

# *Co-Teaching that Works!*

## *101*

*Dearborn Public Schools*

*August 18 & 19, 2016*

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# Lesson Plan for: Photosynthesis

CCS: 5.RIT.6 Analyze multiple accounts of the same topic, noting similarities and differences  
5.L.6: Acquire and use accurately domain specific words

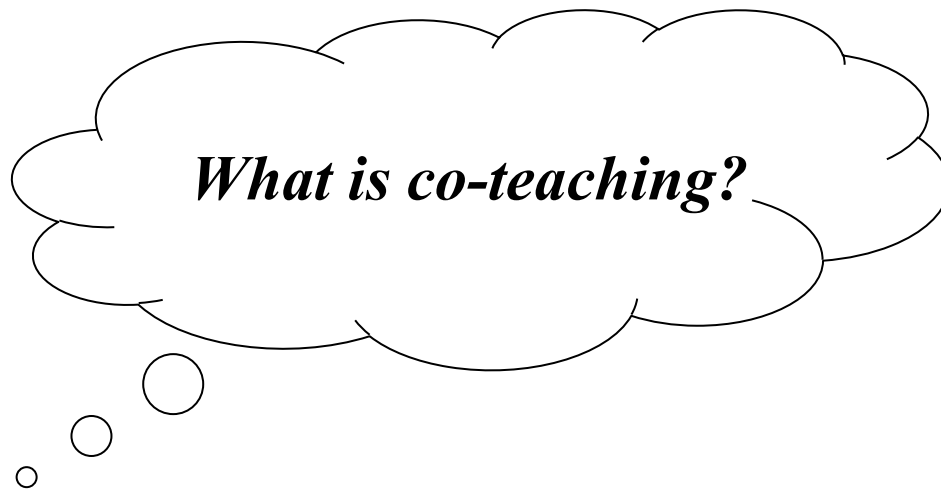
Target: I can compare and contrast multiple sources of information

Have we considered the following elements?

- Aud/ Visual Perception
- Modeling
- Practice
- Student Choice
- Novelty
- Connections
- Formative Assessment
- VAKT
- Vocabulary
- Participation
- Varied groupings
- Retention
- Sim/Differences
- Technology
- IEPs/Accommodations
- Authenticity
- Reflection
- Other:

## Assessment Plan: Similarities/Differences chart

<p style="text-align: center;"><b>General Approach</b></p> <p><b>Activator</b></p> <p>Hold up a raw vegetable and ask what this has to do with photosynthesis. Have students talk with partners, then share.</p> <p>Review target and reflect on progress bar.</p> <p>Model some simple abbreviations for note taking while recording their ideas.</p> <p>Be sure to record definition of photosynthesis.</p> <p><b>Body of Lesson</b></p> <p>Hang 6 different QR codes on classroom walls, linked to websites with information on photosynthesis.</p> <p>Groups of 6 go to each QR code, bringing mini white boards to record information learned. Use <i>QR Scanner</i> app. Before breaking up, have students pair to review the information they have recorded.</p> <p>Jigsaw cooperative learning groups – each student shares about what they learned at their QR station. Complete similarities/differences chart.</p> <p><b>Closure</b></p> <p>Add new learning to science journals. Show two or three students’ work on doc cam.</p> <th data-bbox="979 768 1450 1799"><p style="text-align: center;"><b>How will we challenge?</b></p><p>Assign to highest level QR station</p><p>Have students perform Word Surgery on “photosynthesis”</p>         <p style="text-align: center;"><b>How will we support?</b></p><p>Whiteboards to record info, review with partner</p><p>Sample abbreviations on board</p><p>Talk stems at each table</p><p>One teacher will monitor the two basic level QR code site groups</p></th>	<p style="text-align: center;"><b>How will we challenge?</b></p> <p>Assign to highest level QR station</p> <p>Have students perform Word Surgery on “photosynthesis”</p>         <p style="text-align: center;"><b>How will we support?</b></p> <p>Whiteboards to record info, review with partner</p> <p>Sample abbreviations on board</p> <p>Talk stems at each table</p> <p>One teacher will monitor the two basic level QR code site groups</p>
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- Two or more *adults*  
SLPs, OTs, PTs, ELL and Literacy Specialists –  
anyone who is available!
- Simultaneously instructing a heterogeneous group of students
- In a coordinated fashion

