We would like to thank the Utah State Office of Education for their permission to use their Co-Teaching Handbook.

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Co-Teaching in Student Teaching

While co-teaching is not a new phenomenon, its application in the student teaching experience is a fairly new area of study. Co-teaching in student teaching enables two professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching in student teaching model may be implemented with any content at any grade level.

Co-teaching in student teaching provides a comprehensive and rigorous experience for teacher candidates, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for P-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving teacher candidates the time and support necessary to gain skills and confidence required to teach successfully.

St. Cloud State University
College of Education
Office of Clinical Experiences
Academy of Co-Teaching
FIVE TIPS TO BECOMING A STRONG CO-TEACHER

1. Say this mantra: “All students are our students”

2. Come to planning meetings prepared (with an agenda) to maximize co-planning time

3. If you feel something, say something! Open communication is the key to a successful partnership

4. Realize that the success of your class depends on the strength of your co-teaching relationship

5. Use a variety of co-teaching models to help maintain equality
Co-Teaching Phases Diagram

The diagram below describes the roles of the cooperating teacher (CT) and the teacher candidate (TC) during the co-teaching process.

**Phase I: Beginning**

**CT is the "Instructional lead"**

- Determine content to be taught
- Plan lessons and share materials with TC
- Decide what co-teaching strategy to use, with TC's input
- Communicate with families to welcome your co-teaching TC

**TC is to:**

- Communicate and co-plan daily with the CT
- Engage students in learning by trying out each co-teaching strategy at least twice with your CT
- Build relationships within the school community
- Balance coursework requirements with the school's expectations

**Phase II: Middle**

**TC is the instructional "lead"**

- Plan and lead lessons in the co-teaching team for the period of time the licensure program requires
- Communicate with CT to pre-determine which co-teaching strategies will be used in the classroom
- Complete TPA and other

**CT is to:**

- Provide guidance regarding content and standards to be addressed
- Co-plan and support TC in their adoption of the role of instructional leader
- Engage students using predetermined co-teaching strategy
- Provide feedback

**Phase III: End**

**TC shares/phase out the instructional "lead"**

- Share or slowly give up the lead instructional role in the co-teaching relationship
- Co-plan and co-teach using the strategies
- Complete other university requirements
- Provide feedback to the university supervisor

**CT is to:**

- Share or slowly take back the primary responsibility of instructional lead in the co-teaching relationship
- Continue to co-plan and co-teach using the strategies
- Provide feedback to the TC and to the university supervisor
Support for Building a Relationship with your Co-Teacher

Questions and Discussion

<table>
<thead>
<tr>
<th>4 Major Questions</th>
<th>As a Collaborator:</th>
<th>Are We Co-Teachers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?</td>
<td>I freely share ideas, information, and resources.</td>
<td>1. As we prepare for co-teaching, do we:</td>
</tr>
<tr>
<td>To what extent am I willing to let my co-teacher carry out teaching tasks at which I am particularly competent?</td>
<td>I can be relied on to participate, even when a project moves away from my own immediate interests.</td>
<td>• have both teachers’ names on the board/door?</td>
</tr>
<tr>
<td>How willing am I to allow my co-teacher to see aspects of my teaching in which I am not particularly comfortable?</td>
<td>My work reflects my best efforts. I continuously make small changes to improve the quality of my work.</td>
<td>• have space for both teachers?</td>
</tr>
<tr>
<td>How willing am I to tell my co-teacher when I disagree about an issue or have a concern?</td>
<td>I use time well to ensure things are done on time.</td>
<td>• have comparable desks and materials for both teachers?</td>
</tr>
</tbody>
</table>

Communication

It is important to know yourself - so you can share with and know your co-teaching partner

To begin determine:

- What types and frequency of communication would we like to have with each other?
- How will we ensure regular communication with each other?
- What is the best way to give each other feedback?

Discuss with your co-teacher your response to each of the following statements:

**Personal**

- I find it helpful to bounce ideas off other people
- I am comfortable being told by others what they need from me
- I am able to speak openly about my feelings
- I express my opinions, even if others disagree with me
- I feel comfortable saying “no” to people
- I can detect the mood of others by looking at them as we converse
- I become defensive when I am being criticized
- I am able to resolve problems without losing control of my emotions

**Co-Teaching**

- I am comfortable giving my co-teacher feedback because it is a natural part of team work
- I am comfortable telling my co-teacher what I need from them
- I feel free to politely voice my disagreement with my co-teacher
- I find it difficult to express my opinion when my co-teacher doesn’t share them
- I find it easy to see things from my co-teacher’s point of view
- I tend to postpone discussing touchy topics with my co-teacher
- When co-teaching, I find it important for tasks to be clearly defined and distributed

- In planning, do we:
  - have regular scheduled times to meet and discuss our work?
  - use our meeting time productively?
  - share teaching materials and resources?
  - communicate freely our concerns?
  - each contribute to the planning process?
  - decide which co-teaching model to use in a lesson based on the needs of the student and the co-teachers?

4. While co-teaching, do:

- both teachers have a lead role in the classroom?
- both teachers work with all students?
- we use a variety of co-teaching approaches?
- students see both teachers as equal partners in the classroom?
- we both participate in the assessment of the students?
- students ask both teachers for clarification and/or assistance?
- we teach different groups of students at the same time?
- we read the nonverbal cues of our co-teaching partner?
- we make changes as needed during a lesson?
- we actively reinforce classroom roles and manage the classroom together?

5. After the co-taught lesson, do we:

- provide feedback to one another on what went on in the classroom?
- celebrate the process of co-teaching and the outcomes and successes?
- make improvements in our lessons based on what happens in the classroom?

6. Overall, do we:

- explain the benefits of co-teaching to the students and their families?
- depend on one another to follow through on tasks and responsibilities?
- have both co-teachers participate in parent teacher conferences?
- model collaboration and teamwork for our students?
- have a process for dealing with any disagreements we have?
- continue to pursue additional training to make our co-teaching better?
- provide mentoring to others who want to co-teach?
- communicate with our administrator about our needs as a co-teaching pair?
Definition

Co-teaching is the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space. Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for student learning.
Several Attributes of Co-Teaching

Students, teachers and schools can receive many overarching benefits when there is a well-constructed co-teaching model(s) in place which is supported by strong, ongoing professional development and a supportive administrator. Listed below are possible benefits for students, teachers, and schools.

