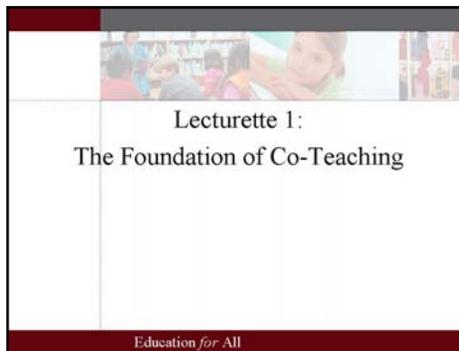
Lecturette 1: The Foundation of Co-teaching: This lecturette identifies a set of co-teaching strategies and their research base.

SLIDE 2

What Research Says:

Many of the reported studies are case studies or anecdotal accounts of co-teaching program development and implementation. It is also difficult to interpret co-teaching research because researchers often do not specify exactly what is meant by co-teaching, for how long the co-teaching program was in existence, the amount of time that was spend daily in each co-taught classroom, the number of classes in which co-teaching occurred, and other important variables at the elementary, middle school, and high school levels (note, though, that very few studies of high school co-teaching have been reported in the professional literature).

SLIDE 3
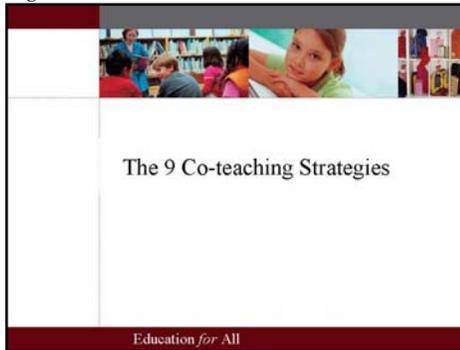
The 9 Co-teaching Strategies:

The following slides dive deeper into the 9 strategies that were introduced in the first activity.

They weigh the pros and cons of each, so teachers can choose the one that best fits their chosen lessons or classroom situations.

SLIDE 4

Duet Model:

Background: Teacher A&B: Both teachers plan and design instruction. Teachers take turns delivering various components of the lesson.

Pro: Teachers fully utilize each others' expertise. Research supports this as the best method and identifies it as true co-teaching!

Con: Very time intensive; Try this for one subject or lesson if you don't have time to do it all the time.

Facilitator Instructions:

Emphasize that this is true co-teaching. Ask participants if they agree with the pro and con, or if they can add anything to the lists.

SLIDE 5
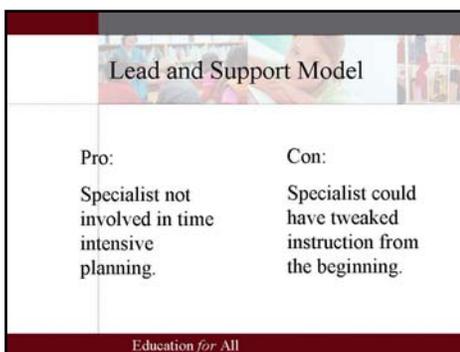
Lead and Support Model:

Background: Teacher A: Primary responsibility for planning a unit of instruction. Teacher B: shares in delivery, monitoring, and evaluation.

Pro: Specialist not involved in time intensive planning.

Con: Specialist could have used expertise to tweak instruction from the beginning.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add anything to the lists.

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SLIDE 6

Speak and Add/Chart Model:

Background: Teacher A: Primary responsibility for designing and delivering. Teacher B: Adds and expands with questions, rephrasing, anecdotes, recording key information on charts, transparencies, or boards.

Pro: Anybody can do it; don't need in depth knowledge of curriculum; no planning time.

Con: If special education person is used only in this fashion, they are underutilized; Once in a while you step on each other's toes.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

SLIDE 7

Skill Group Model:

Background: Teacher A&B: Both teachers share in the design and delivery of instruction. One teacher is primarily responsible for the auditory and visual instructions, the other for tactile and kinesthetic instruction.

