

Effective Co-teaching: The Six Approaches to Co-Teaching

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PURPOSE OF TRAINING:

To Increase Awareness of “Best Practice” for
Effective and Efficient Co-Teaching

The State Improvement Grant for Special Education: LRE

A Collaborative Project of the Cobb County School District, Georgia Department of Education & Georgia State University

Administrators

Teachers

How to Determine the LRE at the IEP

Administrative Supports for LRE:

Training 1:

- Maximizing your Resources
- Personnel Supports and FTE
- Projecting Future Needs

Training 2:

- Scheduling the Building to Meet the Needs of ALL Students
- Maximizing QBE Funding & Teacher Allotments
- Maximizing your Resources

Teacher Supports for LRE:

Effective Co-Teaching Approaches

Training 1:

Co-Teaching Approaches

Training 2:

Differentiated Instruction

Training 3:

Co-Planning

Training 4:

Debriefing

Confusing Terminology!

RESOURCE

SELF-
CONTAINED

CO-TEACHING

CONSULTATION

TEAM
TEACHING

CONSULTATIVE

COLLABORATION

Personnel Support Options for Students with Disabilities in Georgia

- General Education
- Consultation
- Supportive Instruction
- **Collaboration**
- **Co-teaching**
- Special Education

How are collaboration and co-teaching similar?

- Two certified teachers in one classroom
- Both responsible for all students
- Both providing instruction and classroom management
- Students with disabilities receiving specialized instruction and behavior management

How are collaboration and co-teaching different?

- Collaboration
 - Special education teacher provides services for 50% of the segment
 - First 30/45 minutes of segment in one class, last 30/45 minutes in the other class
 - Monday, Wednesday, Friday of the week in one class, Tuesday, Thursday in the other class (flip the next week)
- Co-teaching
 - Special education teacher providing services for the entire segment (bell to bell)

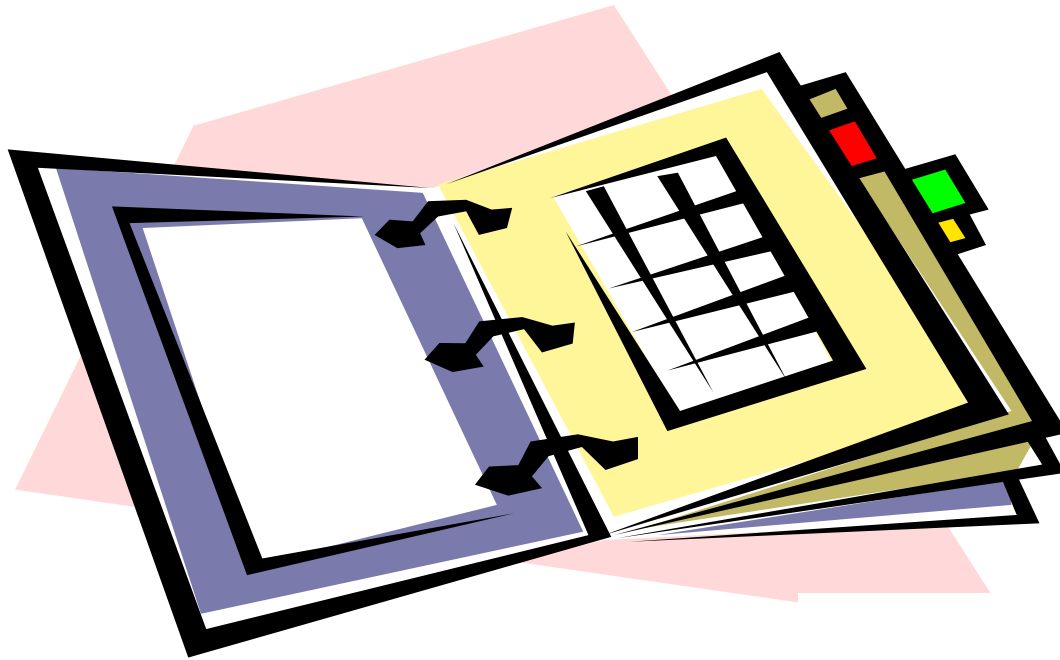
How are collaboration and co-teaching sometimes used ineffectively and inefficiently?

- One teacher teaching, the other serving as a paraprofessional
- Tag teaming
- Taking care of other duties
- Showing up on an as-needed basis
- Students with disabilities separated from the class

Why do we use the collaboration and co-teaching models?

- Increases instructional options
- Improves program intensity and continuity
- Reduces stigma for students with disabilities
- Increases support for teachers and related service specialists

The Six Approaches to Co-Teaching



Approaches to Co-Teaching

Large Group

- One Teach/One Observe
- One Teach/One Assist
- Team Teaching

Small Group

- Station Teaching
- Parallel Teaching
- Alternative Teaching

One Teach/One Observe

Description:

- One teacher manages overall class/discipline/instruction
- One teacher systematically observes one student, small groups, or whole class to gain important information on students.