Students receive the following benefits from a well-constructed and supported co-teaching model(s):

- Enrichment opportunities
- Tiered levels of instruction within the classroom
- Access to a variety of instructional strategies supported by two highly qualified instructors
- A supportive system for educators that addresses students’ needs
- Opportunities for peer interactions
- Accommodations for students
- Reduced stigma for students with disabilities
- Exposure to positive academic and social role models

Teachers receive the following benefits from a well-constructed and supported co-teaching model(s):

- Shared responsibility, which lightens the workload
- Combined ownership of the instructional environment
- Experts to collect and analyze data to inform instruction
- Increased collaboration in lesson development and delivery of instruction
- Mutual goals
- Less teacher isolation
- Greater teacher efficacy
- Shared responsibility for outcomes
- Classrooms with a potential for fewer behavior referrals

Schools receive the following benefits from a well-constructed and supported co-teaching model(s):

- Establishment of a school-based culture of collaboration
- Establishment of a supportive system for all educators
- Decreased student-to-teacher ratio
# Co-Teaching: What It IS, What It Is NOT

<table>
<thead>
<tr>
<th>Co-teaching IS</th>
<th>Co-teaching is NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint responsibility for planning, instruction delivery and classroom management</td>
<td>One teacher maintaining all planning and instruction</td>
</tr>
<tr>
<td>A component of a continuum of services for students with disabilities</td>
<td>Having a &quot;smaller&quot; class in a large classroom</td>
</tr>
<tr>
<td>Carefully matched professionals to ensure success for ALL students</td>
<td>Two professionals providing instruction to a homogenous group of students</td>
</tr>
<tr>
<td>Both professionals present in class every day</td>
<td>An extra set of hands in the classroom</td>
</tr>
<tr>
<td>Both professionals planning lessons to meet the needs of ALL learners</td>
<td>One paraprofessional and one professional instructing</td>
</tr>
<tr>
<td>Both professionals being responsible for ALL students</td>
<td>A special educator working only with students with disabilities</td>
</tr>
</tbody>
</table>
The Administrator’s Role

Teaching has traditionally been an isolated profession, but changes in funding and staffing, as well as the increased focus on improving outcomes for all students and minimizing the achievement gap, has brought co-teaching to the forefront as one of the fastest growing options to address these issues. Unfortunately, it also has been misunderstood and misapplied. This has created an environment or experience that has left many educators resistant to and wary of this practice. Administrative support at the school and district levels is crucial in providing and maintaining a supportive environment for an effective co-teaching program. With this in mind, what are some steps an administrator can implement to create and maintain a supportive environment?

Administrators should:

- Have knowledge and understanding of the definition, purpose and models of co-teaching.
- Assist in the evaluation of the co-teaching process.
- Have the ability to articulate the definition and purpose of co-teaching to stakeholders.
- Understand the models that are most effective and when their use is recommended.
- Provide funding for materials.
- Build and support a school culture that supports educating all students.
- Provide ongoing opportunities and funding for professional development.
- Expect all teachers to be accountable for student outcomes, both behaviorally and academically.
- Develop a school policy that sets criteria for student placement in co-teaching classes.
- Consider class size for co-teaching and evenly distribute students.
- Actively support and be engaged in facilitating change.

What are some ways in which an administrator can provide support for co-teaching?

- View inclusion as a collaborative effort, and consider that the success of students with disabilities is everyone’s responsibility, not just the responsibility of special education teachers.
- Ensure there is a continuum of services for students with disabilities. Ensure that appropriate services are provided to students with disabilities based on their unique needs as described in their IEPs.
- Avoid blanket statements such as “All special education students will be served through the co-teaching model” or “We are a totally inclusive school.”
- Match educators appropriately to ensure successful co-teaching teams.
• Allow teachers to volunteer to co-teach. By allowing teachers to volunteer, administrators create an environment where co-teaching is more likely to be successful.
• Find creative ways to provide teachers with a common planning time. Providing common planning time may be difficult, but it is crucial that common planning time be provided as often as possible.
• Provide targeted and ongoing professional development opportunities that contribute to successful co-taught classrooms and programs. Some topics might focus on building continuing collaborative efforts for co-teachers, content knowledge, instructional strategies, classroom management, and assessment (formative and summative).

Infusing and implementing any instructional technique or methodology into a school culture can be challenging. The successful implementation of a co-teaching program may depend on several variables, but an administrator’s commitment to the process, support for teachers and ongoing professional development may ensure a smoother and more successful co-teaching program.
Model—Parallel Teaching

Recommended Use (Frequent)

Teachers are both teaching the same information, but they divide the class into equal groups and teach simultaneously. This allows for more support, more supervision and greater participation from students.

Implementation:

- Students are divided into equal-sized groups.
- Each teacher teaches the same content in the same amount of time.
- Instructional methods may differ.
- Groups do not rotate.

Opportunities:

- Students may be divided into groups using a variety of strategies based on student or curricular needs.
- Teacher flexibility can enhance instruction.
- Student-to-teacher ratio may be lower.
- Students have an increased opportunity for response and participation.
- Both teachers play an active role in instructing in this model.

Challenges:

- Teachers need to identify appropriate physical space.
- Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction.
- Having two teachers instructing at the same time may be distracting.
- Teachers must consider noise level tolerance and purposefully plan for an effective classroom environment.
Parallel Teaching

Classroom Setup Model

FRONT

BACK
Model—Station Teaching

Recommended Use (Frequent)

Teachers divide content and students. Each teacher then teaches a portion of the content to one group and subsequently repeats the instruction for the other group. A third or fourth “station” can give students opportunities to work independently, accessing peer tutoring and technology.

Implementation:

- Students are divided into equal-sized groups.
- Each teacher teaches a portion of the content in the same amount of time.
- Teachers prepare two or more stations in advance.
- Groups rotate from station to station.
- Secondary teachers may consider station teaching, especially if they are in block schedules.

Opportunities:

- Teachers have an opportunity to work with every student in the class.
- Allows for a lower student-teacher ratio.
- Results in fewer behavior issues during instructional time due to higher student activity/engagement.
- Allows teachers to more closely monitor student learning and behavior.
- This model may be used to increase student participation.
- This model may be used when content is complex but not hierarchical.

Challenges:

- Identifying appropriate physical space can be difficult.
- Teacher instructional methods may differ.
- Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction.
• Classroom environment may be distracting for students with two teachers instructing.

• Stations must be designed to function independently.

• Teacher planning time may be significant.

• Teachers must consider noise level tolerance and purposefully plan for an effective classroom environment.
Station Teaching

Classroom Setup Model

FRONT

Independent Station

BACK
Model—Teaming
Recommended Use (Occasional)

Both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag-team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach. This approach is most dependent on teachers’ styles.

Implementation:

- Both teachers are fully engaged in delivery of the core instruction.
- Both teachers are responsible for classroom management and student behavior.

Opportunities:

- This model can be very energizing.
- Allows for a broadening of the curriculum through a variety of teaching strategies.
- Allows teachers to work together collaboratively.
- Allows teachers to demonstrate individual expertise.
- Teachers can orchestrate instructional conversation.
- Teachers can introduce new topics/concepts.

Challenges:

- Both teachers must have strong content knowledge.
- Teachers must gauge their contributions so that pacing is maintained.
- Teachers must have significant planning time available.
- Teachers are required to collaborate effectively.
- Teachers may not be as aware of individual student needs.
- Demands the greatest amount of trust and commitment from teachers.
Teaming

Classroom Setup Model

FRONT

BACK
Model—Alternative Teaching

Recommended Use (Limited)

One teacher takes responsibility for the large group while the other works with a smaller group. The smaller group is not a permanent subset of the class and can be pulled aside for pre-teaching, enrichment, tiered intervention, to develop a special activity to present to the remainder of the class, or for presentation of content using an alternative method or strategy.

Implementation:

- Teachers need to determine instructional/intervention needs of class (grouping for the day, who manages specific groups, instructional needs of groups).
- The teacher who works with the smaller group follows the same lesson plan being implemented by teacher in the larger group.
- The small group instructor makes accommodations and/or modifications to instruction to meet the needs of students.