Pro: Focusing instruction on instructional level.

Con: Starts sense of tracking; therefore, to alleviate this, mix up who teaches groups and mix up groups.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

SLIDE 8

Station Teaching Model:

Background: Teacher A: Responsible for overall instruction. Teacher B: Teaches a small group specific skills they have not mastered.

Pro: Focusing instruction where needed.

Con: Isolates students; not recommended beyond 4th grade.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

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SLIDE 9
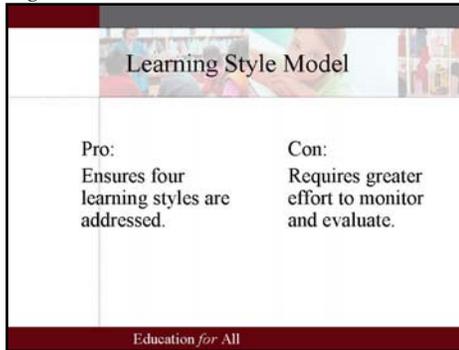
Learning Style Model

Pro:
Ensures four learning styles are addressed.

Con:
Requires greater effort to monitor and evaluate.

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Learning Style Model:

Background: Teacher A&B: Both teachers share in the design and delivery of instruction. One teacher is primarily responsible for the auditory and visual instructions, the other for tactile and kinesthetic instruction.

Pro: Ensures four learning styles are addressed.

Con: Requires greater effort to monitor and evaluate.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

SLIDE 10
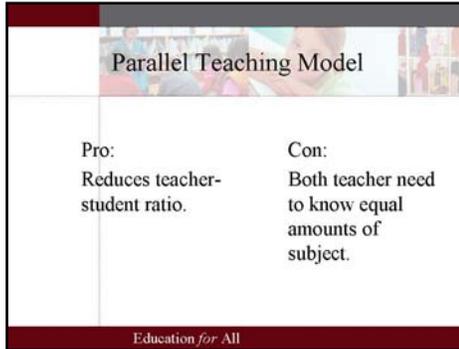
Parallel Teaching Model

Pro:
Reduces teacher-student ratio.

Con:
Both teacher need to know equal amounts of subject.

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Parallel Teaching Model:

Background:Teachers A&B; Both teachers plan and design. The class splits into two groups. Each takes a group for the entire lesson.

Pro: Reduces teacher-student ratio.

Con: Both teachers need to know equal amounts of subject.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

SLIDE 11

Complementary Instruction Model

Pro:
Great way for specialists to bring in specialty.

Con:
Can feel choppy or disjointed.

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Complementary Instruction Model:

Background: Teacher A: Primary responsibility for delivering core content. Teacher B: Primary responsibility for delivering related instruction in the areas of study and survival skills.

Pro: Great way for specialists to bring in specialty.

Con: Can feel choppy or disjointed.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

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SLIDE 12

Adapting Model:

Background: Teacher A: Primary responsibility for planning and delivering a unit of instruction. Teacher B: Determines and provides adaptations in the moment for students who are struggling.
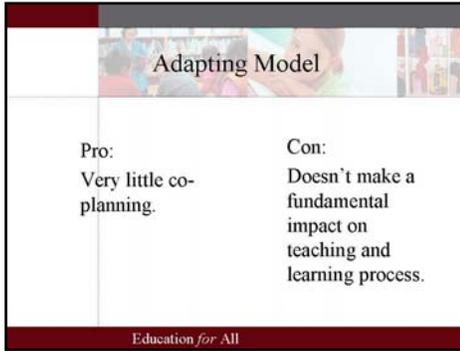
Pro: Very little co-planning.

Con: Doesn't make a fundamental impact on teaching and learning process.

Facilitator Instruction:

Ask participants if they agree with the pro and con, or if they can add to the lists.

