# 4 Types of Co-teaching

<table>
<thead>
<tr>
<th>Type of Co-teaching</th>
<th>Strengths</th>
<th>Drawbacks</th>
<th>Ideas for implementation</th>
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<tbody>
<tr>
<td><strong>Speak and Help</strong></td>
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<td><em>One presents and the other supports by:</em></td>
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<tr>
<td>• Observing student needs and skills</td>
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<td>• Making the presenter look good</td>
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<tr>
<td>• Staying out of sight</td>
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<td><strong>Duet</strong></td>
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<td><em>Both teachers present equally:</em></td>
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<tr>
<td>• Use signals to avoid interrupting</td>
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<td>• Keep you eyes on the speaker</td>
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<tr>
<td>• Look interested</td>
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<tr>
<td>• Stand slightly behind the one presenting</td>
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</table>
4 Types of Co-teaching

• Speak and Help
  – *One presents and the other supports by:*
    • Observing student needs and recording levels of skill and concept development
    • Assisting so the presentation goes smoothly
    • Staying out of sight during the presentation
4 Types of Co-Teaching

• Speak and chart
  – *One presents as the other:*
    • Takes notes on the board or overhead
    • Creates concept maps, graphs or charts
    • Demonstrates or models the concepts without talking
4 Types of Co-Teaching

• Speak and Add
  – One presents about 80% of the time and the other:
    • Gives examples
    • Uses humor that relates to the concept
    • Illustrates the concepts in various ways
    • Stays close to the presenter
4 Types of Co-Teaching

• Duet
  – *Both teachers present equally*
    • Stand close (3 - 7 ft)
    • Use signals to avoid interrupting
    • Keep you eyes on the speaker
    • Look interested
    • Stand slightly behind the one presenting
Avoid potential landmines

a. How will meetings be planned, scheduled and reported?
b. How will meeting and team roles and responsibilities be assigned?
c. How will we make classrooms or planning areas feel more like common space than “my room, my stuff—your room, your stuff”?
d. How will personal space and furniture be assigned to each adult?
e. Which materials and supplies are common property and which are not?
f. How will we agree to keep our space reasonably organized?
g. What meeting behaviors do we all agree upon?
h. How will we resolve conflicts?
i. What decision-making processes will we use?
j. Who addresses parent calls and concerns?
k. What noise and movement level can you stand?
l. Who decides unit design and grouping of kids?
m. How will I know what the long range plan is for teaching the standards?
Co-teaching discussions

? Describe your ideal situation in terms of your role and my role as we co-teach.

? Describe your idea of an ideal teacher or team for co-teaching (if you think 45-minute lectures are great and he thinks the investigation method is the only way, you have some meeting in the middle to arrange)

? What jobs would you just hate and which jobs would you really enjoy as you work together?

? What are your favorite topics and skills to teach?

? What are the greatest strengths that you bring to this team?

? What are your biggest flaws you think I should be aware of to help avoid problems or misunderstandings?
As we go through the day write down ideas that appeal to you and that you plan to implement as a result of this seminar:

Things I would like to see our district do:

Things I would like to see our school do:

Things I would like to see my team do:

Things I can do in my own room:

* Make a check next to the items you have decided to actually work on.
How is this like what you already do?

What new ideas do you want to add to your action plan for improving student achievement?
Cross Categorical Scheduling

* Intervention specialists can assist all “at risk” learners as long as the IEP goals are given priority.

* Labels are not the basis for scheduling. (e.g., SLD students can get help from ED, tutors, paraprofessionals, general ed teachers, …)

* Groups should change as student’s needs change
Cross Categorical Scheduling

Example from School A

- Title 1
- SLD
- CD
- SLD tutor
- ED

*Title 1 - Team 1 (K & 1)
*SLD - Team 2
• CD - Team 3
• SLD Tutor - Team 4
• ED - Team 5

They wrote the IEPs so each intervention specialist and general ed. would oversee the delivery of services for all students in their teams, without regard to the labels.
## Cross Categorical Scheduling

### Example from School B

<table>
<thead>
<tr>
<th>SLD</th>
<th>SLD - English Dept</th>
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<tbody>
<tr>
<td>CD</td>
<td>CD - Social Studies Dept</td>
</tr>
<tr>
<td>ED</td>
<td>ED - Science Dept</td>
</tr>
<tr>
<td>SLD Tutor</td>
<td>SLD Tutor - Math Department</td>
</tr>
<tr>
<td>3 Intervention Tutors</td>
<td>3 Intervention Tutors - One to Science and 2 to Math</td>
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</tbody>
</table>

* They wrote the IEPs so each special ed teacher would oversee the delivery of services for all students in just one content area.
* The intervention specialists would consult with each other regularly.
* Intervention specialists would also take turns manning the resource room(s) for students needing 1-1.
* MH teacher did some in class work but wasn’t assigned to one department.
Cross Categorical Scheduling

Example from School C

SLD
CD
ED
SLD Tutor

4 teams of 6-8 teachers
(Interdisciplinary teams by grade level)

* SLD - Team 1 (regular ed. schedule)
* SLD Tutor and CD teacher - Team 2
  (one worked in Math/Science; the other in Eng./Soc.St.)
* ED - Team 3 (with lab room)
* No interventionist assigned to team 4 by their request.