***Co-teaching is not...***

- One teacher acting like a helper
- Just ‘showing up’
- Ignoring the needs of students with IEPs
- Teaching the same old way

## *Overview of Models*

<i>Models</i>	<b>Description</b>	<b>Pros</b>	<b>Cons</b>
Duet	Both teachers share the entire instructional process.	Most integrated for students Fully utilizes all expertise	Most time intensive
Lead and Support	Teacher A does up front planning in isolation. Teacher B is fully involved in daily planning, implementation and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Speak and Add/Chart	Teacher A leads and Teacher B adds visually or verbally.	Little co-planning time Almost anyone can do this	Can step on toes Underutilization of Teacher B's expertise
Learning Style	Teachers plan lesson and divide responsibilities by learning modalities. Teacher A might plan a visual and auditory component, while Teacher B plans a tactile/kinesthetic component.	Insures that all learning modalities are incorporated into instruction	Assumes that teachers will tolerate activity in the lesson
Complementary Instruction	Teacher A focuses on curriculum. Teacher B focuses on access or complementary skills through mini-lessons or input.	Sets up clear expectation that specialized instruction will be provided in general education setting	May slow down pacing
Adapting Model	Teacher A leads, while Teacher B wanders the room, providing adaptations as needed.	Very little co-planning time Focused expertise	Instructional changes are superficial rather than foundational
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Multiple readiness levels are addressed Focused expertise	Possible feel of "tracking"
Station Teaching	Teacher A leads the class while Teacher B pulls a small group of students to the side of the room for direct instruction.	Intense, direct instruction for a small group of students	May be embarrassing for students who are pulled aside
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group.	Increased participation rates due to smaller group size Effective for limited materials	Requires equal expertise if used for direct content delivery

# Co-Teaching Cafe



*Duet*



*Lead and Support*



Speak/Add



Learning Style



Adapting



Complementary



Parallel



Station



Skill Groups

## *Duet Model*



### **What it is...**

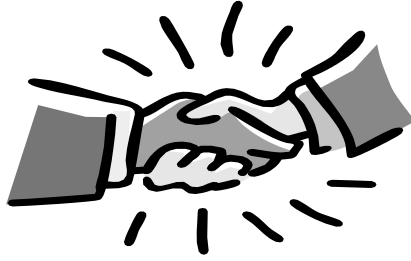
Teacher A     $\Rightarrow$     Both teachers plan and design instruction. Teachers take turns delivering various components of the lesson.

Teacher B     $\Rightarrow$     of the lesson.

### **Pros and Cons...**

### **Personal Reflection...**

## *Lead and Support Model*



### **What it is...**

Teacher A     $\Rightarrow$     primary responsibility for  
planning a unit of instruction

Teacher B     $\Rightarrow$     shares in delivery, monitoring  
and evaluation

### **Pros and Cons...**

### **Personal Reflection...**

# *The Ingredient Models*



Speak and Add/Chart

Learning Preferences

Adapting

Complimentary Skills



## **While Teacher A is lecturing, Teacher B could be:**

1. Writing color coded notes on the board
2. Checking for understanding with an individual student
3. Checking for engagement – walk around and support
4. Gathering data – record engagement, materials, etc.
5. Reinforcing good behavior
6. Setting up for next activity
7. Adding examples
8. Echoing key words from Teacher A
9. Handling classroom management issues, passes, etc
10. Creating informal assessments
11. Using proximity for behavior management
12. Writing key points on the board or laptop
13. Quick grading of participation, papers
14. Modeling
15. Asking clarifying questions
16. Providing kinesthetic tools, manipulatives, aids, props
17. Thinking about re-teaching
18. Managing the PowerPoint
19. Making sure worksheets are being completed
20. Conferencing individually with kids about progress, etc.
21. Restating the objective 3 times during the lesson
22. Keeping binders or other organizational tools
23. Giving countdown, time clues
24. Starting up an online timer
25. “Stand up if you...., Turn and talk..., Stomp your feet...”
26. Flip-flop calling on students
27. Flip-flop reading aloud
28. Going on-the-spot to websites to show visual images
29. Typing up text for a Wordle of the conversation
30. Pulling up an online site to support instruction