SLIDE 13
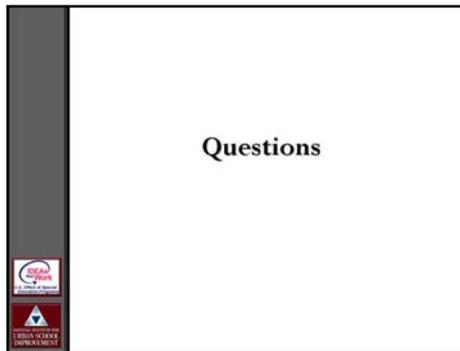
Questions:
This is a question and answer period. Limit it to 3 – 5 minutes.

Module 5: Co-teaching

Activity 2: The Case for Co-teaching

T his activity gives participants a chance to co-plan.

OUTCOMES MET IN ACTIVITY

• Analyze strategies for developing co-teaching skills and practices among general and special education staff.

ACTIVITY SECTIONS

• Part 1: Selecting a Co-teaching Strategy

• Part 2: Discussing the Process and Results

COMPLETE ACTIVITY TAKES 20 MINUTES

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Activity 2, Part 1: Selecting a Co-teaching Strategy

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Selecting a Co-teaching Strategy

ACTIVITY PURPOSE

Participants practice using the handout to select an appropriate strategy for use in the classroom.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Again, it would be helpful to have a mix of special educators and general educators in groups to give a variety of perspectives.

ACTIVITY

Break participants into groups of 4 or 5. Groups choose one participant to describe their classroom using the following four guidelines:

- Students' characteristics and needs.

- Own characteristics and needs

- Curriculum, including content and instructional strategies

- Pragmatic considerations (setting)

Then the group should turn back to the 9 classroom strategies and choose one that would work in the given classroom situation. (The situation may need to be narrowed to a single lesson plan or unit.)

Module 5: Co-teaching

Activity 2, Part 2: Discussing the Process and Results

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

Debrief

ACTIVITY TIME LIMIT

10 minutes for discussion – emphasize the co-planning part of the activity

FACILITATOR NOTE

The process that the groups went through is probably more important than the results. The participants are learning how to collaborate and to co-plan in this way gives them a chance to practice. They may not realize this is what they were doing, so make sure you let them know!

ACTIVITY

Come together as a whole group and discuss the process and results.

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Module 5: Co-teaching

Lecturette 2: Exemplary Co-teaching

This lecturette provides a framework for exemplary co-teaching as developed by Marilyn Friend.

FACILITATOR MATERIALS

Lecturette 2 PowerPoint

LECTURETTE TIME LIMIT

15 minutes

SLIDE 1
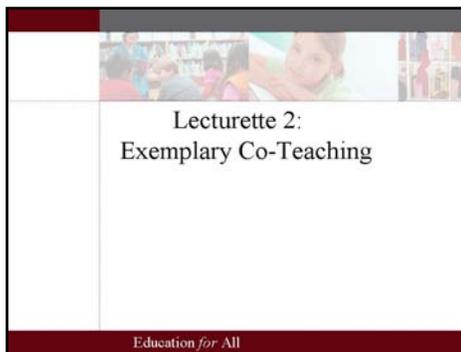
Lecturette 2: Exemplary Co-Teaching:
This lecturette shows participants the difference between average and exemplary co-teaching. What does exemplary co-teaching look like? When have we moved from average practices to exemplary practices? Marilyn Friend (2003) provides some differences between exemplary and average co-teaching.

SLIDE 2
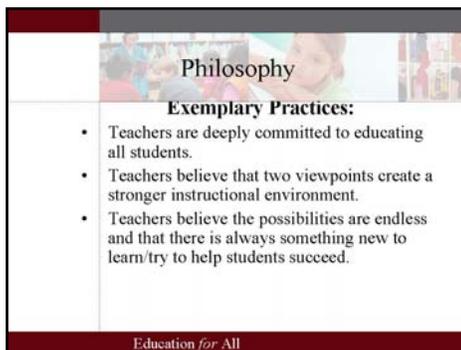
Philosophy of Co-teaching:
Exemplary Practices:
- Teachers are deeply committed to educating all students.
- Teachers believe that two viewpoints create a stronger instructional environment.
- Teachers believe the possibilities are endless and that there is always something new to learn/try to help students succeed.

