

Constructive Co-teaching in the Classroom

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August 29th, 2023 & August 30th, 2023

Constructive Co-Teaching PD Goals

Day 1 Goal: Throughout the first session of this PD, teachers will learn the benefits of Co-teaching in the classroom and how to implement Co-teaching effectively using the six models of Co-teaching (Cook & Friend, 1995).

Day 2 Goal: During the second session, teachers will learn about the barriers of Co-teaching and how to overcome those with actions that can be taken immediately.

Day 1 Agenda:



- Introduction to Co-teaching (15 min)
- Questionnaire on Previous Co-teaching experiences (15 min)
- “The Six Models of Co-teaching” - Youtube Video (20 min)
- Grade level time to discuss Co-teaching models (30 min)
- Exit Ticket (10 min)

What Co-teaching IS



- Two professionals who teach as equals (Moefield, 2020).
- An inclusive model of education that provides support for all students
- Two teachers who **SHARE** planning, instruction, and assessment (Honigsfeld & Dove, 2021).
 - An opportunity for smaller student-teacher ratio
 - Requires time for co-planning (Honigsfeld & Dove, 2021).



What Co-teaching IS NOT

-Not “dumbed-down” or lowered standards

-It is not a ‘general ed’ class with ‘special’ kids (Honigsfeld & Dove, 2021).

-It is not one “main” teacher and one “assistant” (Moefield, 2020).

-It is not easy or less work (Honigsfeld & Dove, 2021).

How to Implement Co-teaching

CLEAR EXPECTATIONS

Co-teachers and administration need to have pre-observation meetings to establish clear expectations of what a co-teaching relationship will look like and how it will function

TIME

Co-teachers need to be given time to talk, co-plan, troubleshoot, and create differentiated lessons together

SPACE

Co-teachers must share a classroom, supplies, and materials. They need a designated space to work together

RESPONSIBILITY

Co-teachers need to agree on how to share all responsibilities of teaching, grading, and disciplining all students in the class

Co-teaching Benefits

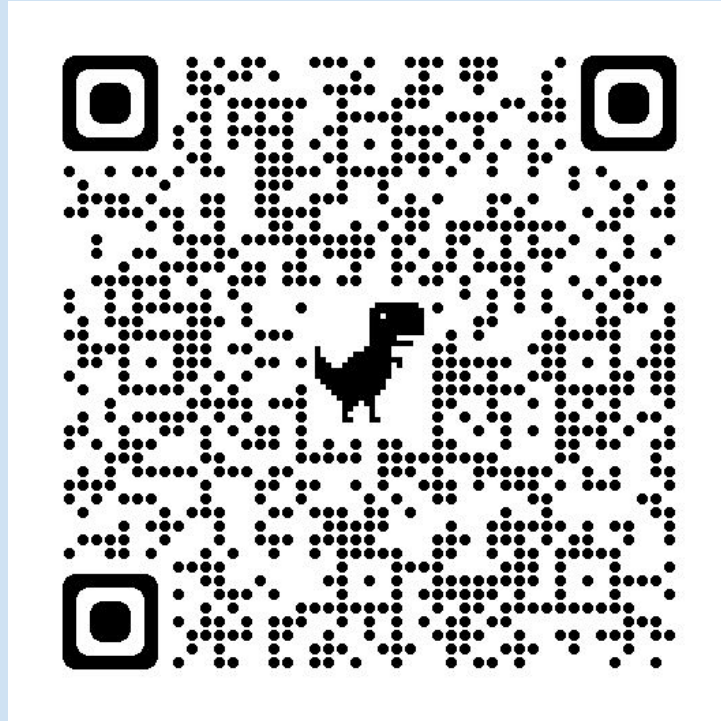
Benefits for Teachers

- **Collaboration** (Honigsfeld & Dove, 2021).
- **Engagement in teaching** (Honigsfeld & Dove, 2021).
- **Teacher learning & Capacity building** (Honigsfeld & Dove, 2021).