**Remember: The Specialist can be Teacher A, too!**

# *The Grouping Models*



Skills Groups

Station

Parallel

## Collaborative Teaching Responsibilities

**Directions:** Discuss the following questions with your partner and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

<b><i>Who will be responsible for:</i></b>	Classroom Teacher	Specialist	Other	Shared
Identifying goals and objectives for the course?				
Designing IEP objectives for the special education students?				
Planning instructional activities to achieve the goals?				
Selecting and organizing instructional materials?				
Teaching specific class content?				
Teaching study skills and learning strategies?				
Collecting data on student performance?				
Establishing and implementing grading procedures?				
Establishing and implementing a classroom management plan?				
Maintaining home contact?				
Modifying curriculum and materials as necessary?				
Designing tests, homework assignments, etc.?				
Providing individual assistance to students?				
Taking care of daily routines (e.g. attendance, lunch counts)?				
Directing paraeducators, parent volunteers, and or other support personnel?				
Communicating to all appropriate parties regarding the special education students?				

## Teaming Responsibilities

**Directions:** List the various tasks and responsibilities that are essential for your team to function well and achieve your goals. Discuss the tasks with your partner(s) and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

<i>Who will be responsible for:</i>	Name	Name	Name	Shared

## Co-Teaching Practices Worksheet

1. How will we introduce ourselves to our students? To parents?
2. How will we handle correspondence: parents, newsletters, emails, report cards?
3. Where will we keep confidential information regarding students?
4. What format will we use for lesson planning?
5. Will there be a designated space (desk, storage) in the room for Teacher B?
6. How will we arrange the room?
7. How will sub plans reflect our co-teaching relationship?
8. How will we handle disruptions (phone calls, visitor at the door, student behavior)?
9. How will we handle copying and other materials?
10. What classroom routines do we want to establish (restroom breaks, students late to class, missing assignments, attendance, pencil sharpening)?
11. What behavior management practices will we have in place? How will we respond to inappropriate behavior?
12. What will be our approach to homework?
13. What formative and summative assessment data will we collect? Where will we keep this information?
14. Which methods of communication will work best for us (email, text, wikis, phone, face-to-face, online)?
15. When and where will we meet for co-planning and reflection?
16. What pet peeves do we each have?

## *Special Education Co-Teaching Schedule*

	<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>
<i>7:55- 8:50</i>	<i>Indirect Support</i>	<i>Indirect Support</i>	<i>Indirect Support</i>	<i>Indirect Support</i>	<i>Indirect Support</i>
<i>8:55 – 9:45</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>
<i>9:50 - 10:30</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>
<i>10:35 – 11: 25</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>
<i>11:30 – 12:05</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<i>12:15 – 1:05</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>
<i>1:10- 2:00</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>
<i>2:05 – 2:55</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>

**OR**

	<i>M</i>	<i>T</i>	<i>W</i>	<i>Th</i>	<i>F</i>
<i>7:55- 8:50</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Indirect Support</i>	<i>Learning Center</i>
<i>8:55 – 9:45</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Indirect Support</i>	<i>Co-Teach</i>
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<i>1:10- 2:00</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Co-Teach</i>	<i>Indirect Support</i>	<i>Co-Teach</i>
<i>2:05 – 2:55</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>	<i>Learning Center</i>

