

Co-Teaching: A Workbook for Achieving the Perfect Union!



Digital Book (PDF): www.tinyurl.com/coteachLCPS

Worksheets only (MS Word):
www.tinyurl.com/coteachworksheet

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Acknowledgements

Many thanks go out to the wonderful couples who helped create this document and believe that, in many ways, co-teaching is like a marriage. After a few years together you read each others' minds and finish each others' sentences! It's been a great pleasure to work with this accomplished and dedicated group of teachers!

Sincerely,

Melissa Hartman

Marriage Counselor/Editor

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Also, a big thank you to those who assisted with editing: Mary Kearney, Liz Martinez & Carolyn Mysel

Why was this tool created?

The purpose of this interactive workbook is to provide a concise, practical tool to assist teachers in beginning or continuing their journey toward best co-teaching practices. It is meant to be read and completed by co-teachers before they begin the school year to forge strong, purposeful relationships that will benefit students. The workbook contents may be printed or read on-line to enhance the interactivity and connect to video links.

Over the years, many co-teachers have expressed that co-teaching is just like a marriage. In order to make it work, you need to develop a solid relationship containing the elements of trust, good communication, caring and respect. You also need to learn how to share space, fight fair, and maintain a good sense of humor! Co-teaching can be a very powerful and rewarding experience for teachers and students.

What is Co-teaching, and Why Should I do it?

“I hope that all fifth grade teachers learn something from this school year and that is...two teaching brains are better than one!” –Fifth grader 2012

Co-teaching is an instructional delivery approach in which general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. General and special educators work in a co-active and coordinated fashion that involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings. Like a marriage, co-teaching is an ever evolving growth process for the teachers involved.

Click the link to view a 2 minute presentation on co-teaching:

http://www.teachertube.com/viewVideo.php?video_id=123004

Advantages for the Co-teachers:

- Mutual learning, growth and appreciation for each other's areas of expertise.
- Having another teacher with whom you can share ideas and plan.
- Increased opportunities to reach/meet the needs of ALL students.
- More time to focus on instruction.
- Exposure to a vast array of students with varying abilities.
- More time to learn, share and utilize various learning strategies.
- More time to assist students.
- An extra set of hands!

- Increased generalization of skills for students with special needs.
- Content specialist and a learning specialist in the classroom.
- Not losing valuable instructional time when you have to have a substitute.
- Additional support for students who need organizational strategies!
- Positive behavior role models for students with learning/behavioral problems may mean a decrease in behavior problems-peer pressure!
- Spend more time and energy in assisting students to develop motivation, effort, and responsibility for their own learning.
- Professional growth and greater personal satisfaction!

Advantages for ALL Students:

- More time spent working cooperatively, learning content, and understanding students with different abilities.
- Strong emphasis on learning skills, organizational responsibility and preparedness.
- Diverse learning techniques and teaching techniques available.
- Advantage of two personalities instead of just one!
- More contact time with teachers for school and personal issues.
- Unique learning needs met to the greatest extent possible.
- Improved self-esteem.
- Opportunities for leadership and growth within the least restrictive environment.

Click the link to see LCPS co-teachers discuss what works for them in the co-teaching classroom! <http://tinyurl.com/coteach2012>

What do the students have to say after a year in a co-taught classroom?

“I liked having different opinions and perspectives, different lessons taught in different ways and extra help.” –Fifth grader at Frances Hazel Reid

“I learned twice as much.” –Fifth grader at Frances Hazel Reid

“Some advantages of having two teachers are: you get stuff done faster, you have more than one opinion of how to do it, and when one is absent, you will still have the other one.” –Fifth grader at Frances Hazel Reid

Officiating the Ceremony: The Administrator's Role

In General:

- Establish a school climate that supports educating ALL students.
- Expect ALL teachers to be accountable for ALL student outcomes.
- Have knowledge and understanding of the definition, purpose, and models of co-teaching.
- Be committed to, and supportive of, co-teaching. Create a vision for your co-teaching program.
- Find creative ways to provide teachers with a common planning time. The more time for co-planning the more productive the team can become.
- Provide ongoing professional development opportunities related to co-taught classrooms and programs. This may include co-teaching models, content knowledge, instructional strategies, types of assessments, classroom management, etc.
- Consider class size for co-teaching and the number of students with IEPs in the classroom. The number of students with IEPs should not outnumber those without!

