Co-Teaching

Liz Brown, Ph.D
Peter Griswold, Ed.D.
Professors of Education
William Paterson University

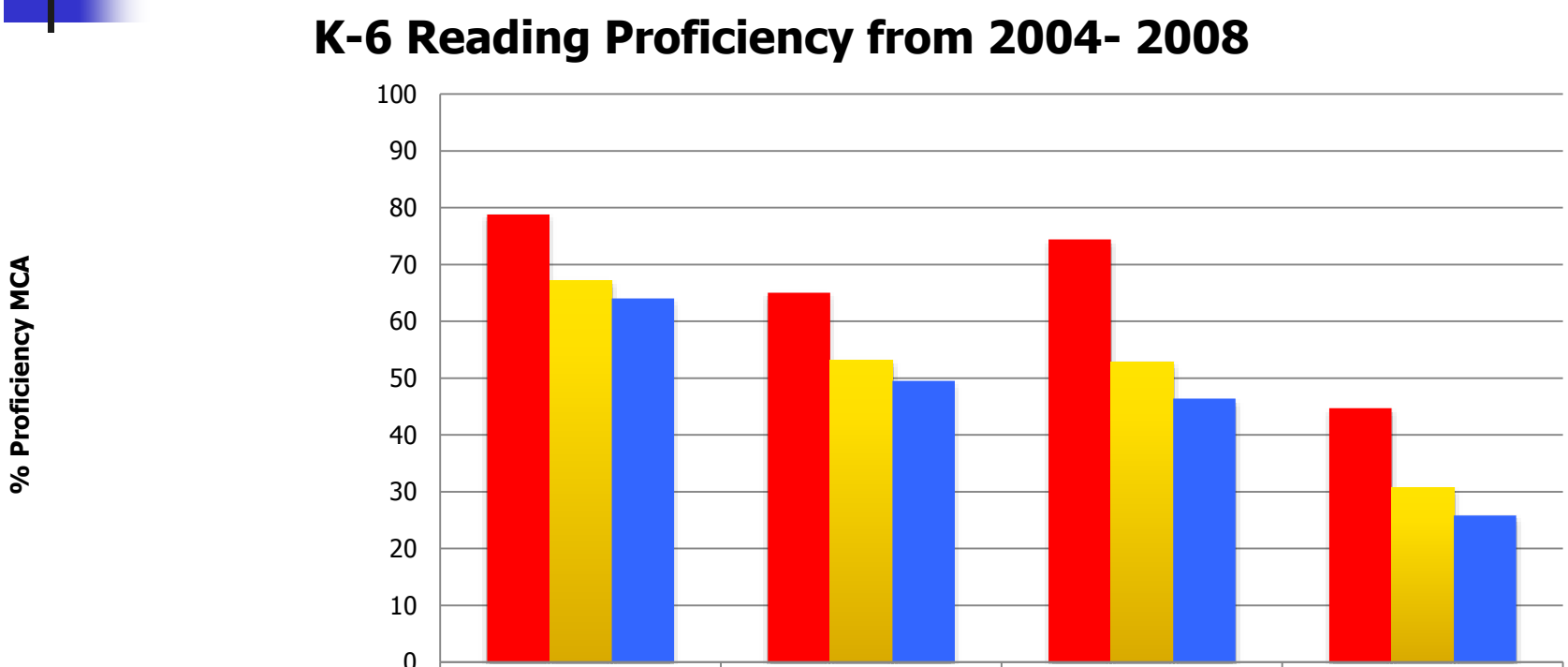
What do these phrases mean?

- Teaching is a Team Sport and a Public Activity.
- Co-teaching allows teachers to work as team.