SLIDE 3
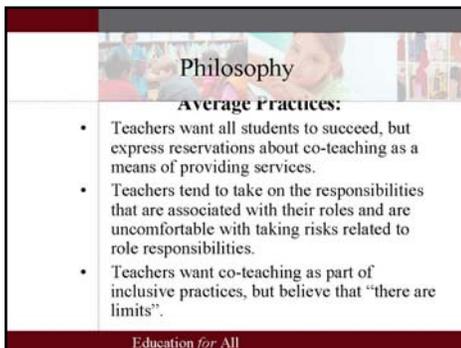
Philosophy of Co-teaching:
Average Practices:
- Teachers want all students to succeed, but express reservations about co-teaching as a means of providing services.
- Teachers tend to take on the responsibilities that are associated with their roles and are uncomfortable with taking risks related to role

GREAT URBAN SCHOOLS: LEARNING TOGETHER BUILDS STRONG COMMUNITITES

responsibilities.
- Teachers want co-teaching as part of inclusive practices, but believe that "there are limits".

SLIDE 4

Personal Characteristics of Co-teachers:
Exemplary Practices:
- Teachers are flexible and forgiving of each other.
- Teachers are strong and highly competent professionals.
- Teachers have highly developed skills related to their areas of expertise (e.g., curriculum, individualization.)

SLIDE 5

Personal Characteristics of Co-teachers:
Average Practices:
- Teachers tend to want to know who should do what.
- Teachers characterize themselves and implement classroom practices based on role (e.g., general educator as keeper of the curriculum, special educator as individualizer).

- Teachers are skilled in working with children (this is, they have strong pedagogical knowledge, skills, and dispositions).
- Teachers are experts in their areas of expertise, but may experience difficulty in blending them. For example, the classroom teacher may comment that a student in fifth grade reading at the first grade level won't benefit from the literature program. A special educator may not know how to use strategies in a large-group setting.

SLIDE 6

Collaborations of Co-teachers:
Exemplary Practices:
- Teachers tend to use "we" language in discussing students and instruction.
- Teachers share key decisions, but complete many tasks individually.
- The contribution of each professional is equally valued, and teachers can discuss differences without becoming defensive.

SLIDE 7

Collaborations of Co-teachers:
Average Practices:
- Teachers genuinely believe that each person makes a significant contribution to the classroom.
- Even if assigned to work together (instead of volunteering), teachers want co-teaching to work.
- Teachers work well together as long as issues are small; when a serous problem arises, they are uncertain about what to do.

SLIDE 8

Classroom Practices of Co-teachers:
Exemplary Practices:
- Classroom visitors seldom can tell which educator is a general educator and which educator is a special educator.
- Students look to teachers equally for guidance.
- Classroom instructional practices are highly differentiated.
- Several services are unobtrusive but clearly carried out.
- A variety of co-teaching approaches are employed.

SLIDE 9

Classroom Practices of Co-teachers:
Average Practices:
- Both teachers are willing to work with any students.
- Drifting is used often as an approach to co-teaching.
- Instructional differentiation occurs, but it is seen as an event or special option.
- Teachers struggle to map a student's IEP goals and objectives onto the general education curriculum.
- Special educators spend most co-teaching time "helping," not teaching.

SLIDE 10   **Context of Co-teachers:**
Exemplary Practices:
- Teachers use allocated planning time efficiently and effectively, and they create additional planning minutes as needed.

- Teachers recognize the place of co-teaching in a larger service delivery system.
- Teachers make decisions on services based on student needs, not traditional practices.
- Teachers can implement fluid service delivery.