Selection of teachers:

- Allow teachers to **volunteer** to co-teach. This can create an environment where co-teaching is more likely to be successful.
- Match educators appropriately (i.e., look at personalities, teaching style, philosophies, etc.) to allow for successful co-teaching teams.
- When hiring new teachers, look for teachers who understand that co-teaching is a possibility and are willing to change their instructional practices to develop a successful team.
- Notify teachers who will be assigned to co-teach as soon as possible, preferably before the end of the school year.

Evaluation:

- Observe co-teachers during their planning and instruction. Look for shared lesson plans, relationship between the teachers, quality of instruction, and meeting student needs. Conduct a post observation meeting with both teachers to discuss the co-taught lesson in a timely manner. (See rubric in the “Evaluating your Relationship” section)
- Be prepared to address unsuccessful co-teaching teams. Investigate all issues from both teachers’ perspectives. Meet with teachers together to generate ideas and strategies to address the current problem. Follow up with the co-teaching team.
- When possible, consider assigning a co-teacher coach/mentor to support the co-teaching teams in your building. This individual would be a resource, mediator, marriage counselor.

Adapted from Marilyn Friend, 2008 & Co-Teaching Handbook – Utah Guidelines:
<http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx>

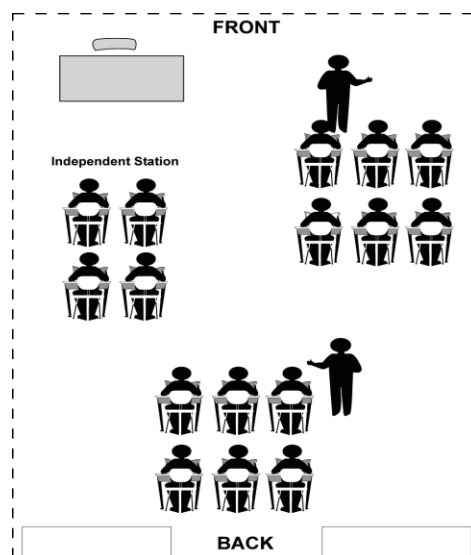
*“Teamwork is the fuel that allows
common people to attain uncommon
results”*

-Andrew Carnegie

Characteristics of a Happy Marriage: Co-Teaching Models

Co-Teaching Model #1

Model-Station Teaching	Benefits	Challenges
<p>Students are divided into equal, heterogeneous or skill-based groups and work at classroom stations with each teacher.</p> <p>Students rotate to the other stations.</p> <p>Teachers collaborate to develop the content of their stations, as well as the method of teaching the content.</p> <p>If appropriate, your classroom could have two teacher stations and other independent student stations. In the independent station, students could work on enrichment activities, computer work, practice, paired reading, etc.</p> <p>Keys to success-careful selection of student groups. Individual accountability to meet goals of each station.</p>	<p>Small group learning.</p> <p>Ability to address different ability levels and learning styles.</p> <p>Student interest/motivation.</p> <p>Works well with block scheduling.</p> <p>Fewer behavior problems because of high student engagement and lower student-teacher ratio.</p>	<p>Stations need to function independent of each other (i.e., each station can stand alone, no particular order needed).</p> <p>High noise level may be distracting environment to some.</p>

