

Co-Teaching Summer Institute  
August 13<sup>th</sup> and 14<sup>th</sup>, 2015  
Lommen 04 (Basement)

Textbook: The Co-Teaching Book of Lists, by Katherine Perez, Ed.D

**Day One:**

8:15 – 8:30 Registration and coffee

8:30 – 9:45 What co-teaching is, what it is not, Advantages for teacher and students

- Chapter one

9:45 – 10:00 break

10:00 – 11:30 Overview of Co-Teaching Models

- Chapter two

11:30 – 12:45 Lunch break

12:45 – 1:45 – Where do you start? Working as a collaborative team. Developing your action plan.

- Chapter 3 & chapter 5

1:45 – 2:00 Break

2:00 – 3:30 Co-teaching road map. Administrative issues. Developing your action plan, part 2.

- Chapter 4 & 7

3:30 – 3:45: Meet with students enrolled for credit

**Day two:**

8:30 – 9:45 Organizing and Planning for Success; Accommodations and Modifications

- Chapters 6 & 8

9:45 – 10:00 Break

10:00 – 11:30- Instructional Strategies –

- Chapter 9, Plus handouts

11:30 – 12:45 – Lunch break

12:45 – 1:45 – Questions/Answers - Applying you learned and developing your action plan.

1:45 – 2:00 Break

2:00 – 3:15 – Applying what you learned and developing your action plan.

3:15 – 3:30 – Participation certificates and review of follow up visit.

3:30 – 3:45 – Meeting with students enrolled for credit

Evidence of Co-Teaching

Characteristics of Co-Teaching	Evidence of facilitators co-teaching	Strategies for how we will address this characteristic:
All teachers are involved in whole group instruction:		
All teachers are involved in small group instruction:		
Delivering instruction collaboratively to students with diverse needs:		
Teachers have joint and equal responsibilities for instruction:		
All teachers share in leadership roles		
Communication and collaboration a priority:		
All share in the planning and assessment process:		
Continuum of services depending on the needs of the student		
Teachers share joint ownership of class, resources and accountability		

## ***Sharing Mutual Ownership, Pooled Resources and Joint Accountability for a Single Group of Students***

### **Level 1 Practices: (Whole Group) (30%)**

- Speak and Add
- Speaker and Writer
- One Teach, one Facilitate
- One Teach, one Assess
- One Teach, one Take Data
- One Teach, one Support
- One Teach, one Handle Materials
- Two Facilitate (whole group)
- Turn Taking (teachers in front of the room together)
- Cooperative learning groups with 1 or 2 teacher facilitation

### **Level 2 Practices: (Small Flexible Groupings) (70%)**

- Parallel or Mirror Lessons (same style)
- Parallel or Mirror Lessons (differentiated styles)
- Parallel or Mirror Lessons (learning styles)
- Two station Flip Flop
- Two station Pre-teach and Enrich
- Three station rotation
- Three stations, tiered
- Four Station Rotation
- Four stations with Flip/Flop
- Skills Groups
- Enrichment Groups
- Pre-teaching Groups
- Re-teaching Groups
- Assessment/Progress Monitoring Groups
- Six stations with interrupters

## *Tips for Managing Independent Groups in Level 2*

- Have directions spelled out for the independent group.
- Have predetermined start and end times, written down.
- Prepare “sponge” activities for early finishers.
- Assign one student as the independent group manager. Prepare them at the beginning of class before the groups start with directions and task overviews.
- Post rotation signs on the board (time, direction).
- Create independent work that is self-correcting.
- Allow students to work in pairs on study activities.
- Post pictures of various desk configurations and refer to them. *Example: “We are going to be working in the ‘Mini Lesson’ groups today. Refer to the Mini Lesson diagram. Please move your desks as shown in the diagram.”*

## *Tips for Managing Independent Groups in Level 2 continued...*

- Have a visual timer for the independent group.
- Post behavior rules for independent groups.
- Have the independent group do meaningful review work, so as not to create anxiety or tension in students (which can lead to behavioral difficulties).
- Teach students to not interrupt the teacher while mini-lessons are “in action.”
- Use the independent groups to provide kinesthetic opportunities.
- Present a group “manager” at the beginning of class or at the beginning of the lesson.