Opportunities:

- Use when students' content knowledge varies tremendously.
- Use for managing student behavior to focus student learning.
- Use for monitoring student performance to provide immediate feedback, positive reinforcement, and correction.
- Use for informal assessment to inform instruction and meet needs of students.
- Use for pre/re-teaching, enrichment activities, and intentional observation time.

Challenges:

- Students with disabilities may always be in the same group at the same time.
- Students may perceive a stigma of being placed into a small group.
- Teachers may have difficulty finding adequate planning time.
- One teacher may dominate the other in content and/or teaching style.
Alternative Teaching

Classroom Setup Model
Model—One Teach, One Observe
Recommended Use (Limited)

One teacher manages instruction of the entire class while another teacher systematically gathers data that the two teachers have determined to be important. This approach may best be used during the first weeks of school and near the end of the school year. Teachers should use this model five to ten percent of the time during a class period.

Implementation:

- Teachers review instruction and mastery of concepts.
- Teachers review and record student behavior(s) for decision making.
- Teachers use this model to evaluate the effectiveness and delivery of instructional strategies.

Opportunities:

- Teachers focus on students’ needs more explicitly.
- Teachers may monitor their own skills.
- Teachers collect data for Individualized Education Program (IEP) planning.

Challenges:

- Teachers need to know how to collect and analyze appropriate data.
- Teachers’ trust level needs to be strong.
- Teachers may overuse.
One Teach, One Observe

Classroom Setup Model

FRONT

BACK

17
Model—One Teach, One Assist

Recommended Use (Seldom)

One person takes primary responsibility for teaching the content of a lesson while the other professional circulates through the room providing unobtrusive assistance to students as needed. During certain types of instruction or certain portions of a class period, this approach can be helpful. It should not be overused, and teachers should switch roles so that one isn’t the primary provider of content and the other isn’t the primary “assistant” in the lesson.

Implementation:

- Assisting teacher may collect data and observe to ensure student understanding.
- Assisting teacher may provide assistance to struggling student(s).
- Assisting teacher may monitor student behavior.
- Instructing teacher orchestrates learning tasks and classroom discussion.

Opportunities:

- Students may silently signal an adult for assistance.
- Teachers may monitor more closely students’ social and academic behavior.

Challenges:

- Assisting teacher may act as a passive partner while instructing teacher maintains a traditional teaching model.
- Students may view one teacher as the “real” teacher and the other as an assistant or aide.
- Students may be distracted when one teacher walks around.
- Students may expect one-on-one assistance.
- Special educators need to be experts in the content area.
- Teachers should use this model sparingly, and only for a portion of the instruction time.
- Teachers should alternate roles, balancing instruction and assisting.
One Teach, One Assist

Classroom Setup Model
Other teacher moves around the classroom.

FRONT

BACK
Frequently Asked Questions

1. What does the research say about co-teaching? Does co-teaching improve the achievement of students?

   In education, there are times when practice outpaces research. Research on co-teaching that meets the "gold standard" is limited. However, there are some general conclusions that can be drawn from the limited research available. Some of the conclusions are:
   
   - Administrators, teachers, and students respond to co-teaching in a positive way.
   - Teachers report they benefit professionally from a co-teaching relationship.
   - Teachers report that students with disabilities benefit academically from a co-teaching model.

   In the Resources section there are several journal articles that can provide additional information on co-teaching research, especially in the content areas.

2. What type of skills and knowledge should teachers have when participating in co-teaching?

   These types of skills and knowledge may be course specific, but some skills and knowledge that should be consistent are content knowledge, special education laws, disabilities characteristics, collaborative skills, and classroom management strategies.

3. How does an administrator form effective teams?

   Many teachers believe that compatibility is the most important factor in developing co-teaching teams. Co-teaching should be a mutually beneficial arrangement for the teachers and the students involved. Educators who have a desire and a commitment to co-teaching should start the team-building process by communicating about some of the following issues.

   - Is there a joint understanding of the definition of co-teaching?
   - What are teachers preferences in the classroom about their teaching style?
   - How is communicating with parents handled?
   - How are lessons planned?
   - Is more than one model used?
   - Who chooses the co-teaching model(s)?
Other areas to discuss are classroom environment, procedures, rules for behavior, instructional noise level, and other issues that have an impact on effective instruction.

Once a team is formed, maintaining the professional relationship will be an ongoing process built upon continued communication about the needs of both the teachers and the students.

4. In what grade level should co-teaching be implemented?

Co-teaching models can be implemented across all grade levels and content areas.

5. What type of professional development should be considered when co-teaching?

Co-teachers will require professional development in the content areas, accommodations, general disability areas, instructional strategies, behavior management, and classroom management. Co-teacher teams may wish to meet at regular intervals and discuss and share what is working. Co-teaching teams could access various websites on co-teaching strategies, which could be another source of providing professional development support.

6. Does co-teaching need to look the same everywhere?

Since there are several different models of co-teaching, there isn’t a “one size fits all,” nor would it look the same everywhere. The benefit of co-teaching is that a team can use a variety of models, depending on the situation and student needs.

7. How do teachers select the co-teaching approach that works best?

Co-teachers may select a model to use depending on what instructional outcomes are desired. At other times the choice may be based on the needs of the students and the content or skills being taught during a specific lesson. No one model is recommended to be used exclusively.

8. What are some factors that should be considered when creating a co-teaching school-wide schedule?

Some elementary schools stagger the content being taught, so that one specific content is not taught in more than one place at the same time. Other elementary schools teach one specific content class to all students at the same time, allowing for student grouping based on need, which may allow the special educator to move among classrooms.

In secondary schools, scheduling co-taught classes first, before other scheduled classes, may allow for clearer expectations of students and teachers. This may
also send the message that co-teaching is important. Some secondary schools assign a special educator to specific departments. This is particularly important where the content may be perceived as being more difficult, such as in mathematics or science classes.

One recommendation would be to begin with a master schedule that shows co-taught classes and the common planning time.

9. How can teachers find common planning time?

There are a variety of ways to create a common planning time. Some ways to build opportunities for a common planning time include:

- Using a substitute to release the professionals for collaboration.
- Using an administrator to cover classes.
- Using paraeducators to cover classes during non-instructional time.
- Using time before or after school.

10. How much time is needed for common planning time during the school year?

The answer to this varies. Many teachers feel that they need to meet once a week, some every day, and others less often. As teachers become more comfortable with their content and role, or as the content changes, the time needed may increase or decrease.

11. Is co-teaching always the teaming of a special educator with a general educator?

This is the typical approach. Co-teaching should always have a general educator as one of the partners. There are other professionals who might be involved in co-teaching; English as a second language (ESL) teachers, high-ability teachers, speech-language pathologists (SLP) or school psychologists may all be involved in a co-teaching situation. The issue isn't the “title” of the other professional, but the fact that both teachers are licensed professionals with the commitment to collaborate and improve outcomes for all students.

12. What is the expectation for special education teachers when co-teaching various content areas?

It would be best practice to have a special educator co-teach in content areas of his/her expertise. If a special educator co-teaches in multiple content areas it may limit or prevent collaboration, instruction and providing other IEP services for students with disabilities.
13. Should co-teaching be indicated on a student’s IEP? Should all students with IEPs be taught in co-teaching classrooms?