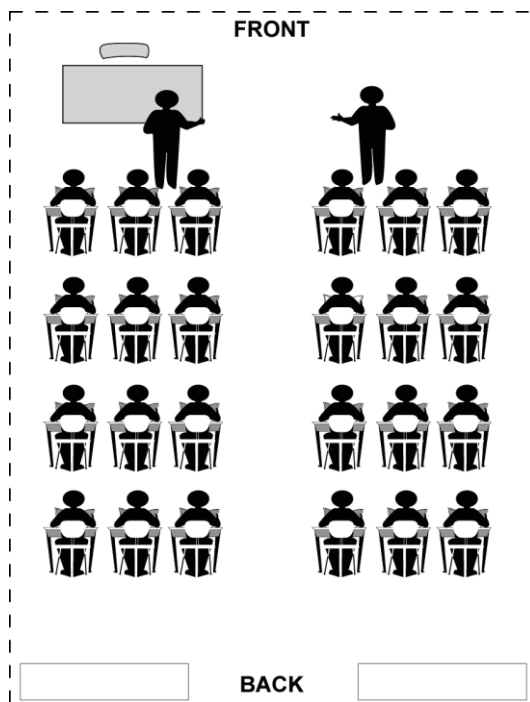


Pictures from: Co-Teaching Handbook – Utah

Guidelines <http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx>

Co-Teaching Model #2

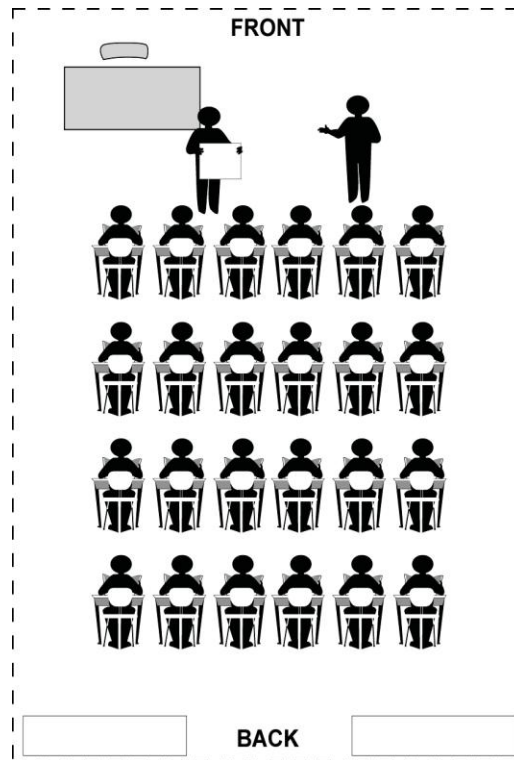
Parallel Teaching	Benefits	Challenges
<p>Teachers jointly plan instruction, but each delivers it to half the class or small groups.</p> <p>Differs from station teaching because each of the teachers is delivering the same lesson. Students do not rotate.</p> <p>Works well as a follow up to large group observations, experiments, or demonstrations. Teachers divide up into two groups to discuss what they observed, and give examples, make a chart, etc. Often a method used for a review of a topic.</p>	<p>Allows for increased participation.</p> <p>More individual attention.</p> <p>May allow more intensive work to be completed.</p>	<p>Both teachers must have knowledge of content to ensure equally effective instruction.</p> <p>Pacing of instruction. Teachers must finish about the same time.</p> <p>High noise level.</p>



Pictures from: Co-Teaching Handbook – Utah Guidelines:
<http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx>

Co-Teaching Model #3

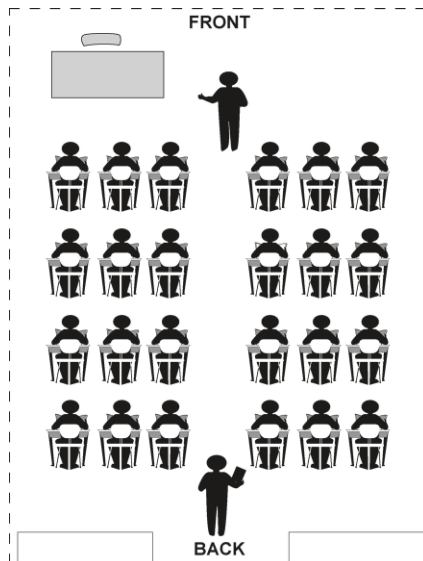
Team Teaching	Benefits	Challenges
<p>Both teachers are completely occupied with delivering instruction. They “pass the chalk” throughout the lesson.</p> <p>Both make decisions about content and organization.</p> <p>This method works best when both teachers have a shared philosophy, commitment and comfort level.</p> <p>One teacher may work from the interactive white board drawing examples and clarifying questions, while the other teacher is leading the instruction.</p>	<p>Can be a very exhilarating and interactive experience for teachers and students.</p> <p>Good for inquiry projects.</p>	<p>Both teachers must be comfortable teaching the content.</p> <p>Lessens ability to attend to individual needs/issues during instruction.</p>



Pictures from: Co-Teaching Handbook – Utah Guidelines:
<http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx>

Co-Teaching Model #4

One Teach, One Support	Benefits	Challenges
<p>One teacher gives instructions and directions while the other teacher moves around classroom checking each student's progress, addressing behavior issues, collecting data, passing out papers, answering individual questions, etc.</p> <p>Like other methods, planning must occur by both teachers, but normally one teacher plans the lesson activities, while the other modifies/accommodates lesson to meet students' needs.</p> <p>Teachers should balance instruction and supportive time, so students do not view one teacher as an assistant.</p> <p>Should be used infrequently.</p>	<p>Ability to gather data should improve instruction.</p> <p>Easy to provide individual assistance in the moment.</p> <p>Allows more time for instruction when there is another teacher checking student answers and distributing/collecting materials.</p> <p>Classroom management.</p>	<p>Can become overused and abused.</p> <p>Work load can become one sided (special education teacher becomes a teaching assistant).</p> <p>Distraction to students when one teacher is roaming the classroom.</p>



Note: The model(s) you choose to utilize during any lesson need to be chosen based upon the objectives of the lesson and students' needs.

