

PIEDMONT
COLLEGE

SCHOOL OF
EDUCATION

CO-TEACHING SUPPLEMENT

2017-2018

THIS SUPPLEMENT IS INTENDED TO BE USED IN CONJUNCTION WITH THE INTERNSHIP HANDBOOK AND IS MEANT AS A GUIDE FOR COMPLETING CLINICAL EXPERIENCES IN A COOPERATING SCHOOL SYSTEM THAT REQUIRES CO-TEACHING.

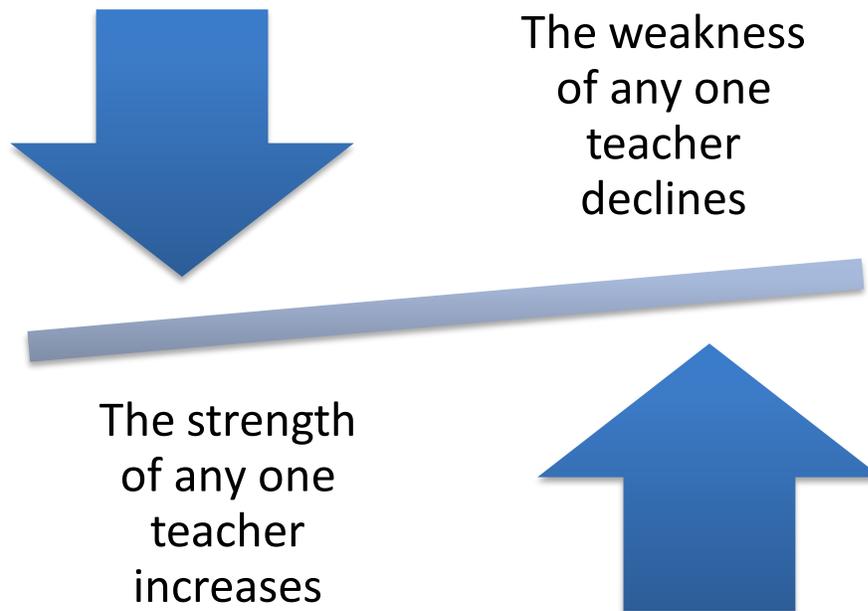
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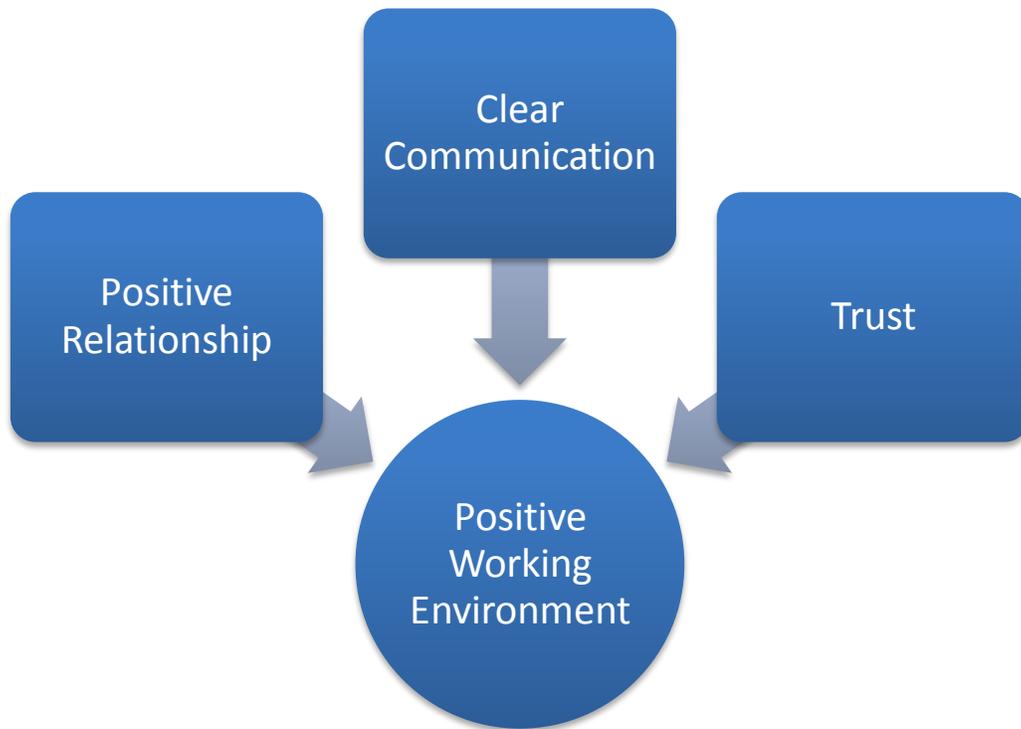
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The Mindset