Benefits for Students

- **Engagement in learning** (Moefield, 2020).
- **Greater participation in learning** (Baker & Wright, 2021).
- **High achievements in school** (Honigsfeld & Dove, 2021)
- **Increase in language acquisition** (Bauler et al., 2019)

Co-teaching Questionnaire:



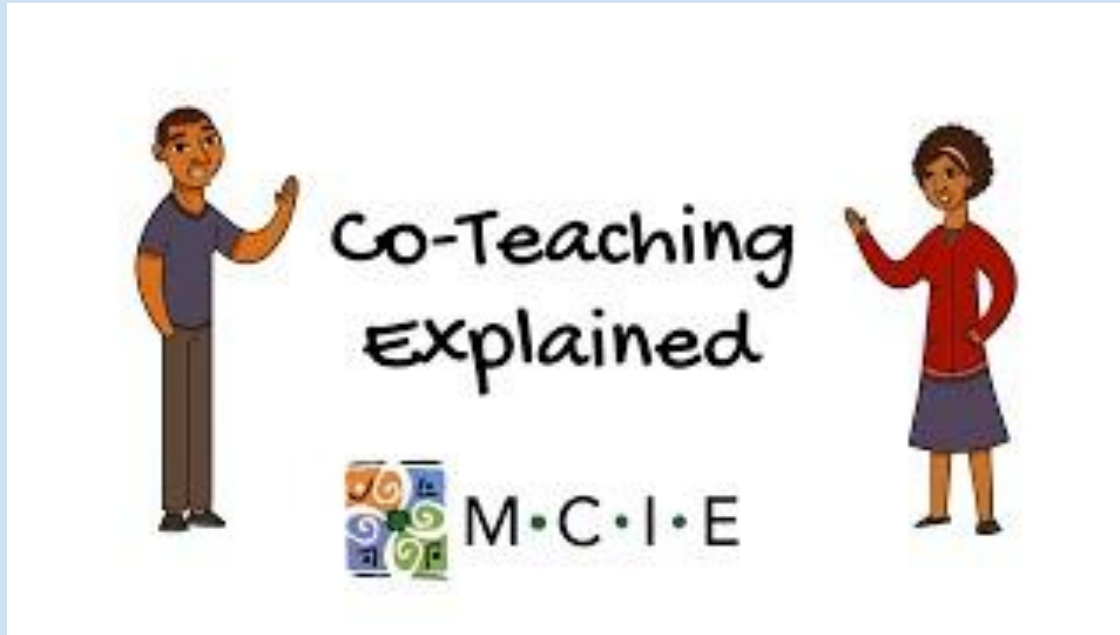
Co-teaching Models

Six co-teaching approaches include: (a) one teaching/one assisting; (b) one teaching/one observing; (c) parallel teaching; (d) station teaching; (e) team teaching; and, (f) alternative teaching (Cook & Friend, 1995)..

Using these six co-teaching models..

- Language is a valuable source that provides ELLs to learn grade level content (Schneider & Schneider, 2020).
- Provide a more diverse learning environment and build a great sense of community within the classroom (Schneider & Schneider, 2020).
- When ELL students feel like an equal member in their classroom community, they are able to develop academic language in their home language and build an understanding of English (Schneider & Schneider, 2020).

The Six Co-teaching Models



Co-Teaching Models (Cook & Friend, 1995)

One Teach, One Observe

One teacher teaches, the other makes observations

Works best for:

- Observing each other's teaching styles
- Recording individual student behavior for RTI, IEP or parent meetings
- Recording student's response rates

Parallel Teaching

Both teachers must teach the same lesson to two different groups of students at the same time

Works best for:

- splitting up very large classes
- Teaching the same lesson using modified materials
- Teaching different perspectives and come together for a share out

Co-Teaching Models (Cook & Friend, 1995)

Team Teaching

Both teachers teach the same lesson to the whole class together, taking turns delivering instruction

Works best for:

- Breaking up responsibilities in a lesson
- Using different delivery methods of direct instruction at the same time

One Teach, One Assist

One teacher teaches the lesson while the other assists the teacher or a certain student

Works best for:

- Making individual modifications
- When a lot of materials need to be managed simultaneously
- When one teacher needs to be walking around or monitoring
- When another task needs to be happening while direct instruction is given

Co-Teaching Models (Cook & Friend, 1995)

Station Teaching

Each teacher works with a particular station at the same time

Works best for:

- meaningful learning stations
- Close monitoring of student learning
- personal interaction with each student

Alternative Teaching

One teacher teaches the lesson, while the other does pull out or push in.