	1	2	3	4	5	6	7
Teacher A English	English	English		English			PLAN
Teacher B History/SS			History/SS	PLAN	History/SS	History/SS	
Teacher C Science			Science			Science	PLAN
Teacher D Math	Algebra I Part 1	Algebra I Part 1		PLAN		Algebra I	
SPED Teacher 1	Co-Teach with Teacher A	Co-Teach with Teacher A	Co-Teach with Teacher C	Co-Teach with Teacher A	IND PLAN/ CASE MANAGE	Co-Teach with Teacher C	CO-PLAN (A/C)
SPED Teacher 2	Co-Teach with Teacher D	Co-Teach with Teacher D	Co-Teach with Teacher B	CO-PLAN (B/D)	Co-Teach with Teacher B	Co-Teach with Teacher B	IND PLAN/ CASE MANAGE
SPED Teacher 3				CO-PLAN with Teacher D		Co-Teach with Teacher D	

# *Maximizing Co-Planning Time*

## **Ten Tips for Advancing Your Practice**

1. Notify each other in advance of planning. List the essential understandings to be taught, key concepts and points to discuss.
2. Exchange teaching materials before you meet.
3. Make an appointment.
4. Start and end on time.
5. Stick to work related issues, stay on task.
6. Save 5 minutes for social times at the end of the meeting, if needed.
7. Schedule your next collaborative meeting before you end.
8. Stick to a 15-20 minute time frame.
9. Keep a running log of your agenda and your meeting notes. Leave this log in a convenient place for both teachers to add to before the next meeting.
10. Speak from a “we” or “I” point of view and not from a “you” point of view.



# *Co-Planning Meetings for Lesson Design*

## Topics to Discuss



How is it going? How well are students accomplishing the standards and objectives? What does assessment show?



Where do we want to go next? What specific standards and objectives need to be taught?



How will we differentiate? What methods or approaches can we utilize that will include various student learning styles, student interests and readiness levels?



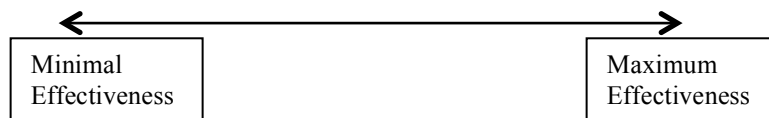
What assessment procedures will be used to provide feedback?



Which co-teaching models will work best? Which adult will take responsibilities for which tasks?

## Reflective Questions for Co-Teaching Teams




Where does our team fall on a continuum such as the one below, in each of the various areas