The special education teacher should check with his/her local special education director to see if there are guidelines regarding this question. If there is no policy, the team should be consistent in how they identify and provide co-teaching. The IEP team makes the placement decision based on where a student with disabilities would be best served. Co-taught classes should not be the only option for students with disabilities to access the general curriculum. A continuum of services must be available.

14. How are the goals and objectives in a student’s IEP addressed in a co-taught classroom?

Co-teaching is an optional service delivery model. The IEP team may want to review the goals and objectives in a student’s IEP and the opportunity for specialized instruction in the co-taught classroom. Before considering placement of a student with a disability in a co-taught classroom, the IEP team may wish to consider and discuss:

- The degree of specialized instruction the student needs in order to meet his/her IEP goals.
- The severity of a student’s behaviors.
- The student’s ability to keep up with the general curriculum.
- The prerequisite skills the student needs in order to master the grade-level curriculum.
- The option of a trial placement in a co-taught classroom.

Remember that accommodations and modifications do not constitute specialized instruction.

15. What does co-teaching look like for students with significant cognitive disabilities?

There is no single answer, but experience suggests that students with significant cognitive disabilities can benefit from participating in a co-taught classroom, even if that exposure is limited. This model might occur more at the elementary level. This service model might help meet the IDEA requirement of least restrictive environment (LRE). A discussion at the local education agency (LEA) level after careful reflection and discussion about inclusive practices would be appropriate.

16. Does co-teaching work for high-ability students?

If there is an understanding or belief that high-ability students have exceptional needs, then the answer may be yes. Unlike students with disabilities, there is no mandate for a high-ability student to be instructed in a specific setting. The
school may wish to research the issue, discuss implementation and determine the impact on all students. A discussion at the LEA level after careful reflection and discussion would be appropriate.

17. How do I effectively work with a substitute teacher when the other co-teacher is absent?

It is beneficial to meet briefly with the substitute to review the co-teaching process, and to continue to co-teach with the substitute.

18. What are some grouping strategies to use in co-teaching?

The following strategies might be considered:

- Heterogeneous
  - Unlike needs/interest/skills/mixed gender, this may be useful when assessing instructional or intervention focus for future grouping.

- Homogeneous
  - Like needs/interest/skills/same gender, this may be useful when providing targeted instruction or interventions.

- Skill-based
  - Same skill level; this may be useful when providing targeted interventions.

- Student interest
  - Same research topic/project; this may be useful when a project or topic is assigned for class-wide presentations.

- Action research
  - Teachers may wish to do action research on instructional or intervention strategies for an identified group of students.

- Random
  - No formal organization; allowing students to group themselves.

19. How do we address parents’ concerns about their students in a co-taught class?

Implementing co-teaching in a school is like any other change in an educational environment. The more information parents have, the more likely they will understand the benefits for their student in a co-taught class. The LEA should communicate at the first of the school year about the co-teaching model, expectations for students, teachers, and the selection process; this will help alleviate some of the issues. A principal can identify, through a master schedule, which classes and teachers participate in co-teaching, have in place a policy on class grouping, and ensure that parent and teacher input has been gathered and considered. As professionals, teachers in a co-taught class have a responsibility to listen to parents, ask questions and work on solutions to resolve parent concerns or fears. Co-teaching is an option both for students with disabilities and for other students.
CO-TEACHING:
MYTHS AND REALITIES
Co-Teaching Myths/Realities

Myth #1 - Co-teaching means having two teacher candidates in a classroom.
REALITY: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate.

Myth #2 - Teacher candidates must be left on their own to sink or swim.
REALITY: Teacher candidates in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the teacher candidate acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the teacher candidate must learn how to become a teacher on their own.

Myth #3 - Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills.
REALITY: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies. As the skills are gained, the teacher candidate takes the lead. You are better off to make sure he/she can manage the classroom without support.

Myth #4 - Teacher candidates don’t get enough solo teaching time with co-teaching.
REALITY: Teacher candidates must have opportunities to teach all alone. The amount of time a candidate is left totally alone varies and is based on their skills in managing a classroom. It is important that the teacher candidate demonstrate that they can handle a classroom all by themselves.

Myth #5 - It takes too much time to co-plan.
REALITY: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

Myth #6 - Teacher Candidates will never have full responsibility of the classroom.
REALITY: For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

Myth #7 - Co-teaching is not the "real world". When a teacher candidate becomes certified they will be alone in the classroom.
REALITY: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of Title One and special education, today's classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

Myth #8 - Co-teaching doesn’t work at the secondary level.
REALITY: Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.

Myth #9 - Teacher candidates don’t have to write lesson plans for co-teaching because they co-plan.
REALITY: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a teacher candidate co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 - Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style.
REALITY: No two people have the same style because we are uniquely different. Teacher Candidates entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, teacher candidates and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth #11 - The university supervisor should only observe a teacher candidate when they are teaching solo.
REALITY: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her cooperating teacher, focus the observation on the candidate’s teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.
As Ohio strengthens its education system with bold new reforms, educators need new approaches aimed at consistent, high-quality instruction. Co-teaching, one such approach, is proven effective with students. It also benefits teachers, ranging from pre-service to seasoned educators.

**What is co-teaching?**
Co-teaching occurs when “two or more professionals deliver substantive instruction to a diverse or blended group of students in a single physical space.” (Cook and Friend, 2004)

During the past several decades, co-teaching strategies developed with a special focus on meeting the needs of diverse learners, such as students with disabilities and English language learners. Today, as the positive effect of co-teaching on students has become better documented, more educators have begun to use co-teaching to meet the challenges of the state’s more rigorous teaching and learning standards.

**How does co-teaching work with pre-service teachers?**
Co-teaching positions the student teacher as an “apprentice” to the regular classroom teacher. Both the student teacher and classroom teacher, however, take an active role in planning lessons, providing instruction and assessing students. The classroom teacher retains a great deal of responsibility, but the student teacher takes some ownership of student learning.

**How can cooperating teachers and pre-service teachers benefit from using co-teaching strategies?**
Seasoned and pre-service teachers can gain rich professional development experiences when co-teaching. The collaboration and conversation between co-teachers at every stage of lesson development – from planning through delivery, assessment, reflection and feedback – offers continuing opportunities for growth. The teamwork encourages both educators to adapt and modify their lessons for maximum student learning.

**How do students perform in co-teaching classrooms?**
According to credible research, co-teaching produces students who outperform their peers in single-teacher classrooms in reading and math achievement. (Bacnarakch et al, 2010).

Villa et al (2004) indicate that all students benefit when their teachers share ideas, work cooperatively and contribute to one another’s learning. *(Continued on back)*
Why would co-teaching work with all types of students?
It works because co-teaching:
• Reduces teacher-student ratios so students get more individual attention;
• Allows students to learn firsthand how their co-teachers use teamwork and problem-solving skills in the classroom;
• Results in higher levels of enthusiasm and involvement among students than in traditional classrooms;

How does co-teaching differ from other collaborations?
Current research sheds light on what authentic co-teaching truly is – and what it is not. Co-teaching is not:

• One person teaching one subject, followed by another person teaching a different subject;
• One person teaching while another prepares instructional materials or corrects papers;
• One teacher facilitating a lesson while another watches with no participation;
• One teacher’s ideas dominating another’s when teaching strategies are selected.