Co-teaching is a mindset, a way of conceptualizing teaching and learning within a shared environment. In the clinical setting co-teaching addresses the achievement of students as well as the professional growth of educators. These mutual benefits stem from a strong sense of parity. Although, co-teachers may not have equal experience or equal knowledge it is imperative that both share equally in the mission to educate children. This requires open and honest discussion of the strengths and weaknesses both parties bring to the experience, the willingness to accept constructive criticism, and the flexibility to explore classroom innovations and diversify professional practices. The concept of a shared classroom is the foundation for reciprocal learning and the co-teaching model. Co-teaching is not about doing the same things in a different way. True co-teaching requires both partners to evaluate their educational practices and philosophies. This is not an easy task but it is an incredibly worthwhile one.

The Model





Creating a Positive Co-Teaching Environment

- Share ownership of the classroom by doing things together and referring to the class as “our” class or “our” students
- Recognize and appreciate your partner’s areas of expertise
- Be open about preferences, pet peeves, and non-negotiable
- Set high expectations for students, self and team
- Reflect – individually and as partners
- Share expectations for student behavior
- Share vision/goal for student achievement
- Commit to planning and debriefing time
- Maintain your sense of humor
- Demonstrate positive communication skills but do not avoid difficult conversations

Six Signs of Successful Collaboration

- Shared purpose/motivation
- Shared decision-making including planning, instruction, assessment, and behavior/classroom management
- Shared accountability
- Open communication/ Critical Conversations
- Mutual Respect
- Flexible Roles

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 host teacher and the teacher candidate.

Myth #2 – Co-teaching means the teacher candidate takes over one class or subject and the teacher keeps one class or subject.

REALITY: Co-teaching occurs when both partners share in planning and assessing for each lesson and the co-teaching models for instruction are well thought out and purposeful.

Myth #3 –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 host 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 his or her own.

Myth #4 – Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills.

REALITY: Rather than having to manage a classroom 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 to make sure he/she can manage the classroom without support.

Myth #5 – 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 #6 – 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 host 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#7– 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 #8 – 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 #9 - 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 #10 – 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 host teacher.

Myth #11 - Co-teaching can only work if the teacher candidate and host 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 host 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 # 12 - The university supervisor should only observe a teacher candidate when they are teaching solo.

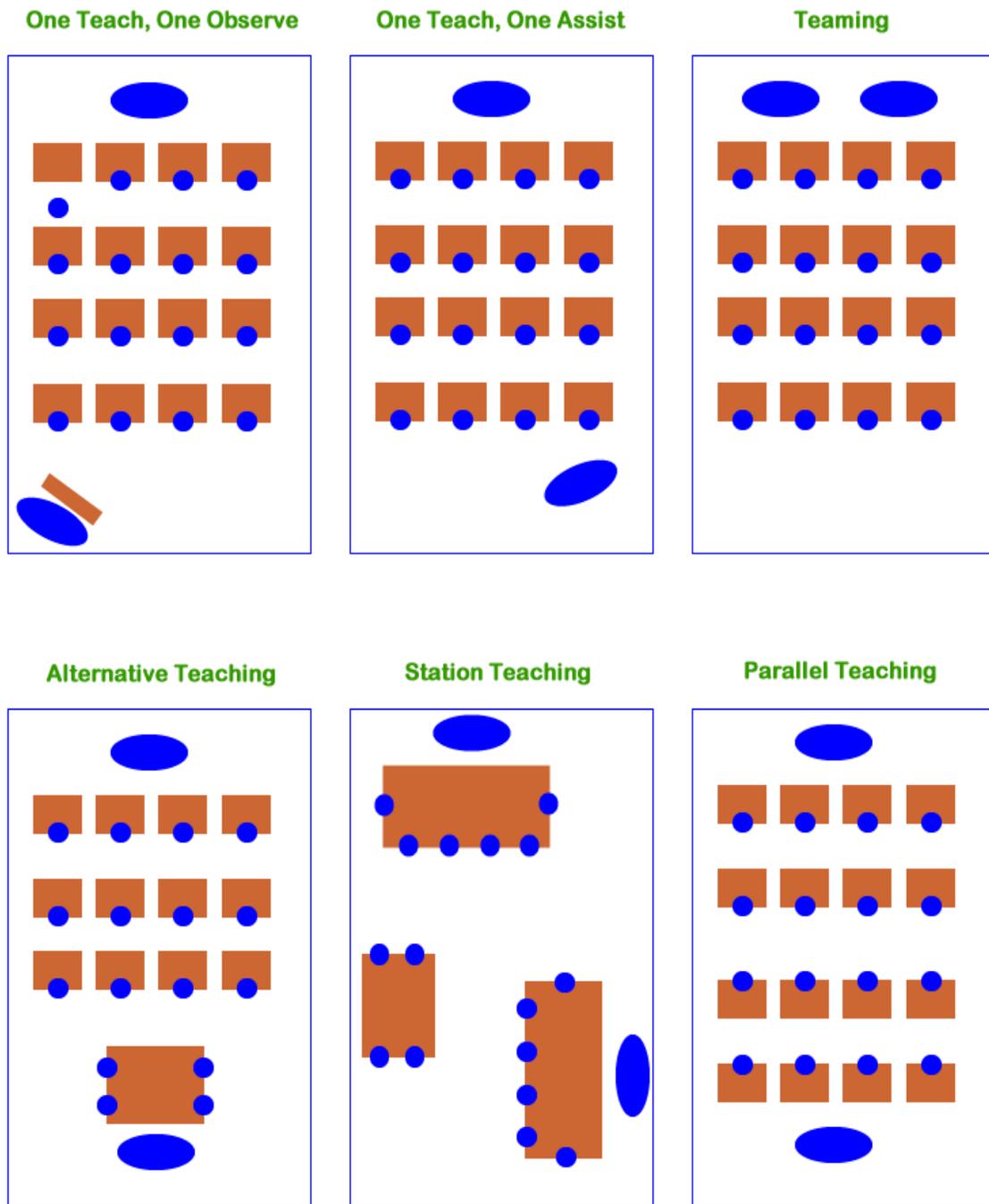
REALITY: When a supervisor observes a teacher candidate co-teaching with a host teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her host teacher, focus the observation on the candidate's teaching skills, ability to collaborate with the host teacher, management skills, organization, etc.