SLIDE 11

Context of Co-teachers:

Average Practices:

- Teachers use allocated planning time, but they frequently mention that they cannot effectively co-teach without weekly planning time.
- Teachers schedule co-teaching in elementary schools based primarily on pragmatic factors (e.g., when they are available, when a paraprofessional can be present)
- Teachers tend to allow competing priorities to interfere with co-teaching (e.g.; calls from the office, parent drop-ins).

SLIDE 15

Questions:

This is a question and answer period. Limit it to 3 – 5 minutes.

Activity 3: Perfecting Co-teaching

P articipants are given a chance to use the knowledge gained in the lecturette on exemplary and average co-teaching skills.

OUTCOMES MET IN ACTIVITY

•   Measure co-teaching skills and identify areas for improvement.

ACTIVITY SECTIONS

•   Part 1: Reflecting on Co-teaching

•   Part 2: Planning Next Steps

COMPLETE ACTIVITY TAKES 20 MINUTES

Module 5: Co-teaching

Activity 3, Part 1: Reflecting on Co-teaching

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Perfecting Co-teaching

ACTIVITY PURPOSE

Participants reflect on their current co-teaching practices.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

If there are participants who aren't classroom or special education teachers, ask them to reflect on someone they know or team up with another participant.

ACTIVITY

Participants complete handout by identifying their current level of co-teaching practice in these areas: philosophy, personal characteristics, collaborations, classroom practices, and context.

Module 5: Co-teaching

Activity 3, Part 2: Planning Next Steps

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity gets participants to plan their "next steps" outside of the Academy.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

None

ACTIVITY

Ask participants to identify what knowledge or skills they need in order to get to the next level in the areas that they didn't check "exemplary".

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Module 5: Co-teaching

Leave Taking

Leave Taking, Part 1: Self-evaluations

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Self Assessment

ACTIVITY PURPOSE

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

None

ACTIVITY

Have participants complete the Self Assessment. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

1. What are two of the nine co-teaching approaches, and when might you use them?

2. What are some exemplary classroom co-teaching practices?

Leave Taking, Part 2: Share Learning

FACILITATOR MATERIALS

Chart paper

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity is meant to share evaluations.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Collect the assessments and return them to the National Institute for Urban School Improvement along with the *Academy Evaluations*.

ACTIVITY

Return to whole group and ask participants to share their responses. Use chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

Module 5: Co-teaching

Leave Taking, Part 3: Academy Evaluation

FACILITATOR MATERIALS

> None

PARTICIPANT MATERIALS

> *Academy Evaluation*

ACTIVITY PURPOSE

> This activity provides developers feedback from module participants.

ACTIVITY TIME LIMIT

> 10 minutes

FACILITATOR NOTE

> Collect the evaluations and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.

ACTIVITY

> Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

Module 5: Co-teaching

References Cited

Friend, M. (2003).Co-Teaching: Principles, Practices, and Pragmatics. Presented at workshop for New York City Public Schools District 75 and National Institute for Urban School Improvement.

Resources

Friend, M. & Cook, L. (2000). *Interactions: Collaboration skills for school professionals (3rd edition)*. White Plains, NY: Longman.

Friend, M. (2003).*Co-Teaching: Principles, Practices, and Pragmatics*. Presented at workshop for New York City Public Schools District 75 and National Institute for Urban School Improvement.

Fennick, E. (2001). Coteaching. *Teaching Exceptional Children*, 33(6), 60-67.

Studies the effectiveness of co-teaching in a general education life skills class in providing inclusive instruction to students with and without disabilities. Case study of inclusive instruction; Context for general and special education collaboration; Planning ongoing accommodations.

Forbes, J. (2003). Grappling with collaboration: would opening up the research 'base' help? *British Journal of Special Education*, 30(3), 150-155.