High-quality co-teaching means that each educator shares leadership, engages in both teacher and learner roles, and works toward a common goal. Good co-teachers take turns as expert and novice, and giver and receiver of knowledge and skills.

Keeping the hiring pipeline open
School administrators who work with high-quality teacher degree programs to give pre-service teachers meaningful student teaching experiences help their schools maintain a supply of well-equipped beginning faculty.

The Ohio Department of Education, Ohio Board of Regents and university teacher preparation program deans are working together so that future teachers are prepared for Ohio’s higher teaching and learning standards. Contact the education departments of universities in your area to discuss how you can employ co-teaching approaches with cooperating and pre-service teachers in your district’s classrooms.


EDUCATION TRENDS

A New Student Teaching Model for Pairing Interns with Clinical Teachers

NOVEMBER 1, 2013 | TERESA WASHUT HECK

Photo credit: iStockphoto

Editor's Note: This blog post was co-written with Dr. Nancy Bacharach, the Principal Investigator and Project Director of the Teacher Quality Enhancement Grant. She is a professor in the Department of Teacher Development at St. Cloud State.

Most of us have vivid memories of our student teaching experience. Whether these images are positive or negative, they played a significant role in preparing us to become teachers. The old model of student teaching often had the teacher candidates spending their initial weeks as silent observers, gradually assuming the role of teacher, leading up to "full responsibility" in the classroom. Clinical teachers rarely assisted or vacated the room, letting the candidate learn his or her craft alone.

Student Teachers are Isolated and "Inadequately Supported"

Since the 1920s, this model of student teaching has remained relatively unchanged (Guyton & McIntyre, 1990). Today, abundant evidence suggests that learning to teach in isolation does not effectively prepare teacher candidates, nor does it benefit P-12 students. A key report by the National Council for Accreditation of Teacher Education (2010) found clinical preparation to be "poorly defined and inadequately supported" (p.4). Although clinical experiences are the most highly valued part of teacher preparation, NCATE showed that clinical experiences are often the most ad hoc element of many teacher preparation programs.

Other practical reasons for revising the old model exist. Securing high-quality student teaching placements is difficult, in part because clinical teachers resist the traditional expectation that they exit the classroom, especially during the term when state-mandated NCLB tests are given (Ellis & Bogle, 2008).

Co-Teaching Offers More Support and Flexibility

Co-teaching in student teaching is defined as: "Two teachers (a clinical teacher and a teacher candidate) working together with groups of students; sharing the planning, organization, delivery
and assessment of instruction, as well as the physical space" (Bacharach, Heck & Dank, 2004). This co-teaching model of student teaching allows P-12 students increased opportunities to get help when and how they need it. It affords teachers an opportunity to incorporate co-teaching pedagogy, grouping students in ways that are not possible with just one teacher.

### Strategies of Co-Teaching in Student Teaching

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>One teach, one observe</td>
<td>One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role.</td>
</tr>
<tr>
<td>One teach, one assist</td>
<td>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.</td>
</tr>
<tr>
<td>Station teaching</td>
<td>Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations.</td>
</tr>
<tr>
<td>Parallel teaching</td>
<td>Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio.</td>
</tr>
<tr>
<td>Supplemental teaching</td>
<td>Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who...</td>
</tr>
<tr>
<td>Alternative (differentiated) teaching</td>
<td>This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Team teaching</td>
<td>Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader -- both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</td>
</tr>
</tbody>
</table>

(From Changing the Face of Student Teaching Through Co-Teaching. Bacharach, N., Heck, T.W. & Dahlberg, K., 2010.)

**Benefits for Interns and Their Students**

Through co-teaching, candidates are provided with modeling, coaching and feedback as they develop their teaching skills. Co-teaching allows clinical teachers to model good teaching and work collaboratively with candidates, helping them understand the complexities of the teaching profession. When co-teaching, clinical teachers remain in the classroom. This sustained contact with candidates allows for immediate feedback and continuous mentoring. The co-teaching model has been used at all grade and content levels, and works with any curriculum adopted by a school district.

The research we conducted at St. Cloud State University compared co-teaching and traditional student teaching models using the Minnesota Comprehensive Assessment (MCA) and the Woodcock Johnson III-Research Edition (WJIII-RE). These resources helped us determine academic achievement of K-6 students in reading and math. In each of the four years, there were statistically significant improvements in reading and math scores for students in a co-taught classroom as compared to classrooms using the traditional model of student teaching. Co-teaching dramatically enhanced SCSU ability to place teacher candidates, increased the number and quality of cooperating teachers interested in hosting a teacher candidate, and demonstrated enhanced learner outcomes (Heck & Bacharach, 2010).

**How to Implement Co-Teaching**

In order to implement a co-teaching model of student teaching, universities and their school partners must establish a common language and plan for implementation. Buy-in from university
PLANNING FOR INSTRUCTION

AND

COMMUNICATION IDEAS
Planning Tips

Before your planning session:
✓ Decide what lesson(s) you will use your hour of planning time for.
✓ Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
✓ Decide the materials that you will need and don't take on too much.
✓ Bring ideas for modifications and accommodations.
✓ Bring ideas for enrichment activities.
✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):
✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
✓ Share what will be co-taught and ideas from curriculum.
✓ When will you co-teach? When will each of you teach solo?
✓ What co-teaching strategies will best meet the needs of the students?
✓ Eventually, try to incorporate all of the co-teaching strategies.
✓ Outline questions to be used for parallel, station, etc.
✓ Discuss a variety of assessment strategies.
✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:
➢ Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember

✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don’t allow outside distractions to take over.
✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.
✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
✓ Encourage an attitude that we're both TEACHING!
This is a sample agenda for a co-teach planning meeting. The intent is to ensure that the majority of the planning meeting is spent on curriculum and instruction.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Upcoming Curriculum and Instruction** (8 minutes)
- **Co-Teaching Arrangements** (10 minutes)
- **Accommodations for Student Needs** (10 minutes)
- **Specific Student Concerns** (6 minutes)
- **Housekeeping** (5 minutes)

Note: Laminate or reproduce this or a similar form and use it for each planning meeting.

Developed by Dr. Marilyn Friend. Reprinted with permission.
Planning for Instruction

When common planning time cannot be arranged, or when circumstances prevent teachers from using common planning time, classroom instruction can still be differentiated. These strategies, which are useful even when teachers plan together, should not be routinely used in place of common planning time. Some examples of pre-planned ways of differentiating instruction are as follows:

- visual and non-verbal cues for assistance with a process;
- transition cues between teachers to indicate it is time to move to the next step or switch roles (for example, one teacher tells the students, “Work on this for 30 seconds.”);
- questioning each other about content in order to prod student higher-order thinking;
- dialoguing between teachers to model question/answer or thought process as well as clarifying objectives; or
- varying teacher roles.
  - While one teacher is instructing, the other teacher can:
    - model notetaking skills;
    - list/bullet items;
    - solve problems;
    - write instructions;
    - observe students to identify which students need additional assistance and/or need extension activities;
    - repeat directions;
    - check for understanding; and/or
    - ask clarifying questions.
  - One teacher can pull a small group for 5-10 minutes for:
    - providing re-teach/explanation to clarify instruction/understanding; and/or
    - providing extension activities to students who have mastered the skill/objective.
  - For a short period of time, teachers could have assigned structured roles such as Teacher A will conduct the:
    - warm-up activity;
    - closing/exit activity; and/or
    - vocabulary activity.
Communication is the Key to a Great Co-Teaching Partnership

Levels of Communication Include:

**Chit Chat**

- It’s like throwing a ball. Purpose is to learn how well others catch information and throw it back.
- We develop and build relationships by practicing chit chat – what’s your name... where do you live... what are your hobbies...