One Teach/One Observe

- **Pros:** Lowest risk to both teachers. One teacher leads while other does assessment.
- **Cons:** If the same teacher is always the observer, then that teacher may be viewed as a paraprofessional.
- **Considered Pre-Co-Teaching**



One Teach/One Assist

Description:

- One teacher manages overall class/discipline/instruction.
- One teacher circulates, redirects students' attention, helps individually with students.



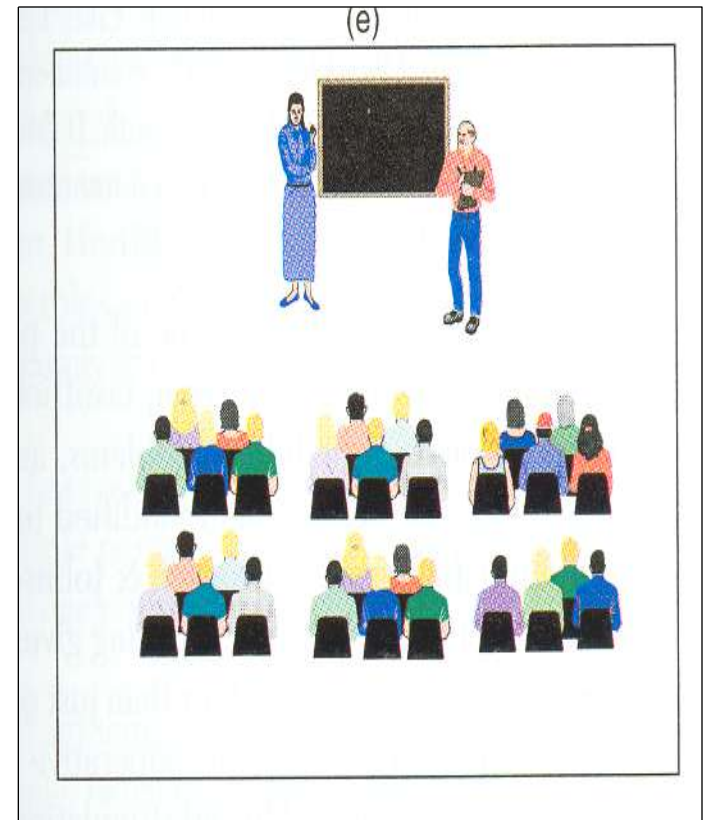
One Teach/One Assist

- **Pros:** Can be used in large & small groups. Embeds IEP goals (strategies & social skills) into content instruction. Requires little planning and is easy to implement.
- **Cons:** Not co-teaching unless **BOTH** teachers take passive and active roles periodically.
- **Considered Pre-Co-Teaching**



Team Teaching

- **Description:** GE & SpEd teachers have **joint responsibilities** for teaching & assessing all content to **ALL** students.



Team Teaching

- **Pros:** Capitalizes on everyone's strengths. Large amounts of complex curriculum can be covered. Students have advantages of both teacher's style. Students with disabilities are often indistinguishable.
- **Cons:** Takes time to build trusting relationships. Both teachers must be proficient in content.

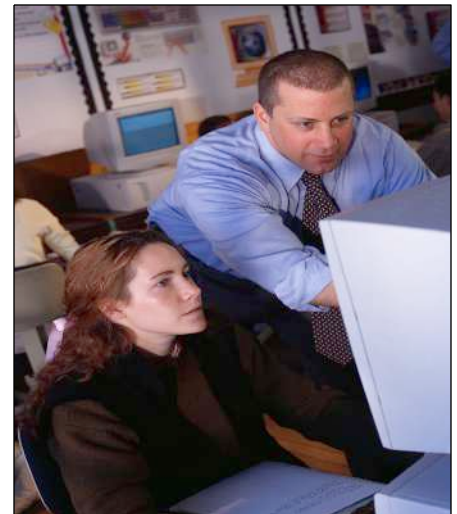
Station Teaching

Description: Instruction is presented at “centers or stations”, with each station containing a different aspect of the lesson. Teachers work with small groups moving from station to station.



Station Teaching

- **Pros:** Low teacher-pupil ratio. Both teachers work with all students. Each teacher has clear responsibility.
- **Cons:** Increased noise level. All students must move at same time. Dependent upon effective planning.