Richard Rose, writing in this journal in his role as Research Section Editor (BJSE, Volume 29, Number 1), argued that teachers should learn to do research in collaboration with other professionals, as part of a drive to make teaching a 'research-based profession'. In this article, Joan Forbes, Senior Lecturer in Educational Studies in the Faculty of Education at the University of Aberdeen, explores this idea in greater depth from her perspective as course leader for an MEd module on inter-agency collaboration. She proposes that recommendations for collaboration to support children with language and communication disorders do not attend to the difficulties involved between professionals from different backgrounds who use different discourses and draw upon different research evidence as a basis for practice. Her paper draws on 'postmodern' research approaches and Michael Foucault's views of 'discourse' to examine a variety of theoretical perspectives previously applied to collaboration. It argues for the value of further theoretical diversity and methodological plurality and introduces discourse analysis as a tool for helping to understand the notion of collaboration. At the end of her challenging and intriguing paper, Joan Forbes offers some suggestions concerning the value of 'new' questioning kinds of analysis.

The National Institute for Urban School Improvement
   http://www.urbanschools.org/pdf/OP_Work.pdf

Hughes, C. E. & Murawski, W. A. (2001). Lessons from another field: applying coteaching strategies to gifted education. *Gifted Child Quarterly*, 45(3), 195.

Because research has found that differentiation of instruction for gifted students does not typically occur within the general classroom, collaboration between gifted and general education teachers is critical in order to ensure appropriate services to students with high abilities. Gifted education teachers are now being called upon to provide services to their students in the regular education environment. This fundamental change in setting mirrors mandated changes in special education, wherein students with disabilities are increasingly served in the general education classroom. This article provides a new definition of collaboration within the context of gifted education and expands on the utilization of coteaching as a collaborative strategy. Five models of coteaching originally developed for meeting the needs of students with disabilities were adapted, and examples of their use with gifted students in the general education classroom are provided.

Keefe, E. B., Moore, V., & Duff, F. (2004). The four "knows" of collaborative teaching. *Teaching Exceptional Children*, 36(5), 36-42.

Part of a special issue on communication and collaboration. Advice for teachers on how to create and maintain co-teaching relationships at the high school level is provided. This advice relates to teachers knowing themselves, knowing their teaching partners, knowing their students, and knowing their classroom roles, responsibilities, and work.

McCormick, L., Noonan, M. J., & Ogata, V. (2001). Co-teacher relationship and program quality: implications for preparing teachers for inclusive preschool settings. *Education and Training in Mental Retardation and Developmental Difficulties*, 36(2), 119-132.

Because co-teaching is the most widely used inclusion model, identification of the skills necessary for successful co-teaching is pertinent to teacher preparation in both early childhood education (ECE) and early childhood special education (ECSE). This pilot study considers one aspect of co-teaching; how the co-teachers related to one another. Specifically it explores associations between co-teachers' perceptions of similarity (in philosophical beliefs, personal characteristics and traits, and professional style) with one another and two quality outcomes. The outcomes are (a) quality of the preschool environment, as measured by the Early Childhood Environmental Rating Scale (ECERS), and (b) child engagement. With disability status controlled for, there was a significant relationship between the co-teacher relationship and one of the program quality measures; quality of the environment. The findings are discussed in terms of implications for teacher preparation.

McLaughlin, M. J. (2002). Examining special and general education collaborative practices in exemplary schools. *Journal of Educational and Psychological Consultation*, 13(4), 279-283.

Collaboration between special and general education teachers has received increased attention over the past decade as part of the effort to create inclusive classrooms and to blur the boundaries between programs and students. Yet collaboration can have multiple meanings. This special issue presents data related to collaborative practices derived from three projects funded under a U.S. Department of Education, Office of Special Education Programs research priority, Beacons of Excellence. Research projects funded under this priority were to identify schools achieving exemplary results with students with disabilities, as well as with their peers. Researchers from the separate projects whose results are presented in this issue studied schools in very different contexts using different methodologies. Researchers identified characteristics of their schools and then came together to identify features common across all schools that appeared to be dominant forces in creating the exemplary schools. Collaborative practices were among a handful of such features that emerged across projects. Collaboration in these exemplary schools included both specific teaching practices as well as a climate and culture that supported a community of professionals working together to improve teaching and achievement for all students. Findings from these projects provide important insights into how schools are defining and implementing collaboration.