**Deeper Communication**

- As relationships develop and deeper communication is desired - it becomes more like tossing a slippery egg.
- Toss the “slippery egg” carefully, gently, and slowly.
  - Watch body language
  - Tell the truth in a caring manner

**Slippery Eggs...**

How do you “throw your eggs”? Be careful that you don’t...

- Save them for a long time and hurl them!
- Throw them hard and fast because you can’t hold on to those slippery eggs!
- Avoid the person so that you don’t have to toss those slippery eggs.
- Wrap those slippery eggs with so many layers of expectations and apologies that no one is sure you have tossed them.

*Try to recognize when you have the slippery egg and toss it with great care and understanding, being assertive enough to communicate your issues*
<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Purpose(s)</th>
<th>Example(s)</th>
</tr>
</thead>
</table>
| I-message             | - To indicate ownership of one's feelings about an event  
                        - To indicate what you have observed, how you feel about the event, and the concrete effect that event has on you                                                                                       | I am really pleased when I see you working with all of the students in the class as now I can ask your input on each child. I am frustrated when you call on only the students with higher abilities because then I cannot assess the learning of other students in class. |
| Sandwich Technique    | - To share a sensitive issue or concern (situated between two other statements)  
                        - To share an issue and invite collaboration                                                                                                                                                    | I realize how much care about Johann, and that is why I wanted to share this situation with you. The issue is that I saw him cheating on our quiz today. I am wondering how we can approach this issue. |
| Paraphrase            | - To check the accuracy of the content of a conversation                                                                                                                                                 | So, you will follow up with the attendance secretary, and I will check with Cassandra's parents regarding her recent absences.                                                                            |
| Summarization         | - To highlight main points of a longer conversation or meeting                                                                                                                                           | In summary, from our planning meeting today, we have decided to begin the new unit on Monday, use an anticipation guide to assess students' current knowledge of U. S. geography, and then pair students to begin the U. S. map activity. |
| Open-ended question   | - To solicit someone's opinions, thoughts, or views                                                                                                                                                     | How do you feel about today's lesson? What are your thoughts about doing a role play together to get students interested in this topic? I am wondering how we can differentiate instruction next week. |
| Closed question       | - To establish agreement on factual information or seek closure on details                                                                                                                             | Can we meet again Friday to co-plan for next week? Did you make the accommodations for Roberto's worksheet? Will you call Philip's parents to see if he will be returning tomorrow? |
| Seed Planting         | - To indicate the need to visit with a parent or colleague at a later time.                                                                                                                             | I realize you are on your way out, but I noticed that you seemed a little quiet during co-teaching today. Could we visit about this when we have more time—how about tomorrow at lunch? |
| Response to Affect    | - To empathize with someone  
                        - To check your perception of someone's feelings                                                                                                                                                 | You seemed rather frustrated and upset when Ron did not hand in his homework today.                                                                                                                      |
| Word Picture          | - To communicate using an analogy, simile, or metaphor                                                                                                                                                | Your ideas for that unit are out of this world! We make a dynamite co-teaching team! Our students are really blossoming with this new approach!                                                              |
Participants in the Triad

Role of the Cooperating Teacher

• Help the teacher candidate feel comfortable and welcome
• Share materials and ideas
• Observe and provide feedback...both the good and the not-so-good
• Mentor and guide the teacher candidate
• Model effective teaching strategies and professional behavior
• Be flexible...allow the teacher candidate to try some new ideas
• Communicate expectations
• Be understanding and patient

Role of the University Supervisor

• Provide program information to the teacher and teacher candidate
• Observe and provide feedback on a regular basis
• Act as a confidant for both the teacher and teacher candidate
• Be an advocate for the teacher candidate
• Help the team build good communication
• Set clear expectations; be honest about a student’s performance
• Handle the difficult situations that might come up
• Schedule three-way conferences at the beginning and end of the experience

Role of the Teacher Candidate

• Come ready to learn; be enthusiastic and show initiative
• Ask questions...discuss professional issues
• Share ideas and work cooperatively; be flexible
• Help with all classroom responsibilities...record keeping, grading, etc.
• Plan interesting lessons and eventually teach everything
• Accept criticism and put suggestions for improvement into practice
• Keep a journal
• Be patient with yourself and your cooperating teacher
• Be a sponge...learn all you can from everyone in the building

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Research Funded by a US Department of Education, Teacher Quality Enhancement Grant
Stages of Concern for Teacher Candidates:

The first stage is Pre-teaching Concern.

At this stage, teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher. At this point the teacher candidate has only their idealism to go on (Company in Your Classroom, 2000). There are often concerns about their personal life that interfere and inhibit growth.

The second stage is Concerns about Survival.

As teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is a concern about their own survival as teachers. Idealized, "book-learned" concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and cooperating teachers. Being observed causes a great deal of stress at this stage.

The third stage is Teaching Situation Concerns

At this stage the teacher candidates are beginning to feel a mastery of the areas of concern from the second stage. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of education courses taken before their student teaching experience, are now taken seriously. This is the "Why didn't I pay closer attention?" lament that is so common. The difference between theory and practice is being felt.

The final stage is Concerns about Pupils.

At this point the teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social-emotional needs of pupils is of concern. There is also an understanding that "he or she can be caring and strong, flexible and consistent, child-centered and in-control" (Company in Your Classroom, 2000, p.69). There is also an awareness of the broader issues in education and a connection to how these issues impact individual students.

Research Funded by a US Department of Education, Teacher Quality Enhancement Grant
Stage of Concern for Teacher Candidate Presentation: PreK version

Supervision is a crucial piece in the development of a teacher candidate. As the field experience occurs, the teacher candidate will go through several stages of development (Hatten and Smith, 1993).

An understanding of these concerns is of utmost importance to both the university supervisor and the cooperating teacher in order to assist the teacher candidate to reach their full potential.

The role of the college supervisor and the cooperating teacher is to help the teacher candidate progress through these stages as quickly and painlessly as possible.

To illustrate these stages:
- Role playing activity
- Teacher candidate named Jane Doe
- University Supervisor - who received and responded to these weekly journal entries
- Used actual journal entries from a TC

Pre-teaching Concern - Stage One
At the first level of pre-teaching concern,
- Teacher candidates are still closer to the student role than the teacher role.
- The real concerns of pupils and teachers are very remote.
- Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher.
- At this point the teacher candidate has only their idealism to go on (DSC, 2000).
- There are often concerns about their personal life that interfere and inhibit growth.

University Supervisor:
Pre-teaching Concern - Stage One
At the first level of pre-teaching concern,
- Teacher candidates are still closer to the student role than the teacher role.
- The real concerns of pupils and teachers are very remote.
- Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher.
- At this point the teacher candidate has only their idealism to go on (DSC, 2000).
- There are often concerns about their personal life that interfere and inhibit growth.