Myth #13 – Co-teaching is not permitted during the completion of the edTPA unit/portfolio.

REALITY: Co-teaching is permitted as long the teacher candidate takes the lead for the planning, instruction, and assessment of learning segments intended for submission as part of the teacher candidates edTPA portfolio.

Strategies & Examples
One Teach, One Observe
<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the CT.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data. Observation is not intended to provide data to inform future lessons.</p>
One Teach, One Assist
<p><i>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.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the HT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: Classroom management: students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal that allows for a quick conversation without the HT interrupting the lesson.</p>
Station Teaching
<p><i>The co-teaching pair divides 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.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations allows the TC to build their confidence and keeps the CT engaged</p>
Parallel Teaching
<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the HT timing and pacing can be supported as they learn.</p>
Supplemental Teaching
<p><i>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 retaught, extended or remediated.</i></p> <p>Examples: Using the results from a math exam students are divided into two groups, one smaller group that didn’t meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on documented needs. Both teachers should work with all students throughout the experience.</p>
Alternative or Differentiated
<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story- putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her own group, the students predict by connecting the specific items pulled out of the bag with the story.</p> <p>Tips: A great way to incorporate learning styles into lessons</p>
Team Teaching
<p><i>Team taught lessons have no prescribed division of authority – as both teachers equally share the instruction.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The host teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>
<i>Adapted from the work of Lynne Cook and Marilyn Friend (1995).</i>

Models of Co-Teaching



Source: Figure 4.2 Co-Teaching Approaches from Friend, M., & Bmsuck, W. D. (2009). Including students with special needs: A practical guide for classroom teachers (4th ed., p. 88). Boston: Allyn & Bacon. Copyright 2002 by Pearson Education.

SHARING RESPONSIBILITIES

Host Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Host Teacher will share:

- 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

Instruction:

While Co-Teaching, the Teacher Candidate and Host Teacher will:

- 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

Assessment:

While Co-Assessing, the Teacher Candidate and Host Teacher will:

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

STRATEGIES FOR EXPANDING TIME FOR PLANNING

(Adapted from: *A Guide to Co-Teaching*, Corwin Press 2004, Villa, Thousand & Nevin)

1. Strategically place multiple candidates at a single site, content or grade level.
2. University supervisors/faculty members cover planning time.
3. Ask co-teachers to identify when during the day and week they prefer to plan, and redesign the master schedule to accommodate this with a block for common preparation time.
4. Layer preparation time with existing functions such as lunch and recess.
5. Use staff development days for co-teacher to do more long-range planning.
6. Use faculty meeting time to problem solve common co-teaching issues of either immediate or long range importance.
7. Build into the school schedule at least one co-teacher planning day per marking period or month.
8. Build in time for more intensive co-teacher planning sessions by lengthening the school year for teachers but not for students, or shortening the school year for students but not for teachers.
9. Institute a community service component to the curriculum; when students are in the community (e.g. Thursday afternoons), co-teachers meet to plan.
10. Schedule a “specials” (e.g. art, music, PE), clubs and tutorials during the same time blocks so that co-teachers have at least that extra time block to plan.
11. Engage parents and community members in conducting half-day or full-day exploratory, craft, hobby (e.g. gourmet cooking, photography), theater, or other experiential programs to free up time for co-teachers to plan.
12. Partner with colleges and universities; have their faculty teach in the school, provide demonstrations, or conduct university –campus experiences to free up time for co-teachers to plan.
13. Hire permanent substitutes to free up co-teachers to plan during the day rather than before or after school.
14. Compensate co-teachers for spending vacation or holiday time planning with pay or compensatory time during non-instructional school year days.
15. Strategically use serendipitous times that occasionally occur (e.g. snow day, student assembly) to plan.