Co-Teaching is…

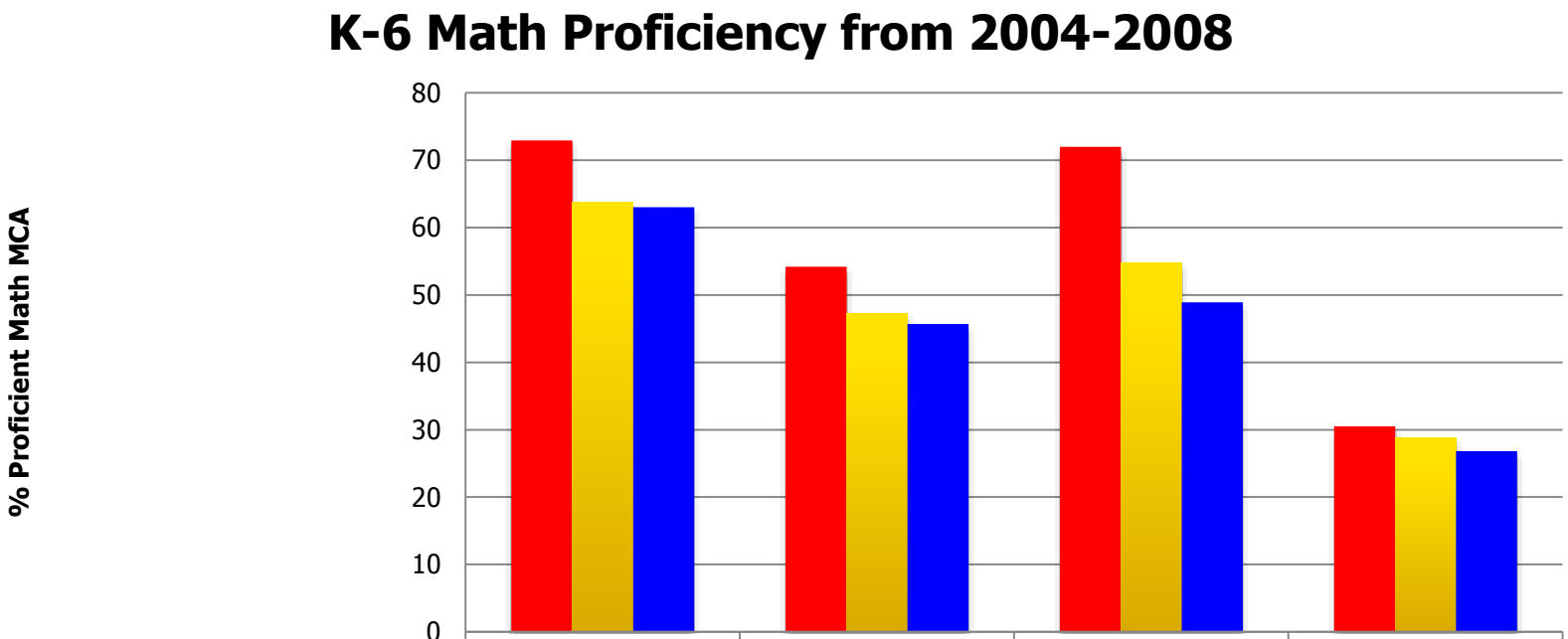
When two trained teachers jointly deliver instruction in a single physical space.

The Co-Teaching Model: LA Research from St. Cloud Univ.



	Overall	Free Lunch	Special Education	English Language Learners
Co-Taught Student Teaching	78.8	65	74.4	44.7
One Teacher	67.2	53.1	52.9	30.7
Traditional Student Teaching Model	64	49.5	46.4	25.8

The Co-Teaching Model: Math Research from St. Cloud Univ.



	Overall	Free Lunch	Special Education	English Language Learners
Co-Taught Student Teaching	72.9	54.2	72	30.5
One Teacher	63.7	47.3	54.7	28.8
Traditional Student Teaching Model	63	45.7	48.9	26.8

K-6 Students' Opinions of Co-Teaching (n=400)

- Number one benefit – "Getting help when needed"
- Students noted spending less time waiting
- Exposure to two styles of teaching
- Fewer classroom disruptions
- Improved student behavior
- Quicker return rate on assignments

Cooperating Teacher Quotes…

- "Co-Teaching with a student intern makes it more likely for more students to achieve."
- "People come in my room telling me what to do. What I need is help. Give me a college intern and you will see a real difference in student achievement."

Co-teaching role play

- Liz, a fourth grade general educator, and Peter, the practicum student, meet for the first time.
- Liz is overwhelmed and struggling to prepare her students for the PARCC exam, while Peter is excited to apply some of the concepts he learned about individualizing instruction.

Potential Obstacles to establishing a Co-teaching partnership

- Please discuss potential obstacles to co-teaching between a cooperating teacher and a practicum student.
- What solutions may exist?