View brief video clips of several models in use:

http://education.byu.edu/cpse/co_teaching/co_teach_models.html

Individual Work: Knowing Yourself

It is very important that you know your own strengths, weaknesses and teaching style when committing to the co-teaching team. It is also important that you be able to articulate this information to your partner. Visit the following sites and complete the surveys independently to find out more about yourself before moving on to the next section. Remember that these types of surveys just give you a general idea of preferences/styles. Everyone has bits and pieces of all styles, and these may change with time, experience, and situations.

Teaching Style Inventory:

The [Grasha Riechmann Teaching Style Survey](#) This 40-question online tool will automatically provide your score. You will receive a score in each cluster.

Cluster 1 - expert/formal authority

"tends toward teacher-centered classrooms in which information is presented and students receive knowledge."

Cluster 2 - personal model/expert/formal authority

"is a teacher-centered approach that emphasizes modeling and demonstration. This approach encourages students to observe processes as well as content."

Cluster 3 - facilitator/personal model/expert cluster

"is a student-centered model for the classroom. Teachers design activities, social interactions, or problem-solving situations that allow students to practice the processes for applying course content."

Cluster 4 - delegator/facilitator/expert

"places much of the learning burden on the students. Teachers provide complex tasks that require student initiative, and often group work, to complete."

Teaching Style Survey: <http://www.texascollaborative.org/tools/TSl.pdf>

This inventory is more detailed and you have to score it yourself.

Learning Preference Inventory: <http://www.learning-styles-online.com/inventory/>

This inventory is one of the best out there. It yields detailed results.

Role Meter

Directions: Rate your comfort level/level of expertise in the following areas. Share results with your partner. This will help you answer some of the team questions in the activities that follow.

0=novice/uncomfortable...**5**=expert/very comfortable



- _____ Plan content: Identify essential competencies-what most students should learn/do
- _____ Plan content: Identify adapted competencies for students who cannot meet essential competencies
- _____ Take primary responsibility for delivering content instruction
- _____ Add to content instruction by asking questions, restating, adding examples, etc.
- _____ Clarify lesson content through use of visuals such as graphic organizers, illustrations, study guides, etc.
- _____ Work with small group to remediate/reinforce instruction
- _____ Work with small group on enrichment activities
- _____ Re-teach and adapt instruction
- _____ Design lesson adaptations for students
- _____ Design performance assessments
- _____ Design alternative assessments
- _____ Grade student work
- _____ Develop and use rubrics
- _____ Communicate with parents
- _____ Acting as liaison to other professionals involved with the team's students

Getting to Know Your Partner: Developing a Solid Foundation

Directions: Each member of the co-teaching team answers the following questions individually. When completed, come together, and share your answers to each question. When you are finished sharing what you wrote, go back and comment on each question. The goal is to either agree, agree to disagree, or compromise. (Adapted from Murawski & Deiker, 2004)

1. My experience and/or comfort level regarding teaching students with a variety of disabilities (e.g., autism, LD, ED, ID, etc.) in a general education classroom is:

2. My experience and/or comfort level regarding the content area is:

3. I would like to have the following responsibilities in a co-taught classroom:

4. I would like my co-teacher to have the following responsibilities:

5. What are your strengths/challenges in the classroom? (e.g., discipline/classroom management, working with students with specific disabilities, strategies/methods, etc.)

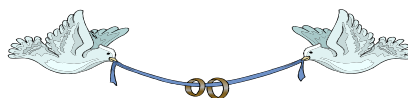
6. What are your pet peeves in the classroom? What pushes your buttons?

Working Toward a Commitment...

Directions: As a team, discuss and make decisions regarding responsibilities in the following areas. Please note, these will change as teacher/student needs change.

Team Building Topics	Comments
Contact information exchange	
What are the classroom expectations/rules?	
What do we agree upon as far as student movement, hall passes, talking, etc?	
How will we handle classroom management/discipline?	
How will we organize/review paperwork (e.g., IEP, Child Study, 504, observations)?	
What are our rules for leaving the room during class? (Teachers/Students)	
Student grading and philosophy (what is graded and which scale is used)	
Who is responsible for grading and entering grades, report cards?	
What are our homework policies/procedures?	
What are our plans for contacting parents?	
How will we insure that teachers are viewed as equals in the classroom?	

Lesson Planning	Comments
Who will be responsible for unit/lesson planning? (see templates)	
When, where, and how often will we meet to co-plan?	
What will we do about substitute plans and emergency sub plans?	
Who will be responsible for student accommodations and lesson modifications? (see template)	
Who sets up learning centers and cooperative learning activities?	
Who creates study guides, rubrics, outlines for students?	
Who will make copies/gather materials?	
How/when will we examine student data?	