Jane begins her student teaching experience in the initial stage of not seeing herself as the teacher, but as a student. The idealism of creating a wonderful learning environment for each child comes through in her first journal entry. Jane writes:

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Appendices
### Consolidated Lesson Plan Template

**Teacher Candidate:**
- **Date:**
- **Lesson Topic/Title:**

<table>
<thead>
<tr>
<th>Big Ideas/Essential Questions</th>
<th>Content and Academic Language Learning Targets</th>
<th>Assessment</th>
<th>Connections to EALRs/GLEs/PEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Students Will Be Able To&quot; learning and behavioral targets</td>
<td>You must have an assessment (formal and/or informal) for every content and academic language target</td>
<td>State-District-Grade Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Voice</th>
<th>Student-Based Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student &quot;I can&quot; or &quot;I am learning&quot; statement</td>
<td>Includes student voice and student work</td>
</tr>
</tbody>
</table>

**Connections among facts, understandings, etc.**

### Differentiation, Cultural Responsiveness, and/or Accommodations for Individual Differences
What aspects of the lesson are differentiated and how? Think of readiness, learning profile, interests, affect, cultures, and class environment. How have you incorporated multiple means of access, multiple means of engagement, and/or multiple means of expression?

© Eastern Washington Co-Teach Leadership Team
Required Schema and Language Demands
(Background Knowledge/Previous Learning and demands related to listerening, speaking, reading, writing, and shifting between those modalities)

Materials/Textual Resources/Technology needed

Integration with Other Content Areas
Identify content areas/other subjects that are integrated into this lesson and explain how these are addressed

Co-Teach Strategy Used
Identify which Co-Teach strategy(ies) will be used in this lesson, and what the individual roles for both mentor and teacher candidate will be

<table>
<thead>
<tr>
<th>Teacher Roles in Lesson</th>
<th>Student-Based Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Evidence showing the students' clear and detailed understanding of their own progress towards the learning target. Includes student voice and student work.)</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>- Focused on the objectives</td>
<td></td>
</tr>
<tr>
<td>- Relative to the students (prior knowledge)</td>
<td></td>
</tr>
<tr>
<td>- Engages and is inclusive of ALL students</td>
<td></td>
</tr>
</tbody>
</table>

© Eastern Washington Co-Teach Leadership Team
<table>
<thead>
<tr>
<th>Communicate Purpose &amp; Learning Targets</th>
<th>Facilitate Learning Tasks/Effective Instruction</th>
<th>Closure</th>
<th>Extensions of Understandings &amp; Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Today we are going to...</td>
<td>• Sequence of the content that students are learning</td>
<td>• Your question(s) or activity to assess or create “closure”</td>
<td>• Possible Family Interactions</td>
</tr>
<tr>
<td>• So that you will be able to...</td>
<td>• Directions for Learning Tasks &amp; Assignments (a variety of strategies) Minimum of 4 Guiding Questions (higher order/critical thinking)</td>
<td>• Must generate evidence to tell you how well students learned the objective(s) of lesson.</td>
<td>• Possible Connections to Sustainability</td>
</tr>
</tbody>
</table>

Themes
• Questions to prompt deeper thinking and make new connections
• Independent practice to extend the learning
<table>
<thead>
<tr>
<th>Date:</th>
<th>Co-Teaching Plan</th>
</tr>
</thead>
</table>

**Research shows that planning time is critical to the success of co-teaching**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Target</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Co-Teaching Strategy</strong></td>
<td><strong>Co-Teaching Strategy</strong></td>
</tr>
<tr>
<td>Draws conclusions from informational or literary text. using text-based citations, along with fluent reading.</td>
<td>Teacher observation Comparing similarities and differences of the movie to the text: Stone Fox and Running Records.</td>
<td>Students complete Venn Diagram independently while students are being pulled for Running Records to test for fluency.</td>
<td><strong>Parallel Teaching:</strong> My master teacher and I both monitored students working on Venn Diagrams while we both pulled students for Running Records.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finished expository on snails, and small summary mobile.</td>
<td>Students worked on completing their expository by revising, editing and publishing. For students who finished they worked on a summarizing activity.</td>
<td><strong>Supplemental Teaching:</strong> I taught the writing lesson on the small expository and my master teacher worked with a small differentiated group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifying and using the morphograph rule of changing a y to an i or leaving it the same when it is a vowel.</td>
<td>Teacher observation and worksheet on y as a vowel morphograph rule.</td>
<td>Spelling Mastery spelling lessons on morphograph rules. Each student has a worksheet that they complete and we correct each part as a group.</td>
<td><strong>Parallel teaching:</strong> My master teacher has a spelling group and I have a spelling group in another room.</td>
</tr>
<tr>
<td></td>
<td>Using fact families of multiplication and division to solve division problems.</td>
<td>Teacher observation of student answers on whiteboards.</td>
<td>Guided lesson on using fact both families of multiplication and division. Students were given a problem to solve using whiteboards.</td>
<td><strong>Parallel teaching:</strong> My master teacher and I separated the math group into two ability based groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher observation of student's total physical response to identify shapes.</td>
<td>Students are introduced to a geometrical term: parallelogram and its definition posted on a poster using color coding. Students are given a total physical response sign and verbal response to say each time they hear the word throughout the day. This reinforces their long-term understanding and recall.</td>
<td><strong>Solo teaching:</strong> I planned, created support materials and taught the math vocabulary lesson.</td>
</tr>
</tbody>
</table>

Adapted from St. Cloud State University, Teacher Quality Enhancement Center, 2009: Research funded by a US Department of Education, Teacher Quality Enhancement Grant
Co-Teaching Partner Checklist

Co-teaching partners have:

_____ Discussed and understood the definition of co-teaching.

_____ Discussed and identified preferred co-teaching model.

_____ Discussed and shared understandings with regard to students with disabilities and expectations in relation to accommodations, and instructional needs.

_____ Shared, discussed, and identified shared roles and responsibilities.

_____ Discussed perceptions of a shared classroom.

_____ Shared and discussed similar beliefs and how to resolve differences if they arise.

_____ Shared the potential strengths and liabilities each teacher brings to co-teaching.

_____ Shared and discussed perceptions on the following topics:

- Classroom rules
- Grading
- Disciplinary issues
- Parent contact
- Classroom routines
- Homework
- Physical environment of classroom
- Teacher style or preference
- Other

<table>
<thead>
<tr>
<th>Model</th>
<th>Advantages</th>
<th>Use</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel Teaching</td>
<td>Flexibility in teaching; increases students' response time</td>
<td>Frequent</td>
<td>Teachers must provide equivalent instruction; pacing of instruction can be a challenge; stations must function independently.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>Elementary teachers are comfortable with this model; small groups and content areas are very engaging.</td>
<td>Frequent</td>
<td>Loses valuable instructional strategy of grouping comfort level of both teachers.</td>
</tr>
<tr>
<td>Teaming</td>
<td>Appropriate for all grade levels; very engaging</td>
<td>Frequent</td>
<td>Potential to overuse; should not be used in a new co-teaching partnership; may be seen as a glorified aide.</td>
</tr>
<tr>
<td>Alternative Teaching</td>
<td>Provides intense; small-group instruction; enrichment and intervention opportunities</td>
<td>Occasional</td>
<td>Potential to overuse; should not be used in a new co-teaching partnership; may be seen as a glorified aide.</td>
</tr>
<tr>
<td>One Teach, One Observe</td>
<td>Monitoring of student skills; ability to collect data</td>
<td>Occasional</td>
<td>Greatest potential to be abused and overused; one teacher becomes &quot;glorified aide&quot;.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>Content teacher provides most instruction; individual assistance readily available</td>
<td>Limited</td>
<td></td>
</tr>
</tbody>
</table>