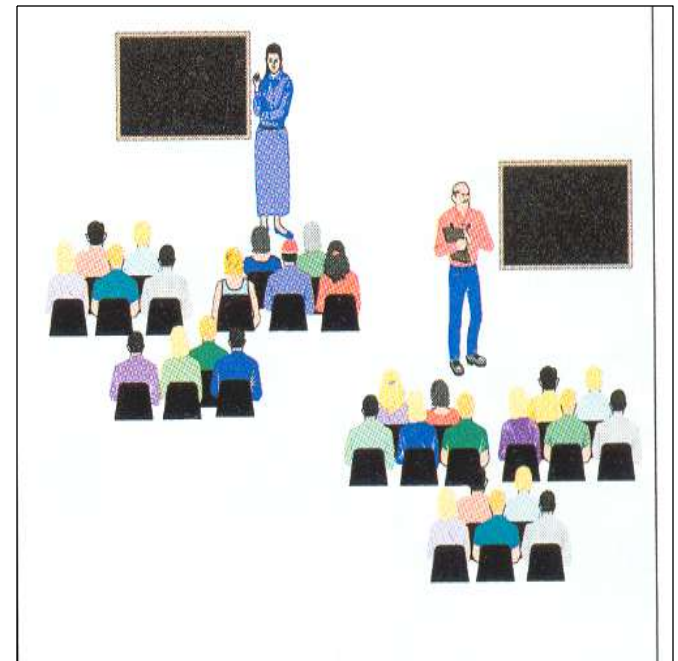


Parallel Teaching

Description:

GE and SpEd divide the class into two heterogeneous groups and **teach the same content at the same time.**

Most appropriate for drill & practice, reviews, and project work.



Parallel Teaching

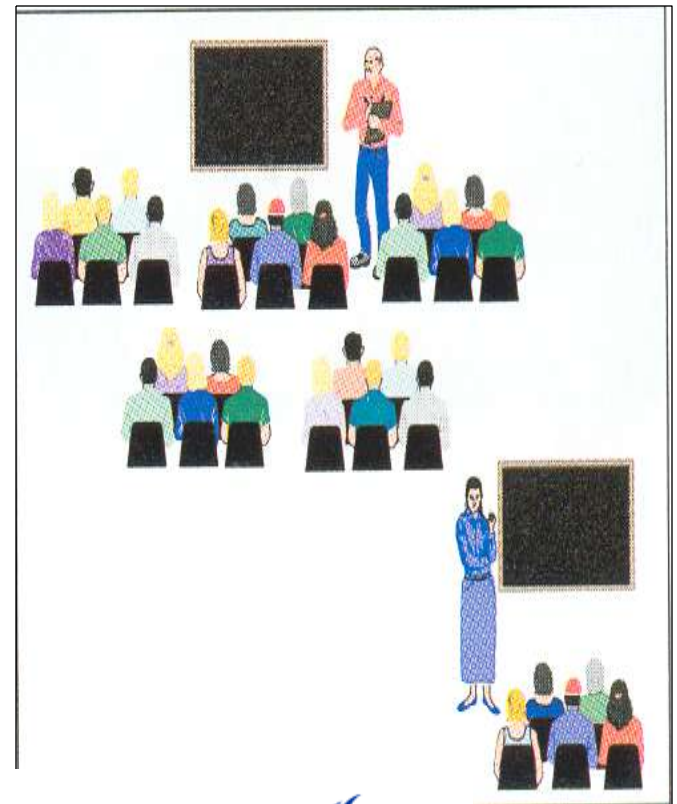


- **Pros:** Small teacher-pupil ratio.
- **Cons:** Cannot be used unless both teachers are proficient in content. Noise level and activity can be very distracting.

Alternative Teaching

Description:

- One teacher manages a larger instructional group.
- One teacher manages a small group pulled to the side.
- Students are heterogeneously grouped. The same students are not in the same group every time.



Alternative Teaching

- **Pros:** All students have access to curriculum. Essential information is front-loaded or re-taught to whomever needs it. Can also be used to provide enrichment.
- **Cons:** Students who are repeatedly grouped for re-teaching may be stigmatized.



Tips for using the Approaches to Co-Teaching

- Decisions on which co-teaching approach to use must be planned ahead of time and based on:
 - Content to be covered
 - Learning activities to be used
 - Student needs and learning profiles
 - Comfort of teachers with content and activities
 - Space and room environment
- Start with only one co-teaching approach and practice it with your class

Approaches to Co-Teaching

- One Teach, One Observe 10 - 15%
- One Teach, One Assist no more than 20%
- Station Teaching 30-40%
- Parallel Teaching 30 - 40%
- Alternative Teaching 30%
- Team Teaching 20 - 30%

Power of 2 Video



Resources

- Friend, M. (2004). *Successful CO-TEACHING Strategies Increasing the Effectiveness of Your Inclusive Program (Grades 1-12)*. Bellevue, WA: Bureau of Education and Research.
- Friend, M. (2005). *The Power of 2*. Indiana University: The Forum on Education.

Putting It All Together

Activity:

- List the various teaching/learning activities that are utilized in your classroom in the first column of handout 3.
- With your co-teacher, discuss possible co-teaching approaches that could be used with the activities and write those in the second column.
- Now discuss what type of grouping you might use with that activities and approaches and write them in the third column.

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