Sign the Marriage License Before you Begin Teaching!

Before initiating a co-teaching relationship, I agree to:

- ✓ Value and respect the confidentiality of our relationship. Don't involve the in-laws (i.e., other teachers, paraprofessionals, etc.)
- ✓ Meet weekly to plan our co-teaching
- ✓ Work to resolve conflicts that naturally occur with each other first
- ✓ Do my fair share to ensure the success of our work together
- ✓ Other:

Before planning sessions, I agree to:

- ✓ Review curriculum and establish preliminary content goals
- ✓ Consider student needs and present levels of performance
- ✓ Reflect on previous lessons
- ✓ Other:

Before lessons, I agree to:

- ✓ Complete agreed-upon tasks in preparation for co-teaching
- ✓ Notify my partner of changes in the schedule
- ✓ Other:

During lessons, I agree to:

- ✓ Respect my co-teaching partner and give him/her an opportunity to lead the instruction, as appropriate
- ✓ Be willing to adjust plans/instruction/assignments to meet student needs
- ✓ Check with my partner before making major adjustments to lesson plans
- ✓ Other:

After lessons, I agree to:

- ✓ Reflect on student outcomes/assess our effectiveness as a team
- ✓ Discuss the collaborative relationship and lesson follow-up with my co-teaching partner
- ✓ Fulfill follow-up responsibilities
- ✓ Other:

Regularly during the year, I agree to:

- ✓ Evaluate and discuss our co-teaching relationship
- ✓ Provide and accept suggestions that will enhance the co-teaching relationship and improve student learning
- ✓ Other:

General Educator: _____ *Special Educator:* _____

Date: _____ *Date:* _____

From: Considerations: Co-Teaching, T/TAC W&M, 1-800-323-4489

Creating Time for Each Other

Creating Planning Time: If you **DO NOT** have a designated planning time to co-plan, the following are suggestions for creating time:

- ✓ Assign groups of students time to work on independent projects while co-teachers plan.
- ✓ Assign students to a 20-minute private reading time during your cooperative teaching time.
- ✓ When cooperatively teaching, design partner work activities and 'pull aside' to plan for the next co-teaching session.
- ✓ Develop a class wide peer tutoring program and implement once a week - during a scheduled cooperative teaching time.
- ✓ In schools and districts of substantial size, increasing class size by just one or two students can yield surplus sufficient to finance teams of substitutes. The substitutes cover classes on a regular basis, permitting teacher teams to meet frequently.
- ✓ Hire two floating substitutes weekly (using Federal monies related to staff development to assist students with special needs) so that both teachers have consistently scheduled time to plan collaboratively.
- ✓ Teachers are scheduled for the same daily lunch period and a common preparation period immediately thereafter--giving them a total of 90 minutes shared time daily.
- ✓ Provide a second prep time (or utilize the duty period) for those who want to cooperatively teach.
- ✓ Obtain a video tape that enhances the learning of the concept. Design an activity to 'wrap around' the use of the video thus allowing time for planning.
- ✓ Allow students time to work on their self-selected projects for a 15 minute timeframe during scheduled cooperative teaching.

From:

http://www.powerof2.org/cgiwrap/powerof2/modules/time_collaboration/index.php

Planning Your Life Together

Before we start planning, here are some tips from Marilyn Friend (2011, p.24), co-teaching guru!

- As soon as you learn who your co-teaching partner will be, reach out to that individual, suggesting a meeting prior to the start of the school year...
- Before teaching, discuss what each of you consider non-negotiables...It is important to negotiate a compromise before facing students.
- Discuss how introductions will be handled on the first day with students...
- Create a relatively detailed lesson plan for the first day with students, one that includes grouping students and having both teachers assume an active teaching role.
- Plan out the first week of lessons, extending the conversation about the first day to grouping strategies and teaching responsibilities.
- Discuss several “what ifs”: What if one of us makes a mistake during teaching? What if one of us is concerned about something the other person says to students?
- Set up several times to meet during the first month of school when you will touch base regarding instruction, behavior, and your partnership
- Spend a few minutes getting to know each other as professionals and people-it will help the process of becoming comfortable as teaching partners.

Unit/Lesson Planning

It may be helpful to use a template when unit or lesson planning to clearly delineate responsibilities during a lesson. This will allow both teachers to know what to expect and the class to flow smoothly. In the long run, it will save you time during class and help you to appear as a true team to your students!

