

The Beauty of Co-Teaching

Presented by:

Mrs. Wiggins and Ms. Butler 5th Grade Inclusion Team

Today's Agenda

- Welcome and Introduction
- Schema Scoot
- Co-Teaching is Like a Marriage
- The Six Approaches to Co-Teaching
- How to Implement the 6 Approaches
- Application of the Co-Teaching Models
- Kahoot Exit Ticket

Welcome and Introduction

- Heather Butler
- Fifth Grade Regular Education Teacher
- Eta Psi Professional Chapter
- Glassboro Public Schools (NJ) teacher since 2013
- Co-Teaching Partner with Cyndy Wiggins since 2015.



Welcome and Introduction

- Cyndy Wiggins
- Fifth Grade Special Education Teacher
- Eta Psi Professional Chapter
- Glassboro Public Schools (NJ) teacher since 1991.
- Co-Taught in 6 different partnerships throughout the years.



Schema Scoot

Let's begin by visiting some myths and truths about co-teaching!

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Schema Scoot

- Only the special education teacher needs to view a child's IEP.

Truth or Myth?

Schema Scoot

- Only the special education teacher needs to view a child's IEP.

Myth!

Schema Scoot

- Both teachers need to attend IEP meetings.

Truth or Myth?

Schema Scoot

- Both teachers need to attend IEP meetings.

Truth!

Schema Scoot

- The general education teacher leads the lesson.

Truth or Myth?

Schema Scoot

- The general education teacher leads the lesson.

Myth!

Schema Scoot

- There are two models of co-teaching: one teach, one assist and small group instruction.

Truth or Myth?

Schema Scoot

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Myth!

Schema Scoot

- The general education teacher leads the lesson.

Truth or Myth?

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- The general education teacher leads the lesson.

Myth!

Schema Scoot

- Non-classified students suffer since the content is “watered-down” for the whole class.

Truth or Myth?

Schema Scoot

- Non-classified students suffer since the content is “watered-down” for the whole class.

Myth!

Schema Scoot

- The general education teacher is not responsible for the special education students.

Truth or Myth?

Schema Scoot

- The general education teacher is not responsible for the special education students.

Myth!

Schema Scoot

- The general education teacher decides how to group the students.

Truth or Myth?

Schema Scoot

- The general education teacher decides how to group the students.

Myth!

Schema Scoot

- One teacher is general education and one teacher is special education.

Truth or Myth?

Schema Scoot

- One teacher is general education and one teacher is special education.

Truth!

Schema Scoot

- The teachers share the responsibility of lesson planning.

Truth or Myth?

Schema Scoot

- The teachers share the responsibility of lesson planning.

Truth!

Co-Teaching is Like a Marriage

https://www.youtube.com/watch?v=_pnxst7dkLk

Do

- Address the classroom as “Our Class”
- Be united
- Plan together
- Communicate personally and professionally
- Include both names on all paperwork

Don't

- Treat a co-teacher as a glorified aide
- Argue in front of the students
- Let the students play “good cop, bad cop”
- Only work with one student population
- Label students as “yours” and mine”

Challenges in Co-Teaching

- Behavior Challenges
- Inappropriate Placements
- Observations
- Flexibility
- Compromising
- Not Every Partnership is Beneficial

The Six Approaches to Co-Teaching

Let's take a look at these
examples:

<https://www.youtube.com/watch?v=6llQCG8QhBE>

What is Co-Teaching?

Co-teaching is when a general education teacher and a special education teacher share the responsibilities of planning, delivering instruction, and assessing skills.

What does it look like?

One Teach, One Observe	One teacher leads the instruction while the other observes and gathers data to be reviewed after the lesson.
One Teach, One Assist	One teacher leads instruction while the other circulates the room and provides assistance to students as needed. This method should be used the least.
Parallel Teaching	Both teachers teach the same content, but to a divided class. This allows for differentiation. The teachers should alternate the group they work with.
Team Teaching	Both teachers share the delivery of the same content at the same time to the whole group. This is the most complex co-teaching style and requires the most planning.
Station Teaching	Both teachers divide content and students. Students spend time with each teacher. A third station can be added for independent work.
Alternative Teaching	One teacher delivers instruction to the whole class while the other works in small groups to provide preteaching and reteaching, as needed.



How Would You Use the Co-Teaching Models?

- Consider the level and content that you teach or anticipate teaching in the future.
- Meet at the appropriate chart paper posted around the room.
- Within your group, consider this subject area and ways that you would incorporate as many of the co-teaching models as appropriate.
- Be prepared to share with the group.



Thank you for joining us
today!

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