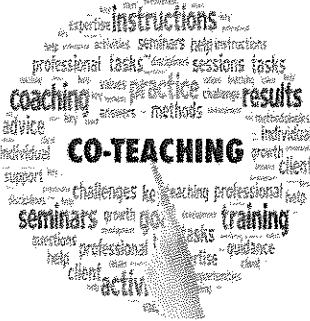
## *Co-Teaching Models*

Teachers: \_\_\_\_\_

Model	We'll try this one...	We tried it and liked it!	We tried and will pass...
Lead and Support			
Duet			
Speak and Add/Chart			
Skills Groups			
Learning Style			
Station Teaching			
Parallel Teaching			
Adapting			
Complementary			

<b>Co-Teaching Model</b>	<b>Description</b>	<b>Pros</b>	<b>Cons</b>
Lead and Support	General education teacher does up front planning. Special education teacher is fully involved in daily planning, implementation and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Duet Model	Both teachers share the entire instructional process.	Most integrated for students Fully utilizes all expertise	Most time intensive
Speak and Add/Chart	One teacher leads, the other teacher adds visually or verbally.	No co-planning time Almost anyone can do this	Can step on toes Doesn't fully utilize expertise
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Clear responsibilities Focused expertise	Possible feel of "tracking"
Station Teaching	A small group of students is pulled to the side for direct instruction.	Focused expertise	Impacting only a few kids with the expertise of the specialist
Learning Style	Teachers plan lesson and divide responsibilities by learning styles.	Addresses learning style of the 'typical' struggling student Clear responsibilities	Assumes that teachers will tolerate activity in the lesson
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group.	Good student teacher ratio	Requires equal expertise Lots of planning time
Complementary Instruction	General education teacher focuses on curriculum. Special education teacher focuses on study skills, survival skills, special education strategies through mini-lessons or input.	Good for related professionals Focused expertise Sets up expectation that special education will be provided in general education setting	May slow down pacing
Adapting Model	One teacher leads, while the second teacher wanders the room, providing on-the-spot adaptations.	Very little co-planning time Focused expertise	Less fundamental impact on student learning

## Lead and Support Model



### What is it?

Teacher A →

#### General Education Teacher

- Primary responsibility for planning a unit of instruction.

Teacher B →

#### Specialist

- Shares in delivery, monitoring and evaluation.

#### Pros

- Both teachers involved in most phases of instruction.
- Saves time with planning organization of teacher schedules
- Expects Teacher B to know material and TEACH!

#### Cons

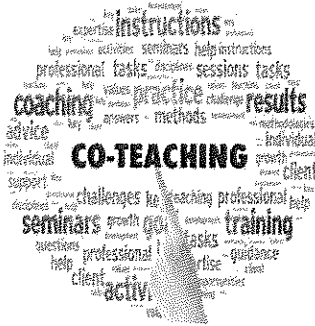
- Less input in planning for differentiated instruction; as differential instruction is not a priority focus in planning.
- Superficial planning

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### Personal Thoughts and Reflection:

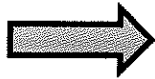


# Duet Model

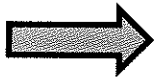


## What is it?

Teacher A



Teacher B



- Both teachers EVERYTHING 100% in the course.
- Both teachers plan and design instruction.
- Teachers take turns delivering various components of the lesson.

## Pros

- Most integrated for students.
- Fully utilizes all expertise 100%.
- Best for the Students!

## Cons

- Time consuming
- Finances/Resources

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Personal Thoughts and Reflection:

# Speak and Add/Chart Model



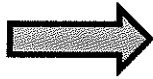
## What is it?

Teacher A



- Primary responsibility for designing and delivering

Teacher B



- Adds and expands with questions, rephrasing, anecdotes; recording key information on charts or board.

## Pros

- No co-planning time. Saves time with planning; very little collaboration.
- Anyone can use this model; does not require content expertise.
- Good model to use with Instructional AIDS and PARA's.

## Cons

- Can "step on toes".
- Gross under use of another adult's expertise in the room

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## Personal Thoughts and Reflection:

## Skills Group Model



### What is it?

Teacher A



- Students are divided into 2-4 groups based on instructional level. Each teacher takes primary responsibility for one or two groups.

Teacher B



- Instruction may take place in small groups or whole group with differentiated levels.

### Pros

- Clear responsibilities
- Clearly expects teachers to teach various levels
- Focused expertise
- Applies differentiated instruction at all levels.