The templates are included in a separate Microsoft Word file and may be modified to meet your team's needs. www.tinyurl.com/coteachworksheet

Remember to use inclusive language in all you do for your classes together! The students in the co-taught class are **OURS** not yours or mine. **We** are responsible for supporting **ALL** students in the classroom!

Quarterly/unit, lesson plan templates for co-teaching follow.

What should we be doing?

If one of you is doing this:	The other can be doing this:
Lecturing	Modeling, note taking on the board or projection system, ensuring “brain breaks” so students can process information
Taking attendance	Collecting and reviewing last night’s homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling the first problem on the assignment
Checking for understanding with large, heterogeneous group of students	Checking for understanding with a small, heterogeneous group
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing side of the debate
Facilitating silent activity	Circulating and checking for understanding
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework, previewing a study skill or test taking strategy
Re-teaching or pre-teaching with a small group	Monitoring large group as they work independently
Facilitating sustained silent reading	Reading aloud quietly with a small group; pre-viewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept, asking clarifying questions
Considering modification needs	Considering enrichment opportunities

Chart adapted from: “Tips and Strategies for Co-Teaching at the Secondary Level: by Wendy Murawski and Lisa Dieker, *Teaching Exceptional Children*, May/June 2004, p. 57.

Quarterly or Unit Planner

Content Area/Course _____ Quarter _____

Week	Big Idea	SOL Standard(s)	Ideas for Instruction
1			
2			
3			
4			
5			
6			
7			
8			
9			

Daily Co-teaching Lesson Plan Template

Class: _____ Date: _____

Related SOL standard: _____

Lesson Objectives:

Lesson Component/Activity	Teacher 1 Role	Teacher 2 Role
Procedures/Activities: (consider accommodations/modifications, models, differentiation)		
Materials Needed:		
Grading of formative and/or summative assessments:		
Assessment of Lesson Effectiveness:		

Keeping the Lines of Communication Open...Do You Need Counseling?

Communication is key in any relationship. If your team is struggling, visit your assigned mentor with your team member for feedback. If you do not have an assigned mentor, visit with an experienced co-teacher who is willing to meet with both of you to provide feedback. Ask for help! Some suggestions include:

1. Meet with your partner to discuss any issues/concerns. Be respectful, use “I” messages. Have something in writing to guide your discussion.
2. Have an administrator or mentor observe the class and provide feedback.
3. Meet with an administrator or mentor to discuss any issues/concerns.

What about Communicating with Parents?

Parents whose children are in collaborative classes should have the program thoroughly explained to them prior to, or at the beginning of, the school year. Special education parents should have opportunities to know more about the program than information provided at IEP conferences. General education parents need information about all aspects of the program as well. Printed material should be available about the co-teaching system, possibly in the school handbook or on the school/district web site.

What should you say?

- ✓ Let parents know that there is a learning specialist and a content specialist the classroom.
- ✓ Teachers work together to plan/execute lessons for students.
- ✓ Students’ individual needs/accommodations will be addressed by both teachers in the classroom.
- ✓ We are a team. Both teachers teach and provide individual assistance to ALL students in the classroom.

What you should NOT say?

- ✓ I’m Mrs. X and I am a special education teacher. I will be working with the students with IEPs.
- ✓ Since Mrs. X doesn’t know the content, I will be teaching the class and Mrs. X will be helping students individually and making sure they get their accommodations.
- ✓ I am Mr. Y and I will be teaching the general education students in the class. The special education teacher will meet the needs of those students.

Important:

Make sure you have an agreed upon method for contacting and communicating with all parents (i.e., who communicates issues with whom and when). Keep each other informed when contacts are made. You may want to keep a contact log. This will prevent issues that need to be discussed with parents from falling through the cracks.

Evaluating Co-Teaching

Evaluation by an outside observer and self-reflection are the keys to improving co-teaching. The observation checklist should be used by teachers when planning lessons and others when observing.

Upon entering a classroom where co-teaching is occurring, an observer should expect to see:

- Mutual respect and acceptance by students for both teachers in the classroom
- Evidence of planning (organization, smooth transitions, visual agenda)
- Both teachers addressing the needs of all students
- Both teachers addressing classroom management/discipline issues
- Both teachers checking student learning/progress
- Both teachers making accommodations based upon students' needs and/or IEPs
- Both teachers responding to students' questions/requests for assistance
- Both teachers involved in making sure students are actively engaged in the learning process
- The teachers transition easily between activities and leading the class in various parts of a lesson
- One or more co-teaching strategies employed during a class period

An observer should NOT see:

- Students with disabilities grouped in one area of the room
- The special education teacher only addressing the needs of students with IEPs
- The general education teacher only addressing the needs of general education students
- Consistently seeing one teacher teaching and the other disengaged from the lesson/students

The following is an example of an observation form that may be used when observing co-taught classrooms.