They wrote the IEPs so each intervention specialists and general ed. would oversee the delivery of services for all students in their team, without regard to the labels.
Things that can make this work

• Time, space and materials ---
  – “ours” vs. “mine”

• Help each other ---
  – willing vs. forced teaming

• Share decision making ---
  – equally vs. “I am the lead person”

• Share accountability
  – equally vs. “my students, your students”
The Specialist Team Approach

• Special Ed is not a person nor is it a place therefore you can think outside the box:
  – Use the consultant system for situations where others can deliver adaptations
  – Use cross categorical to free up the schedules and provide more service
  – Use in-class and parallel systems to serve more students more often in a wider variety of ways

• IEPs must reflect your plan
Thoughts to guide student placement…

• How many high risk students in a given room?
  – Depends upon who the student is.
  – Typically no more than ¼ of the students should be high risk. Class size often needs to be smaller if there are many struggling students and/or the needs are especially demanding.

• How should we decide upon class placement?
  – Based upon IEP information, which students can have the appropriate accommodations made by a talented general ed teacher without additional in-class assistance?
  – Which students can function with accommodations made by a talented general ed teacher with occasional in-class assistance by a support person?
  – Which students need accommodations and consistent assistance from a support person?
  – Which students are working on skills not reasonable to address in the general ed room?
Thoughts to guide student placement…

• How many high risk students in a given general ed room?
  – Depends upon who the students are.
  – Typically no more than one-fourth of the students should be high risk
  – Class size often needs to be smaller than normal if there are many struggling students, even if there are 2 teachers
How should we decide upon class placement?

• Which students can have the appropriate accommodations made by a talented general ed teacher
  – without additional in-class assistance?
  – with occasional in-class assistance by a support person?
  – with consistent assistance from a support person.

• Which students are working on skills not able to be addressed in the regular ed room?
Administrative Help And Support:

• Assign all faculty to either planning or co-teaching teams
• Limit assignments of intervention people to certain grade levels or departments as much as possible
• Give common planning time to teams and sub-teams of teachers
• Place rooms of co-teachers close together
• Expect and ask for results in terms of student achievement data of ALL students
• Have all staff observe and assist co-teachers in a variety of ways
• Adjust the amount of administrative assistance and guidance according to the needs of teach team.
Procedures for All Teams

At each meeting all teams should be required to:

1. Produce a product (a list of decisions, assessments, data analysis, plans of action…)
2. Attach product to a form with questions or concerns to be addressed by the administrator.
3. Administrator answers to each team within 24 hours.
Weekly Team Communication Form

Team ______          Meeting Date_____

Agenda:

--The next meeting is scheduled for____________

Decisions made:
Who          Will do what          By when

How can administration help you? (Things we need or questions we have)

Attach copies of products resulting from this meeting
Weekly Team Communication Form

At each weekly meeting all teams should be required to:
1. Produce a product (a list of decisions, assessments, data analysis, plans of action…)
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Team ______
Date_____

Agenda:

--The next meeting is scheduled for_________

Decisions made:
Who Will do what By when

How can administration help you? (Things we need or questions we have)

Attach copies of products resulting from this meeting
What ideas about communication, student placement and administrative support do you need to add to your plan?
Reduce Isolation

• Can only improve if “bag of tricks” gets deeper
• Put ALL staff in a collaborative team of some kind --- not voluntary
• Common purpose across all teams is increased student learning – (Not morale building, discipline or administrivia)
Teaming with no time to do it will fail

- Brainstorm six ways to give your teams time to work together on student learning issues
Getting Time For Teams

1. Let them use district in-service days for team planning. (You can assign tasks, but let them work)
2. Early release or late start ½ days
3. Get substitutes who float through the building allowing teams to meet
4. Parapros (community volunteers trained to do 1 or 2 period supervision of classes). They are technically employed as on-call instructional aides
Getting Additional Time For Teams

• Kids in school, no cost, no loss of instructional time

1. Common prep scheduling (double on Friday)
2. Cover recess or duties with other adults
3. 1 assembly per month (supervision by others)
4. Fine Arts field trip- instructional staff plans
5. Shared classes grade 1 & 4. Speaker, big buddy activity, video….
Getting Additional Time For Teams

6. First period student choice once a month, gym, library, guidance, cafeteria for group planning…

7. Double class field trips (alternate teachers)

8. Double up on unproductive time like everyone showing the same movie to 5 periods

9. Come early to plan and leave early same day or on Friday.
Cautions about who is supervisor

- Careful not to make fine arts teachers feel like “also-rans”
- Train (to mastery) the classified staff and volunteers on specific strategies for supervision of large groups
- Plan activities that make supervision easier
- Administrators stick with the supervisors and help
As we go through the day write down ideas that appeal to you and that you plan to implement as a result of this seminar:

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* Make a check next to the items you have decided to actually work on.
What new idea for getting more time for your teams (or using your existing time better) will you need for your plan?