Effectiveness of co-teaching rely upon

- Ploessl et al identify four main research-based activities that increase the effectiveness of co-teaching (2010):
  - (a) communication
  - (b) co-planning
  - (c) shared delivery of instruction and assessment, and
  - (d) conflict resolution

Communication:

Schedule a time to meet one-on-one. Ask specific questions about your role and the classroom expectations:

- **When you are teaching, what would you like me to do?**
- **Is there a child you are worried about and what would you like to see me doing with him or her?**
- **What are your classroom routines?**
- **What may students do when they are finished?**
- **How do you get the whole class's attention?**
- **When can we meet to discuss the classroom plans?**
- **What is your SGO/Short Term Goals?**
- **Do you have a preferred time/method to share information?**

Communication Tools:

- Active Listening
- Empathic I-Messages

Practicum teacher Liz:

Education needs to be student-centered. The kids get bored when we talk too much.

Cooperating Teacher Peter:

I have been in education for 18 years and I am the expert. Students rely on my expertise.

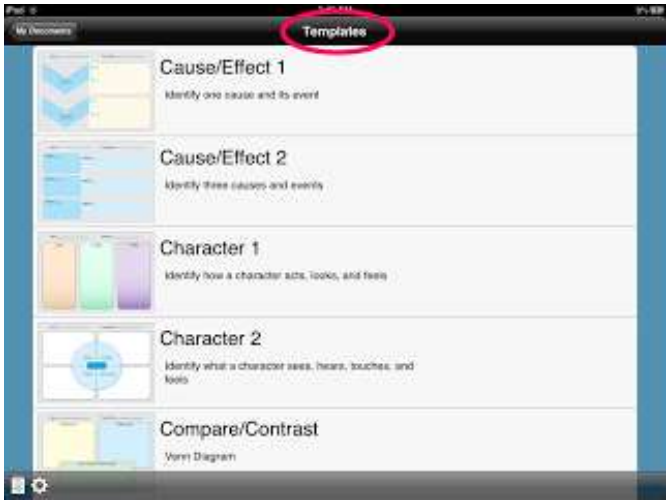
Co-planning

- Time
- Roles and Responsibilities
- Communication
- Routines
- Technology
- Lesson Plan Format

Responsibility	C.T.	Practicum Student
Create behavior management plan		
Implement behavior management plan		
Collect data for behavior management plan		
Create written lesson plan		
Complete meeting agenda		
Take notes at planning meeting		
Write lesson plan		
Implement lesson plan		
Collect data from lesson		
Make accommodations/ modifications		
Grade assignments		
Communicate with parents		
Take attendance		

What tools can a co-teacher bring to the classroom

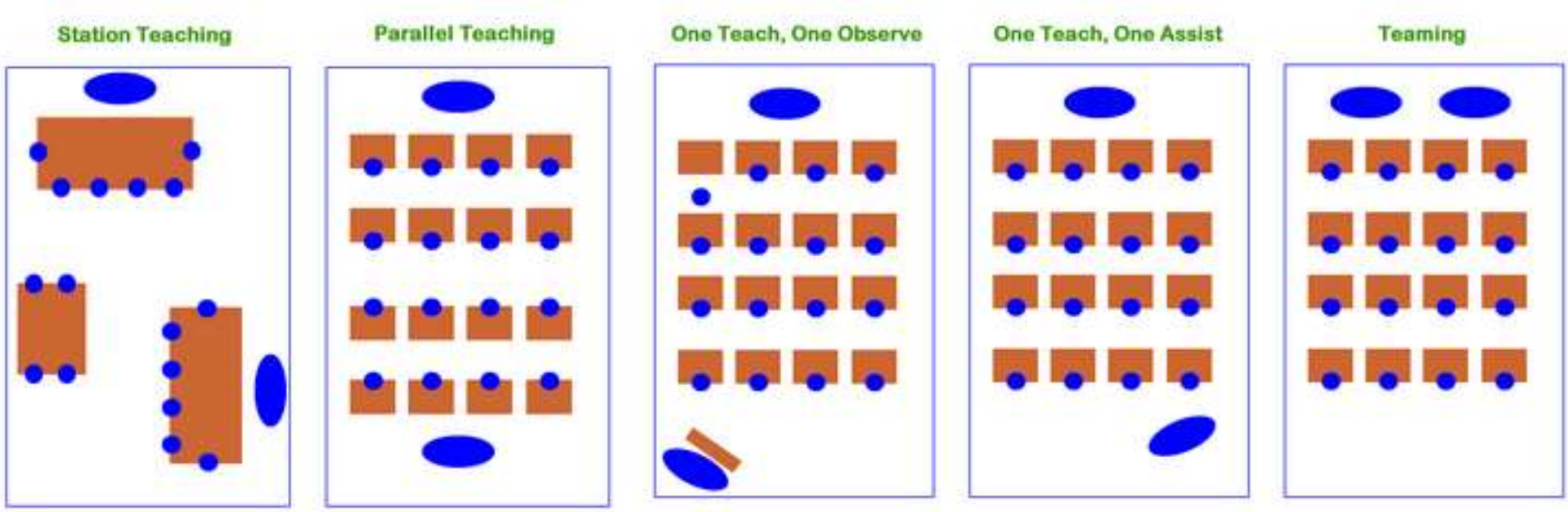
- The potential to reteach & reinforce
- A glossary of words and definitions
- Pictures to promote understanding
- Dragon Dictate (IPAD APP)
- Graphic Organizers (IPAD APP: "Tools4students")
- A shortened assignment
- Tiering: assignment modifications based on ability level.



