



# THE POWER OF TWO

Professional Development Session

September 29 ,2014

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# INTEGRATED CO-TEACHING

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is defined as two teachers, General Education teacher and Special Education teacher working together with groups of students-sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

**Both teachers are actively involved and engaged in all aspects of instruction**

# INTEGRATED CO-TEACHING

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An attitude of sharing the classroom and students  
Co-Teachers must always be thinking...

**WE'RE  
BOTH  
TEACHING**

# CO-TEACHING IS NOT SIMPLY DIVIDING THE TASKS AND RESPONSIBILITIES BETWEEN TWO PEOPLE

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- Co-Teaching is an *attitude* of sharing the classroom and students
- Co-Teachers must *always* be thinking...

**We're Both Teaching!**

# WHY DOES CO-TEACHING WORK?

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- ✓ Greater student participation and engagement
- ✓ Increase instructional options for all students
- ✓ Enhanced collaboration skills

# AT THE HEART OF CO-TEACHING

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- Building better relationships
- Communication/Collaboration
- Co-Teaching/Co-Planning
- Active vs. Passive
- Use expertise of cooperating teacher
- Attitude
- Best way to meet students

# MODELS OF CO-TEACHING

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- One Teach, One Observe
- One Teach, One Drift
- Parallel Teaching
- Station Teaching
- Teaching
- Alternative (Differentiated) and Supplemental Teaching
- Team Teaching

# ONE TEACH, ONE OBSERVE

- 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 – where the teacher doing the observation is observing specific behaviors.



# One Teach, One Drift

- 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. Often lending a voice to students or groups who would hesitate to participate or add comments.

# Parallel Teaching

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

# Station Teaching

- The co-teaching pair 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 stations will be used along with the teacher led stations.

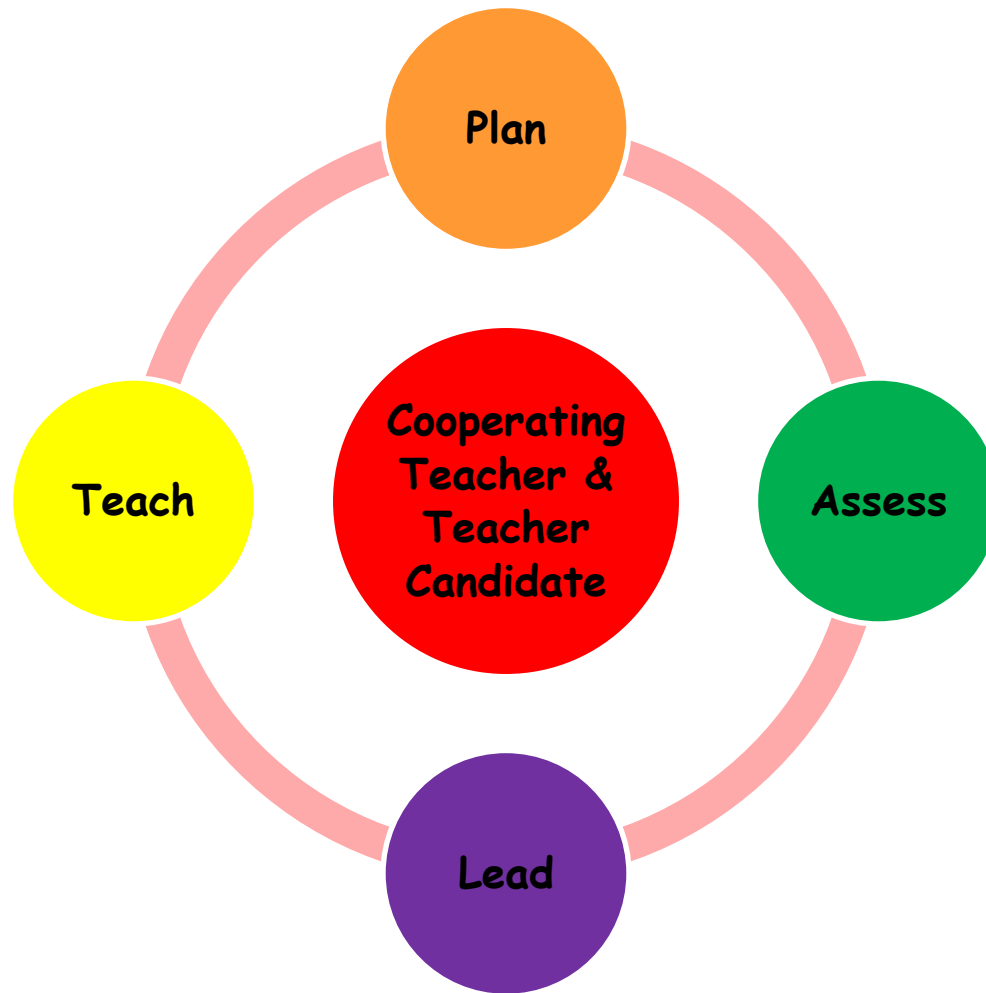
# Alternative (Differentiated) and Supplemental

- Alternative teaching strategies provide two different approaches to teaching the same information. Supplemental implies the strategy allows one teacher to work with students at their expected level, while the other teacher works with those students who need the information and/ or materials **extended** or remediated.
- The goal of the lesson is the same for all students however the avenue for getting there is different.

# Team Teaching

- Well planned, team taught lesson, exhibit an invisible follow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.
- From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students answers questions.

# Sharing Responsibility



# Sharing Planning

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

# Sharing Instruction

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson



# Sharing Assessment

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

# Sharing the Lead

- Contribute ideas from the very beginning of the experience
- Engage with students assisting with their learning from the very first day
- Be expected to take on full leadership in all 3 areas (planning, instruction & assessment)