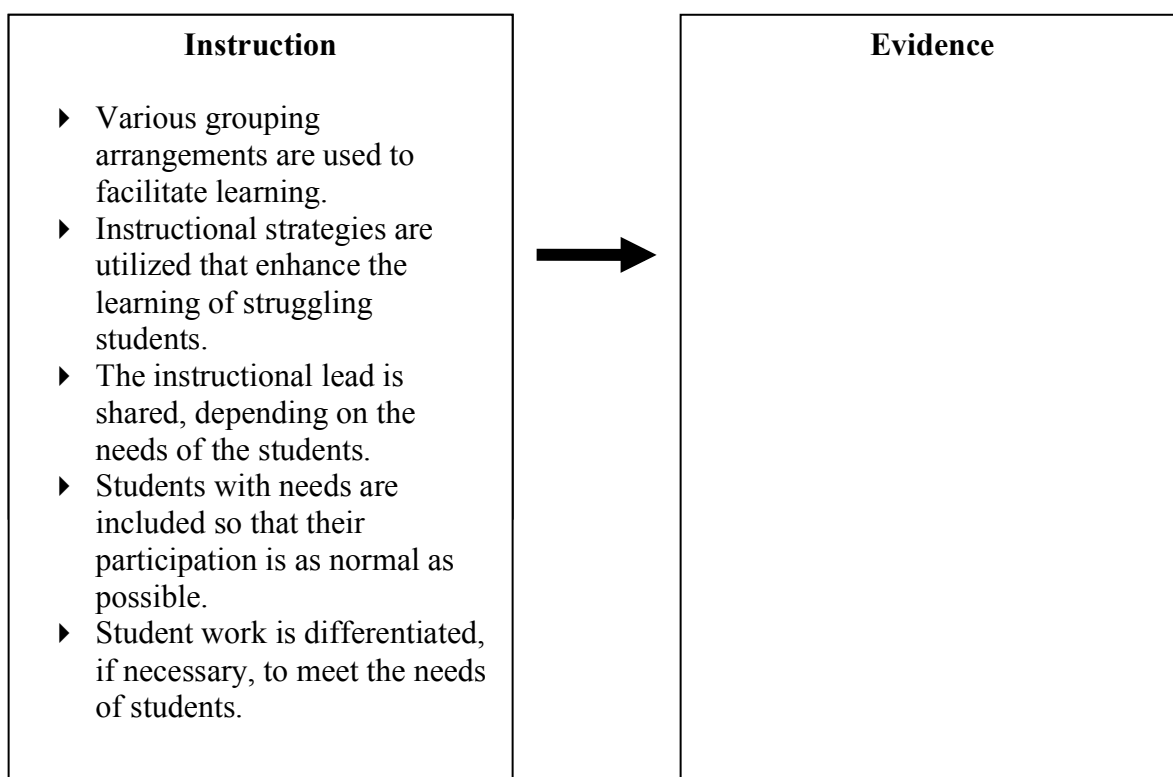
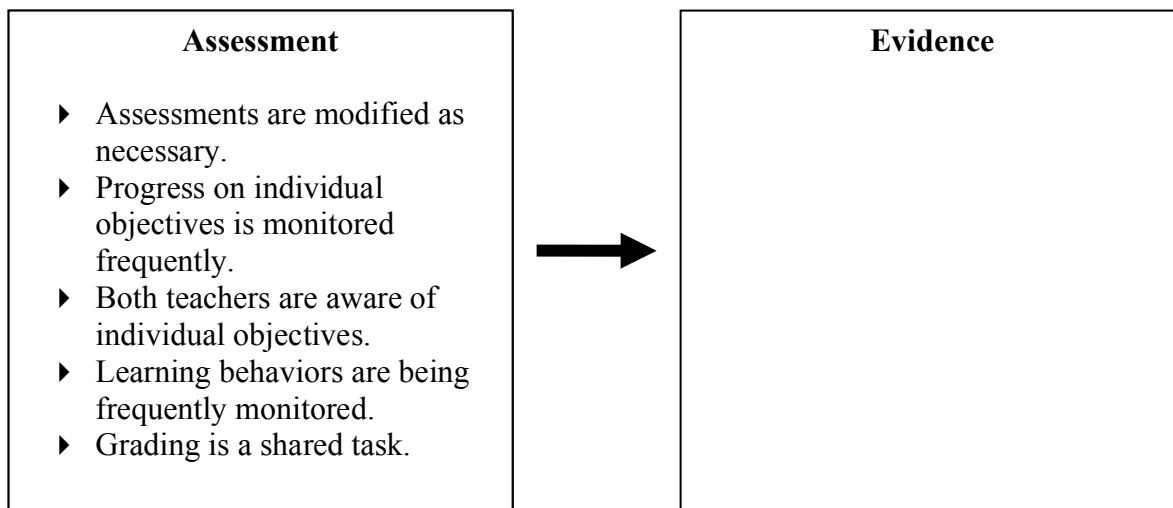


Area	Guiding questions/thoughts/examples
<b>Level of Engagement</b>  Students        Adults	How engaged are the students? What else can we do to keep them more engaged? Vocal qualities Role switching Debating Group work Paper tasks  Are there times when one adult is underutilized? Are all adults feeling fully utilized? Are there talents that are not tapped into? When one is leading, what are things the other adult(s) can be doing? How comfortable/confident are we with our roles?
Differentiation	How are we adapting? Are we addressing IEP objectives? Are we addressing the needs of students who are ready for more? Are we teaching the necessary “access skills” as well as curricular content? Do we have the planning time to accomplish differentiation? Is our planning time structured to facilitate our goals?
Environment	Does the physical layout of the room support co-teaching? Are we using technology in an interactive manner? Are there ways that one or both adults could use technology in the class that may not be possible in a solo-taught class? Do our handouts/tests, etc. incorporate adaptations such as font choice and type size? What message does the classroom send about the roles of the adults? i.e. Mr. Jones’ Class <i>or</i> Mr Jones’ <i>and</i> Ms.Smith’s Do we have a duplicate set of books, amplification devices, etc.? Do we use “our” language vs. “my” language?