Co-Teaching Observation Form

Teacher: _____ Date: _____

General Education Teacher:	Special Education Teacher:
Primary Role(s): <input type="checkbox"/> direct instruction large group <input type="checkbox"/> direct instruction small group <input type="checkbox"/> lead teacher <input type="checkbox"/> support teacher <input type="checkbox"/> monitor	Primary Role(s): <input type="checkbox"/> direct instruction large group <input type="checkbox"/> direct instruction small group <input type="checkbox"/> lead teacher <input type="checkbox"/> support teacher <input type="checkbox"/> monitor
Planning & Classroom Practice: <input type="checkbox"/> Evidence of co-planning (assignments modified, appropriate materials) <input type="checkbox"/> Agenda posted with goals/homework <input type="checkbox"/> “Chalk” passes freely between teachers <input type="checkbox"/> Specific responsibilities/routines noted <input type="checkbox"/> Utilizes multiple means of representation to present information to students <input type="checkbox"/> Utilizes multiple means of expression (i.e., students have choices in how they demonstrate knowledge- multiple formats for assignments, testing, etc.) <input type="checkbox"/> Utilizes multiple means of engagement (i.e., students have choices, work collaboratively, feel comfortable taking risks)	
Instruction: (1=Observed; 0=Not Observed) <input type="checkbox"/> Demonstrates collaboration <input type="checkbox"/> Creates safe, positive atmosphere <input type="checkbox"/> Keeps students engaged <input type="checkbox"/> provides meaningful, positive feedback <input type="checkbox"/> moves freely about the classroom, has own “space”/materials <input type="checkbox"/> Demonstrates respect for co-teacher <input type="checkbox"/> Provides assistance to all students	Instruction: (1=Observed; 0=Not Observed) <input type="checkbox"/> Demonstrates collaboration <input type="checkbox"/> Creates safe, positive atmosphere <input type="checkbox"/> Keeps students engaged <input type="checkbox"/> provides meaningful, positive feedback <input type="checkbox"/> moves freely about the classroom, has own “space”/materials <input type="checkbox"/> Demonstrates respect for co-teacher <input type="checkbox"/> Provides assistance to all students
Behavior/Classroom Management: (1=Observed; 0=Not Observed) <input type="checkbox"/> rules/expectations clearly posted <input type="checkbox"/> supports/does not undermine co-teacher <input type="checkbox"/> students know and utilize classroom routines <input type="checkbox"/> shares/supports disciplinary action <input type="checkbox"/> follow through/consistency with discipline	Behavior/Classroom Management: (1=Observed; 0=Not Observed) <input type="checkbox"/> rules/expectations clearly posted <input type="checkbox"/> supports/does not undermine co-teacher <input type="checkbox"/> students know and utilize classroom routines <input type="checkbox"/> shares/supports disciplinary action <input type="checkbox"/> follow through/consistency with discipline

Comments:

Adapted from: Toni Deluca-Strauss, Loudoun County Public Schools

What about the Children?

This topic would require another manual, and the county already provides plenty of tools and frameworks for all students to access the curriculum (e.g., Universal Design for Learning, Differentiated Instruction and Response to Intervention, and Progress Monitoring). For further information, see the links below.

Regarding co-planning, you will need to take into consideration all of the students' needs and learning preferences. It is particularly important that you have an organized, accessible form with all the students' IEP, 504 and Child Study Accommodations in one place. Since these accommodations are required by law to be implemented in every classroom, it is imperative that both teachers are familiar with them and determine responsibilities regarding the accommodations. A template is provided for you on the next page.

Universal Design for Learning: Click on the picture below for a brief video on UDL. For more information visit www.cast.org.



Differentiated Instruction: Click on picture for videos/resources or go to www.ascd.org.



Response to Intervention: Information/resources <http://www.rti4success.org/>

Student IEP, 504, Child Study Accommodations

Class Period:_____

This information is confidential and should not be left where others may have access.

Student Name	Accommodations	Materials Needed	Notes

The Research Says...

The first row in the survey shows the results of a survey given to 65 fifth grade students in May of 2012 who had been taught Language Arts by Kristin Bredice (general educator) and Susan McGilvray (special educator) for the 2011-2012 school year at Frances Hazel Reid Elementary School.

The second row shows results from the same survey that was given to 77 sixth grade students in June of 2012 who had been taught Science by Lauren Poehner (general educator) and Gwen Dinkins (special educator) for the 2011-2012 school year at River Bend Middle School. Questions 6-8 had reduced choices for students in this sample.