This graphic serves only as a quick reference tool. Please review the information in the document for complete information on the six co-teaching models.
ACKNOWLEDGEMENTS:

St. Cloud State University
Funded by a US Department of Education,
Teacher Quality Enhancement Grant

Utah State office of Education

Kären Landenburger

Research Funded by a US Department of Education,
Teacher Quality Enhancement Grant

[Website Link]
downloaded from the website on March 18, 2014

Texas Co-Teaching Guidelines
Texas Education Agency
Education Service Center, Region 20
Developed by Dr. Marilyn Friend
Reprinted with permission

Eastern Washington Co-Teach Leadership Team
Consolidated Lesson Plan Template

University of Washington Bothell
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>Assessment</td>
<td>Activities</td>
<td>Assessment</td>
<td>Activities</td>
</tr>
<tr>
<td>Activities</td>
<td>Co-teaching Strategy</td>
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<td>Co-teaching Strategy</td>
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<td>Learning Targets</td>
<td>Assessment</td>
<td>Activities</td>
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<td>Co-teaching Strategy</td>
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<td>Assessment</td>
<td>Activities</td>
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<td>Co-teaching Strategy</td>
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<td>Activities</td>
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<td>Co-teaching Strategy</td>
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## Co-Teaching Plan

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<tr>
<th>Day of Week/Class Period/Content Area</th>
<th>Learning Target(s)</th>
<th>Assessment</th>
<th>Activities</th>
<th>Co-Teaching Strategy</th>
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### Co-Teaching Strategy Definitions

**One teach, one observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on student or the (instructing) teacher. The key to this strategy is to focus the observation, so that the teacher doing the observation is observing specific behaviors. It is important to remember that either teacher candidate or cooperating teacher could take on both roles.

**One teach, one assist:** An extension of One teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.

**Station teaching:** The co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.

**Parallel teaching:** Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.

**Supplemental teaching:** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

**Alternative (Differentiated):** Alternative strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.

**Team Teaching:** Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not "taking turns teaching." Using a Team Teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader—as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

**Solo Teaching:** The teacher candidate is the lead planner and teacher for the lesson. The lesson is specifically designed for only one teacher.

---

Adapted from St. Cloud State University, Teacher Quality Enhancement Center, 2009. Research funded by a US Department of Education, Teacher Quality Enhancement Grant
Figure 8: From Isolation to Partnership: Applying Co-Teaching Approaches

*This lesson plan is a tool that can be used to re-design a specific lesson to incorporate co-teaching. Complete each section for a one-teacher lesson and then note options for changing the lesson plan to take advantage of the talents of two teachers.*

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Topic/Lesson:</th>
<th>Date:</th>
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<tbody>
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<td>Competencies/Objectives:</td>
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<td>TEKS Student Expectation(s):</td>
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<td>Materials:</td>
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<tr>
<th>One Teacher Lesson</th>
<th>Co-Taught Lesson–Teaching Approach</th>
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<tr>
<td>□ One Teach, One Observe</td>
<td>□ Station Teach</td>
</tr>
<tr>
<td>□ Parallel Teach</td>
<td>□ Alternative Teach</td>
</tr>
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<td>□ Team Teach</td>
<td>□ One Teach, One Assist</td>
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</tbody>
</table>

Anticipatory Set

Procedures

Independent Practice

Closure

Assessment

Accommodations and Modifications for Specific Students

Notes

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Figure 16: Sample Co-Teach Lesson Plan

This sample co-teach lesson plan uses the 5E (engagement, exploration, explanation, elaboration, and evaluation) planning model.

Sample Co-Teach Lesson Plan

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<thead>
<tr>
<th>Teachers:</th>
<th>Students with Special Needs:</th>
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<table>
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<th>Subject Area/Course/Grade Level:</th>
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<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
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<table>
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<th>TEKS/SEs:</th>
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<table>
<thead>
<tr>
<th>Lesson objective(s):</th>
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<table>
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<th>Lesson Activities</th>
<th>Materials/Resources</th>
<th>Curriculum Modifications &amp; Instructional Accommodations</th>
<th>Co-Teach Model*</th>
<th>Student Performance Notes</th>
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<tbody>
<tr>
<td>1. Engagement</td>
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<td>2. Exploration</td>
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<tr>
<td>3. Explanation</td>
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<td>4. Elaboration</td>
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<tr>
<td>5. Evaluation</td>
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</table>

*Co-Teach Models

<table>
<thead>
<tr>
<th>T-O</th>
<th>One Teach, One Observe**</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Station Teach</td>
</tr>
<tr>
<td>P</td>
<td>Parallel Teach</td>
</tr>
<tr>
<td>A</td>
<td>Alternative Teach</td>
</tr>
<tr>
<td>T</td>
<td>Team Teach</td>
</tr>
<tr>
<td>T-A</td>
<td>One Teach, One Assist**</td>
</tr>
</tbody>
</table>

**Indicate which teacher is leading instruction

The 5E model was developed by the Biological Science Curriculum Study.
Recommended Resource Sites

In order to help our students with planning and finding high quality lesson ideas we recommend the web sites listed below. If you have other similar sites you would recommend we would be anxious to see those as well!

**Reading/Language Arts** (from the Int. Reading Assoc & The Nat’l Council of Teachers of English)

www.readwritethink.org

**Writing**

www.realebooks.com - a free downloadable book making program

**Math:** (from the Nat’l Council of Teachers of Mathematics)

http://illuminations.nctm.org/

http://nlvm.usu.edu/ - free on-line virtual manipulatives

**Science** (from the Nat’l Science Teachers Assoc.)


http://www.nsta.org/publications/interactive/


**Social Studies** (from the Nat’l Council for the Social Studies)

http://www.ncess.org/lessons/

http://www.ncess.org/resources/

**Library of Congress** (More than 10 million primary sources online!)

http://www.loc.gov/teachers/

http://www.americaslibrary.gov

**Smithsonian**

http://www.smithsonianeducation.org/educators/ lesson plans etc

http://www.folkways.si.edu/index.html – downloadable recordings from around the world
National Geographic

http://www.nationalgeographic.com/xpeditions/ - lesson plans
http://worldmusic.nationalgeographic.com/worldmusic/view/page/basic/home - downloadable world music

History Sites

http://historymatters.gmu.edu/all.html
http://historymatters.gmu.edu/
http://www.nps.gov/history/nr/twhp/

Maps

http://plasma.nationalgeographic.com/mapmachine/ - A map maker program
http://www.lib.utexas.edu/maps/ - Univ. Of Texas on-line map library
Resource Websites

http://www.coteach.com
http://www.k8accesscenter.org
http://www.doverschools.org
http://www.rock-hill.k12.sc.us
http://education.wm.edu
http://www.iu17org.org
http://www.powerof2.org
http://iris.peabody.vanderbilt.edu

Print Sources


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