Works best for:

- Individual students who need: One on One attention, academic remediation, behavior support, or direct instruction
- Differentiated lessons to support individual needs

Grade Level Sharing

- Discuss which co-teaching model you prefer and why
- Discuss which co-teaching model you do not prefer and why



Exit Ticket:

“What further questions do you have regarding co-teaching/ co-teaching models?”



Day 2 Agenda:

- QR link to teacher personality survey (15 min)
- Grade level sharing time (15min)
- Introduction to Co-teaching lesson plan template (15 minutes)
- Grade level time to design co-taught lesson / present(30 minutes)
- Padlet Link (15 minutes)

Teacher Personality Survey

Teacher Personality Survey



Grade level Sharing time

- Share your results on your teacher personality survey with grade level team
- Discuss any similarities or differences in your results with other team members

Barriers to Co-teaching

The barriers limiting co-teaching and collaboration are based on a variety of factors that impact ELL's language acquisition and instruction.

The barriers include:

- 1) Lack of planning time for co-teachers (Moefield, 2020).
- 2) Conflicting assumptions regarding roles and responsibilities for co-teachers (Moefield, 2020).
- 3) Lack of teacher preparation (Moefield, 2020).

Collaboration (Moefield, 2020).

**Implementation of
co-teaching models**
(Honigsfeld & Dove, 2021).

**Strategies for
overcoming
Co-Teaching barriers**

**Teacher preparation
through professional
development** (Honigsfeld
& Dove, 2021).

**Time throughout the
day to co-plan
lessons** (Moefield, 2020).

**Administration
Support** (Moefield, 2021).

Co-Teaching Lesson Plan

Subject: English

Topic: Main Idea & Key Detail

Content Vocabulary: Main Idea, Details, Fiction

Standard: 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

Language Objective: Students will be able use supporting details to identify the Main Idea in a fiction text.



Co-Teaching Lesson Plan

Co-Teaching Model	Lesson Activity	Teacher Duty	Exit Ticket
Station Teaching	<p>Main Idea & key details</p> <p>Students will be able use supporting details to identify the Main Idea in a fiction text.</p>	<p>GEN ED Teacher 1: Station on finding the main idea of a fiction passage</p> <p>ESOL Teacher 2: Station on going over the content vocabulary and how to find main idea/ details</p>	Quick Check: How do details help us find the main idea of a fiction text?

Grade Level Time

- Design a mock co-taught lesson within your grade level using the lesson plan template
- Focus on identifying each co-teachers role and responsibility within the lesson
- Discuss how you will plan, instruct, and assess students together throughout the lesson

Monthly Meetings with Administration & Grade level teams

Monthly Meeting with Administration and Grade level teams is important to overcome barriers to co-teaching

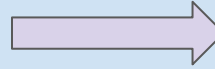
(Moefield, 2020).

This monthly meeting will be a time for:

- 1. Faculty to share opinions and ideas on how to implement co-teaching in the classroom.**
- 2. Discuss future professional development opportunities to learn about co-teaching, conflict resolution, and collaboration.**
- 3. Grade level teams will share a slideshow or learning activity or concept that has worked well in their classroom.**

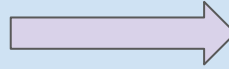
Why is a monthly Professional development important?

Educators can maintain awareness



Assist educators in how their instruction can benefit all students with new strategies

Academic learning & growth



Increase in staff awareness to help ELLs meet their academic goals (Honigsfeld & Dove, 2021).

Teacher Self Efficacy



Increase individual self-efficacy to become a better educator for ELLs

Supportive Environment



Ongoing collaboration with school professionals that will benefit the students and staff (Honigsfeld & Dove, 2021).

Padlet Link- Write one or two ways you will implement Co-teaching in the classroom



Thank you for your time!!



References

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