1. What was your feeling about having 2 teachers in Language Arts this year?

Hated it	Disliked it	Didn't care	Liked it	Loved it	Response Count
1.6% (1)	3.1% (2)	9.4% (6)	18.8% (12)	67.2% (43)	64/65
1.2% (1)	5.2% (4)	14.3% (11)	41.6% (32)	37.7% (29)	77/77

Sample Comments:

- It gives me two advantages. One, I get to learn more stuff with two teachers. Two, if I don't get something, then I can ask the other teacher to help me.*
- I really enjoyed having two teachers because you didn't have to wait in super long lines you could just go to the other teacher. Also I liked having two teachers because they would switch off teaching and I enjoyed that.*

2. Did having 2 teachers make you more successful in Language Arts?

Yes	No	Response Count
95.2% (60)	4.8% (3)	63/65
89.6% (69)	10.4% (8)	77/77

Sample Comments:

- I learned more stuff, and that helps me get even more cool information! 2. Instead of one teacher helping me be prepared for the Language Arts SOL, I got two teachers to help me and show me cool ways to learn stuff and that helps a lot!*
- One has some weak spots that the other one is strong in and that goes both ways*
- It gave me more feedback for my writing which made me grow even more as a writer.*

3. What do you think are the advantages of having 2 teachers?

- I think that the advantages of having two teachers are that there is more instruction, clarification, and learning.*
- We get more done and you don't get sick of your teacher.*
- Having different opinions having different lessons having different perspectives extra help.*
- You will always have a backup if one teacher is doing something else - I feel like I'm always getting help from one teacher because one teacher will always be there.*
- More chances of understanding the subject faster.*

4. What do you think are the disadvantages of having 2 teachers?

- Getting in trouble more easily, more things to do.*
- To be honest, I think there are no disadvantages of having two teachers. Two teachers' rock!*
- They both yell at you when you do something wrong or they both lecture you if the whole class does something wrong.*
- Sometimes one teacher gets more of the spotlight than the other teacher. They don't always get an equal chance to teach during class.*

5. I received more help in this class than in classes taught by just one teacher.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Count
3.2% (2)	6.3% (4)	19.0% (12)	22.2% (14)	49.2% (31)	63/65
	23.4% (18)		79.6% (59)		77/77

6. All students are treated as equals.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Count
3.1% (2)	9.4% (6)	26.6% (17)	29.7% (19)	31.3% (20)	64/65
	21.9% (16)		78.1% (57)		73/77

7. I think I learn more with two teachers.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Count
4.7% (3)	1.6% (1)	14.1% (9)	20.3% (13)	59.4% (38)	64/65
	20% (15)		80% (60)		75/77

8. I would like to have 2 teachers in my other classes.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response Count
6.3% (4)	3.1% (2)	18.8% (12)	18.8% (12)	53.1% (34)	64/65
	23.7% (18)		76.3% (58)		76/77

9. Do you have anything else you would like to say about your co-taught LA class?

- *I think every class should have 2 teachers!*
- *It was amazing to have so much help!*

This survey was constructed and implemented using Survey Monkey at www.surveymonkey.com

Resources!

On-line Resources:

Utah's Co-Teaching Handbook provides further detail:

<http://www.ped.state.nm.us/seo/library/qtrly.0404.coteaching.lcook.pdf>

Grading considerations:

http://www.specialconnections.ku.edu/?q=collaborations/cooperative_teaching/teacher_tools/grading

KU/Dr. Suzanne Robinson's training/resource website on co-teaching:

<http://www.powerof2.org>

Access Center-co-teaching handbook/resources:

www.k8accesscenter.org

Considerations Packet: Co-Teaching, T/TAC W&M, 1-800-323-4489 or download packets on co-teaching and a number of other topics at:

<http://education.wm.edu/centers/ttac/resources/considerations/index.php>

Books

Friend, Marilyn (2008). *Co-teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools*. Marilyn Friend, Inc., Greensboro, N.C.

Snell, M.E. & Janney, R. (2000). *Collaborative teaming*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Articles

Austin, V.L. (2001). Teacher's beliefs about co-teaching. *Remedial and Special Education*, 22, 245-255.

Murawski, W and Dieker, L. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*. May/June.

Pugach, M.C., Winn, J. A. (2011). Research on co-teaching and teaming: An untapped resource for induction. *Journal of Special Education Leadership*, 24(1), 36-46.

Scruggs, T.E., Mastropieri, M. A., & McDuffie, K.A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73, 392-416.