A team of co-teachers can further students' demonstration of knowledge

- Orally
- Graphic organizer
- Game
- Create a cartoon/play
- Presentation
- Write
- Asking questions

Five Co-Teaching Models



One Teach, One Observe

- While one teacher is instructing the class, the other teacher observes and takes notes:
  - Who is having difficulty following the mini-lecture?
  - Who isn't paying attention?

Dr. Brown: One Teach, One Observe : Student Engagement Inventory:

Student Engagement Inventory

E (Engaged= eyes on the book; task at hand); **D** (Distracted = wandering eyes., attention is not on the task); **HR** (Hand Raised to volunteer); **T** (on task talking about book or independent practice);**W** (Writing); **I** (Illustrating)

Student's Name	1:15 (At the Rug)	1:25 (During transition tables)	1:35 (Independent Work at Tables)	1:45 (Independent Work at Tables)	1:55 (Share time)	2:00 (Independent Reading)
Luke	HR	T	W	W	E	E
Mattison	D	D	I	D	HR	E
Elyass	T	D	D	D	HR	E
kae	T	D	W	W	E	D
Hylan	E	T	W	I	HR	E

Common Core Checklist:

COMMON CORE Math Process Skills Checklist:

- **Make sense of problems and persevere in solving them.**
- **Model with mathematics**
- **Construct viable arguments and critique the reasoning of others.**

Names	Chose a method to solve a problem	Perseverance in solving a problem	Use of visuals in solving problems	Construction of a viable argument	Logical critique of others' mathematical reasoning
Matilda	X			X	X
Lev	X	X	X		X
Sky				X	
John	X		X		
Eileen	X	X	X		X
Penelope				X	X
Blake	X		X	X	

One Teach, One Assist

- Teacher follows up on observations and assists students – one on one or in small groups
- Parking Lot: Provide students with opportunities to post questions on their desks, then walk around and judge whether the question needs an immediate response.

One Teach, One Assist: Hold Up

Students share responses and co-teacher
assists with the students who continue to struggle while the other teacher continues to teach.

One teach, one assist

- The second co-teacher meets with a small group during large group instruction to:
  - Enhancement of concepts
  - Vocabulary practice
  - Repeated readings
  - Graphic organizer
  - Question for understanding

Station Teaching: Differentiation

- Creating meaningful learning 'stations.'
  - Space for students to learn with closer proximity to the teacher.
- Scaffolding stations
  - By level
  - By order of skill
- Ex. Developing early phonics awareness in a first grade classroom

First grade centers

- Station one (CT): Sounding consonant combinations (Ch, Sh, Th) with students led by teacher example
- Station two (PT): Reading Conference/ Fluency Evaluation
- Station three (Indep.): Individual student paced use of mobile apps (iPads) that support skill (Starfall ABC's: K & 1)
- Benefits: One goal, student-teacher ratio, student paced, scaffolded towards autonomy

Fluency Assessment:

Student Self-Assessment or Teacher Assessment

Sounded out Words[1] 	I read or sounded out every word.	I struggled with one or two words.	I struggled with more than three words.
Speed[2] 	My speed was perfect – I read at the same speed as I talk.	I read some of the words too fast or too slow.	I read most of the words too fast or too slow.
Feeling[3] 	I read with feeling: my eyebrows moved up and down at times.	I read with some feeling, but at times I sound like a robot.	I sounded like a robot 
Punctuation 	When I read a period, I paused and when I read question marks and exclamation points my voiced changed.	My voice did not change when I saw a question mark or an exclamation point, but I paused at periods.	I rushed through periods and I did not pause. My voice did not change at a question mark or an exclamation point.

