

# Team Teaching Methods

“Teachers learn best from other teachers, in settings where they literally teach each other the art of teaching.” (Little, 1987)

# Team Teaching Settings

- Provide abundant opportunities for individuals to share their collective and complementary skills and abilities toward better results. (Demming, 1986)
- Allow teachers the opportunity to apply what they know and support each other as they implement and refine practice. (Schmoker, 2005)

# Why Are Team Teaching Methods Required?

- Florida Statute requires all teachers who participate in team teaching, co-teaching or inclusion settings receive training in team teaching strategies.
- Examples includes general education (GE) teachers who create teaching teams, GE and ESE teachers, or ESE teachers and support service personnel.

# Team Teaching

- Pairing teachers for the purpose of staff development.
- Pairing new teachers with veteran teachers.
- Reducing turnover among new teachers.
- Pairing teachers who are teaching out-of-field with teachers who are in-field.
- Providing for more flexibility and innovation in the classroom.
- Improving learning opportunities for students, including students who have disabilities.

# Who Should Apply Team Teaching Strategies?

Strategies are appropriate for:

- all teachers who plan together to create and provide instruction for students
- teachers, administrators, and parents who work toward school and district goals
- teachers who work with support service providers, instructional assistants, and paraprofessionals
- any member of the educational community

# Activity

What are some benefits of working in teams?

Write down your thoughts

# What Teachers Say About Working in Teams

- Provides collegial dialogue and support
- Increases motivation to examine and improve practice
- Helps improve instructional practice by sharing ideas, information, strategies, and materials
- Develops leadership skills
- Encourages self-reflection that challenges own assumptions, attitudes, and beliefs

# What Teachers Say About Working in Teams

- Encourages reflection on current practice
- Provides opportunity for help on daily tasks and projects
- Provides opportunity for encouragement and emotional support
- Provides opportunity for reassurance and support in and out of the classroom



# What About You?

Share with a partner...

Benefits you've experienced from  
working in a team situation

# Common Team Teaching Delivery Models

- Professional Learning Communities - GE and ESE
- Team configuration with additional teacher (4 classrooms/ 5 teachers; GE or GE/ ESE)
- Co-teach (GE/GE or GE/ESE)
- Support Facilitation (GE/ESE)

# Collaborative Team Members

The largest proportion of team teach configurations are a result of the ESE continuum of services.

## **Co-Teachers:**

- ESE teachers
- GE teachers
- Specials, Elective, Enrichment or Vocational Teachers

## **Support Facilitators:**

- ESE teachers
- Support Services Personnel
- Speech/Lang Pathologists
- OT/PT, Deaf and Hard of Hearing, Vision

## **Consultation Teachers:**

- ESE teachers
- Support Services Personnel

# Special Education Delivery Models

- **Consult** - monthly meetings with teachers
- **Learning Lab** - “as needed” support in a separate room
- **Support Facilitation** - weekly/daily in-class support
- **Co-teaching** - daily in-class support
- **Self-contained** - daily separate class or period/ regular or special standards

# Support Facilitation

- Primary focus is meeting the needs of students with disabilities (students without disabilities can be included if grouped with students with disabilities)
- Provides direct support for ESE students in the general education program
- Allows for flexible grouping and scheduling of students and staff
- ESE teacher can travel between classrooms to meet student needs
- ESE teacher does not have to stay in the classroom for the entire class period
- Collaboration should occur between the ESE and basic education teachers
- Class size must meet requirements typically assigned to one teacher
- Up to 1/3 of class roster can be ESE students

# Co-Teaching

- Provides direct support for ESE students in the general education program
- ESE teacher and GE teacher plan together and are responsible for delivering curriculum to all students
- ESE teacher remains in the class for the duration of the period or every time that class meets
- General education class size must meet requirements typically assigned to one teacher
- 1/3 of total, made up of ESE students, can be added to class size requirement

# Team Teaching Strategies

## Collaborative Structures

- **One Teach/One Assist** -Both teachers are present, but one takes the lead and the other observes or drifts around the room assisting students.
- **One Teach/One Observe** – Both teachers are present, one teaches, the other observes with a predetermined purpose.
- **Parallel Teaching** -Teachers jointly plan instruction, but each delivers it to half of the class.

# Team Teaching Strategies

## Collaborative Structures

- **Station Teaching** – content is divided and both teachers instruct separate groups, teaching different content.
- **Alternative Teaching** – one teacher teaches a small group while the other teaches the large group.
- **Team Teaching** – teachers share instruction of whole group; activities are coordinated in one lesson.



# What Can I Do to Make My Team Teaching Experience Successful?

Collaboration requires commitment on the part of each individual to a shared goal, demands careful attention to communication skills, and obliges participants to maintain equality throughout their interaction.

(Friend, 2000)

# Make Your Team a Success

- Get to know your team or co-teacher
- Clarify roles and responsibilities
- Maintain effective communication
- Focus on student learning
- Make time for planning
- Confront problems and disagreements

# Get to Know Your Team or Co-Teacher

- Identify values and beliefs relating to your teaching style and classroom environment you consider indisputable
- Share your philosophy of teaching
- Discuss your goals for students' level of achievement
- Share your goals for professional development
- Investigate interpersonal styles

# Clarify Roles and Responsibilities

- Develop methods for holding one another accountable for agreed-on responsibilities and commitments.
- Set up regular assessments and discussion of the team's functioning in setting goals for improving relationships and effectively accomplishing tasks
- Arrange for both or all teachers to be **actively** involved in instruction.
- Allow teachers to change their collaborative structure (e.g., One Teach/One Assist)
- Allow both teachers opportunity to demonstrate knowledge and skills

# Maintain Effective Communication

- Develop interpersonal skills
- Clearly communicate your ideas and feelings
- Be an active listener
- Conduct face-to-face interaction on a frequent basis

"Seek first to understand, then to be understood."  
Stephen Covey (1990).

# Focus on Student Learning

- Identify students' curricular, social and behavioral needs
- Discuss student outcomes and expectations
- Discuss instructional practices
- Create progress monitoring systems
- Establish ongoing communication plan

# Make Time For Planning

- Lack of time is identified most often as a key factor in teacher surveys
- Work with administration to create time for planning and consultation
- Create flexible schedules for ESE teachers (e.g., altering planning periods on certain days of the week)

# Confront Problems and Disagreements

- Incorporate conflict management skills
- Agree on how you and your team or co-teacher will resolve problems
- Be proactive in creating solutions to anticipated problems
- Address problems as they arise, waiting may interfere with future relationship and negatively impact student learning
- Ask for assistance to solve complicated problems



# Ticket Out the Door

- One new thing I learned
- Two things you will put into practice from this overview
- A question I have