Morocco, C. C. & Aguilar, C. M. (2002). Coteaching for content understanding: A schoolwide model. *Journal of Educational and Psychological Consultation*, 13(4), 315-348.

This article describes a promising form of professional collaboration: coteaching between a content area teacher and a special education teacher. In an investigation of a schoolwide coteaching model in an urban middle school that places students with disabilities in heterogeneous classrooms, researchers interviewed key school leaders and made detailed observations of coteaching. The study found that although content teachers conduct more of the instruction and special education teachers provide more individualized assistance, both use a full range of instructional roles. Essential to the success of coteaching partnerships were collaborative school structures, equal status rules for teachers, a commitment to all students' learning, and strong content knowledge.

Murawski, W. W. & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5), 52-58.

Part of a special issue on communication and collaboration. Some practical ideas for preparing to co-teach at the secondary level are provided. These ideas relate to talking to administrators and colleagues before initiation of the co-teaching process and considering the roles of the

principal and co-teachers in a co-teaching environment. In addition tips and strategies on planning, instruction, and assessment in the co-teaching process are presented.

Tichenor, M. S., Heins, B., & Piechura-Couture, K. (2000). Parent perceptions of a co-taught inclusive classroom. *Education*, 120(3), 569-574.

Parent Perceptions of a Co-Taught Inclusive Classroom Abstract Parent perceptions of a co-taught inclusion classroom were examined. Parents of 42 students, 12 identified exceptional students and 30 general education students were surveyed. Responses were obtained from 67 percent of the parents. Findings suggest that these parents are in favor of an inclusive class setting. Increases in self-esteem, social skills and academic achievement were reported by parents. Most parents commented that the uniqueness of the co-teaching model was the most significant benefit for their children as it offered diverse opportunities for learning. Based on these findings, the authors recommend a continued investigation of this model as it relates to inclusion programs and preservice teacher training.

Walsh, J. M. & Jones, B. (2004). New models of cooperative teaching. *Teaching Exceptional Children*, 36(5), 14-20.

Proposes four alternative models for co-taught classrooms that rely on flexible teacher schedules and the use of paraprofessionals. Benefits of cooperative teaching; Need for new instructional models; Traditional co-teaching; Collaboration scheduling.

Weiss, M. P. & Lloyd, J. W. (2002). Congruence between roles and actions of secondary special educators in co-taught and special education settings. *The Journal of Special Education*, 36(2), 58-68.

We examined co-teaching in secondary classrooms by interviewing and observing special education teachers in co-taught and special education classrooms. Using qualitative methods and a grounded theory (constant-comparative) method of data analysis, we identified salient, recurrent patterns that suggested a description of co-teaching definitions, role, and instructional actions and then compared this description to roles and actions in special education classrooms. We found that special educators take on various roles when co-teaching that are different from the roles that they reportedly assume when they are teaching in special education classrooms; the differences between these roles are influenced by personal definitions of co-teaching and perceived pressures from the classroom, administration, and professional community. During co-taught classes, special educators may simply provide support for students in the general education classroom, teach the same content in a separate classroom, teach a separate part of the content in the same classroom, or teach as a team with the general educator. In co-teaching situations, teachers engaged in actions that helped

students get through assignments and instruction given to the entire class. In special education classrooms, however, special educators engaged in different strategic and explicit forms of these actions.

Module 5: Co-teaching

Glossary

CO-TEACHING

Collaborative teaching between general and special education teachers.

FACILITATOR

A Collaborative Leadership Team process role. The Facilitator guides the meeting process and remains objective.

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.