Reading Conference Assessment:

						Word Attack Strategies						Comprehension		
Date	Book Title	Book Level	Number of Miscues	Examples of Miscues	Expression/ Fluency Scale 1-3	Look at Pictures	Say First sound	Think	Tap	Skip & Return	Ask	Retell	Ask Questions	Make a connection
1/12/13	The Ants Go Marching	F	2	Boat (bot) Jump (jam)			X		X		X	X		X
Reading Observations: Describe student's habits (i.e. eye tracking, finger pointing); affect (i.e. confident, engaged, reactive, laughing); reading expression (inflection, voice goes up and down at appropriate times, reads punctuation)														

Station Teaching: Fifth grade class

- Complete a table – rows are different living creatures; columns are sources of energy
- Listen to passage on tape
- Listen to entire video on Robert Ballard
- Complete a chart of which living creatures survive at different levels in the ocean

Teaming on the Topic of "The Wetlands"

- C.T. : In favor of development

- Practicum teacher: In favor of preserving the wetlands

Parallel Teaching

- At risk – discusses and evaluates different adaptations and their effectiveness with CT
- On grade level – works independently
- Above grade level – select an endangered species, and analyze how humans' presence has endangered them and how they have been able to adapt/not adapt with Practicum teacher

Guess the Model:

IF THE CT IS …	The practicum teacher CAN…
Lecturing	Modeling note-taking on the board.
Providing instruction to the whole class.	Providing one on one instruction.
Explaining new concepts.	Role play or "devil's advocate."
Monitoring large group .	Re-teaching with a small group.
Instruct the whole class.	Work with small group with technology.
Work with small group with visuals.	Observe habits of one child.

Case Study: Apply the Model

- Mrs. G. and Kristina, will be co-teaching a 3rd grade science lesson on adaptations among living things:
- NJ Core Curriculum Content Standards: 3-LS4-4; Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- What types of thinking does this require on Blooms Taxonomy?

Mrs. G's Science Lesson

- Student Learning Outcome: SWBAT evaluate the adaptation made by giant red tube worms living deep underwater

Mrs. G.'s Science Lesson: How Do Animals Get Their Energy?

- Explore – Students read a passage describing how oceanologist Robert Ballard discovered the giant red tube worm living 8,000 feet below sea level and obtaining their energy from underwater hot springs.
- http://www.arkive.org/giant-tube-worm/riftia-pachyptila/video-00.html

Mrs. G's Science Lesson

- Mini-lecture –
  - All living creatures need a source of energy to survive
  - Where do plants get their energy?
  - Where do animals get their energy
  - How living creatures obtain their energy depends upon their environment
  - Living creatures adapt to their environment to obtain the energy they need

Sample Text

- "One of the most interesting discoveries Ballard made was of giant worms on the ocean floor. The tubeworms, called Riftia, were an important discovery because scientists did not think that any organism could survive so deep underwater."

Mrs.G's Practice Task:

- Using a graphic organizer, work in small groups to choose an animal or plant you are familiar with and identify how it gets its energy. Compare how it gets its energy to how the giant seaworm gets its energy. Write your answer to the question: Is one energy source more effective than the other in helping these living creatures survive? Why?

Stop and think

- Think back over the elements of this lesson. Where are the students with special needs going to have difficulty?

- How can Mrs. G. and Kristina assist these students?

What are our roles? Let's plan!

Learning Objective	C.T. will…	Assigned students	Practicum teacher will…	Assigned students	Co-teaching model
Engage					
Mini-lesson					
Guided Practice					
Independent Practice					
Evaluate					

Co-assessing

- How do we establish our expectations for your students?
- What do we do when our expectations differ from those of our co-teacher?
- Types of assessments
- Triangulating data
- Observational data
- Checklists
- Rubrics