TEACHER ACTIONS DURING CO-TEACHING

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

If one teacher is leading instruction, the other can be doing this...	
Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;	
Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors	
Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed	
Collecting and reviewing last night's homework	
Introducing a social or study skill	
Taking roll	
Reviewing directions; modeling first problem on the assignment	
Writing down instructions on board	
Repeating or clarifying any difficult concepts	
Passing out papers	
Giving instructions orally	
Facilitating a silent activity	
Introducing a new concept to whole group	
Asking clarifying questions	
If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept	Introducing a new concept through role play or modeling;
Providing extended activities on a concept	Re-teach or review old concept with students who didn't understand it
Providing extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching /pre-teaching in a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

ROLES AND RESPONSIBILITIES DURING INTERNSHIP II

During Internship II students will have opportunities to observe and to implement the competencies necessary for effective teaching as well as to develop insights and an understanding of teaching and learning in a context of supervised practice. Internship II is a cooperative effort involving the teacher candidate, the host teacher, the school principal, the college supervisor, edTPA Coordinator, and the Director of Clinical Experiences and Outreach.

Teacher Candidate- Roles and Responsibilities include:

Responsibilities to the school	Responsibilities to the college
* secure from the host teacher any materials and information helpful in establishing a good working relationship and in providing pertinent facts about the school.	*follow established procedures regarding application for Internship II
* plan with the host teacher so as to establish a cooperative relationship and to meet the requirements of Internship II in ways that will be mutually beneficial	*submit any required materials regarding placement according to the established deadlines
*meet, as needed with the host teacher to discuss strengths, weaknesses, and areas for improvement	*abide by policies and procedures established for specific Internship II experiences
*conform to school regulations and policies, including profession dress	*notify the appropriate people of any change in schedule or assignment
* safeguard all personal and confidential information concerning pupils	*keep a reflective journal of internship experiences and complete self-evaluations
*avoid partiality and favoritism toward students	* abide by all College policies as described in the student handbook
*refrain from making unfavorable remarks about the school, host teacher, and/or the community	
*model the behavior and the standards of the teaching profession both inside and outside the classroom	

Host Teacher- Roles and Responsibilities include:

- provide orientation to the specific opportunities offered and to the responsibilities of the student as established by the cooperating school and the host teacher
- discuss with the teacher candidate the specific requirements of the internship assignment and to plan accordingly
- ensure that the teacher candidate experiences the degree of involvement commensurate with his/her ability and training
- demonstrate quality planning, organization, and methodology
- develop a good working relationship with the teacher candidate
- promote the professional growth of the teacher candidate through encouragement, understanding, counsel, delegation of responsibility, and evaluation of the teacher candidate's internship experiences
- demonstrate the many roles of a teacher

- confer in a timely manner with the teacher candidate to assist planning, to discuss concerns, to answer questions, to make suggestions for improvement, and to discuss specific strengths and weaknesses
- model the behavior and the standards of the teaching profession
- contact the college supervisor if/when the need arises

The host teacher must be classified as a highly qualified teacher, and he/she needs to have at least three years of successful school experience at the appropriate certification level in order to supervise teacher candidates.

School Principal- Role and Responsibilities include:

- assist in the selection of competent and willing host teachers
- orient the teacher candidate to the school, to the general operation of the school, and to the community in which the school is based
- made administrative provision for adequate conference time between the host teacher and the teacher candidate and participate in conferences when necessary or desirable
- provide the teacher candidate with opportunities to participate in staff meetings, extracurricular activities, etc. when feasible
- model the behavior and standards of the teaching profession

College Supervisor- Roles and Responsibilities include:

- cooperate and work to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of Internship II policies and procedures
- visit the cooperating school and confer with the host teacher and the teacher candidate as required during Internship II
- meet with and counsel teacher candidates in a timely manner regarding problems and concerns and to make suggestions as required
- maintain written records to aid in directing and evaluating the progress of the student
- collect, review, and evaluate data and assignments as submitted by the teacher candidate and/or host teacher
- keep the college aware of the progression/non-progress of each candidate
- assign a final grade for the Internship II experience