# Observation of Co-Teaching

Teachers: \_\_\_\_\_ Date: \_\_\_\_\_

<p style="text-align: center;"><b>Roles</b></p> <ul style="list-style-type: none"><li>▶ Both teachers are actively engaged in the teaching/learning process for 95% of the lesson.</li><li>▶ The specialist integrates their unique teaching expertise into the lesson.</li></ul>		<p style="text-align: center;"><b>Evidence</b></p>
<p style="text-align: center;"><b>Professionalism</b></p> <ul style="list-style-type: none"><li>▶ Students view both adults as “teachers” with equal authority.</li><li>▶ Interactions between teachers show respect for each other.</li><li>▶ Teachers feel equally responsible for what happens in the classroom.</li></ul>		<p style="text-align: center;"><b>Evidence</b></p>
<p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"><li>▶ Teachers share responsibility for major decisions regarding the instructional cycle.</li><li>▶ Teachers have time to plan lessons together and discuss issues related to instruction.</li></ul>		<p style="text-align: center;"><b>Evidence</b></p>



Additional Comments:

### Co-Teaching Quantifiable Measures

<p># of times students are directed to talk with peers for a purpose</p>	<p># of times specialist speaks to whole class</p>
<p># of teacher to teacher interactions</p>	<p># of tactile/kinesthetic activities for students</p>
<p># of differentiated or specially designed instruction strategies, i.e.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> visual supports</li> <li><input type="checkbox"/> modeling</li> <li><input type="checkbox"/> memory/review strategy</li> <li><input type="checkbox"/> building background knowledge</li> <li><input type="checkbox"/> peer to peer talk</li> <li><input type="checkbox"/> talk stems</li> <li><input type="checkbox"/> making thinking visible</li> <li><input type="checkbox"/> word parts</li> <li><input type="checkbox"/> Tier 2 vocabulary focus</li> <li><input type="checkbox"/> vocabulary strategy</li> <li><input type="checkbox"/> scaffolding</li> <li><input type="checkbox"/> TPR</li> <li><input type="checkbox"/> manipulatives</li> <li><input type="checkbox"/> task analysis</li> <li><input type="checkbox"/> individual behavior plans</li> <li><input type="checkbox"/> executive function skills</li> <li><input type="checkbox"/> wait time</li> <li><input type="checkbox"/> technology</li> <li><input type="checkbox"/> other:</li> </ul>	<p># of minutes students spend in other than whole group</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> partners</li> <li><input type="checkbox"/> trios</li> <li><input type="checkbox"/> multiple small groups</li> <li><input type="checkbox"/> 2 parallel groups</li> <li><input type="checkbox"/> 1 small group, 1 large group</li> </ul> <p>Other descriptors:</p>

## ***Best Practice Guidelines for Co-Teaching***

1. Students with IEPs comprise no more than 30% of a co-taught classroom.
2. Specialists co-teach with no more than 4 teachers.
3. Co-teachers spend time, prior to the start of school, to discuss roles and responsibilities and do long-range planning.
4. Co-teachers have a minimum of 30 minutes per week to plan together, either through common plan blocks, regular work hours or compensated time.
5. School administrators require all co-teachers to spend time co-planning.
6. Co-teachers are provided with guidance in how to use their co-planning and reflection time.
7. Specialists are provided with resources such as general education curriculum materials and a desk or workspace in the classroom.
8. School administrators have clear expectations regarding parity and the active involvement of the specialist in the classroom.
9. Co-teachers use various grouping techniques to meet the needs of students, with whole group instruction no more than 50% of the time.
10. Whenever possible, class rosters, schedules, report cards, classrooms, etc. include both teachers' names.
11. Co-teachers collaboratively grade students in the class whenever possible.
12. School administrators provide ongoing feedback and professional development opportunities to co-teachers.

# *Top 5 “To Do” List*