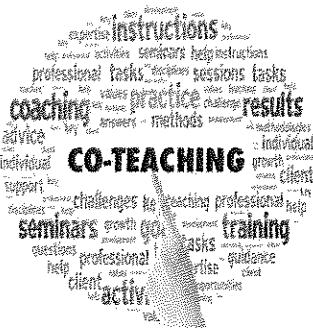
### Cons

- Dangerous feelings of tracking: "Student Labels"

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### Personal Thoughts and Reflection:

# Station Teaching Model



## What is it?

Teacher A →

- Responsible for overall instruction

Teacher B →

- Teaches a small group on specific skills they have not mastered.

## Pros

- Focused Expertise
- Intense direct instruction

## Cons

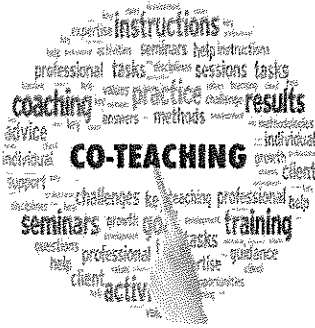
- Isolation
- Impacting only a few students with the expertise of the specialist.

**TIPS:** Allow students to “volunteer” to attend small group; it’s for anyone who feels they need more instruction or need a review of material before assessment.

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Personal Thoughts and Reflection:

# Learning Style Model

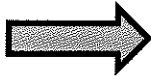


## What is it?

Teacher A



Teacher B



- Both teachers share design and delivery of instruction.
  - One teacher is primarily responsible for auditory and visual instruction.
  - The other teacher is primarily responsible for tactile and kinesthetic

(See page 47 for lesson design and example - Copyright 2012 Beninghof and Kunkel)

### Pros

- Addresses learning style of the 'typical' struggling student
- Clear responsibilities
- Perceptual Modality
- Good use of experts

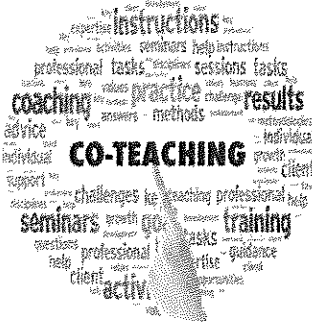
### Cons

- Time in planning
- Assumes that teachers will tolerate activity in the lesson.

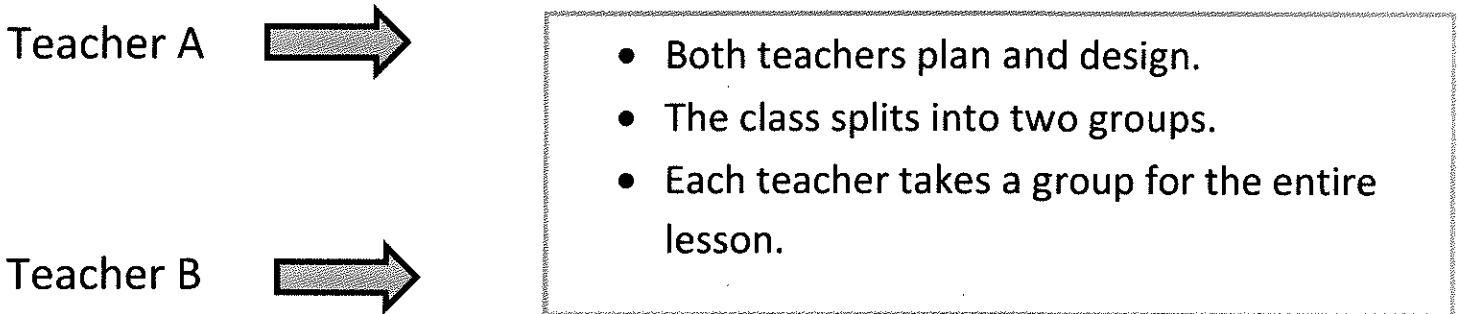
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## Personal Thoughts and Reflection:

## Parallel Teaching Model



### What is it?



### Pros

- Good student teacher ratio
- More rapid participation rates
- Limited resources/space
- Can Flip-Flop

### Cons

- Requires lots of planning time
- Requires Equal Expertise (If it is initial instruction of course material)
- Noise level

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**TIPS:** Best if used for “application phase” or “review phase”; NOT initial instruction.

Personal Thoughts and Reflection:

# Complimentary Instruction Model



## What is it?

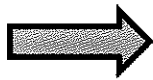
Teacher A



### General Education - CORE

- Primary responsibility for delivering core content

Teacher B



### Specialist- ACCESS SKILLS

- Primary responsibility for delivering related instruction in areas of study and survival skills.

## Pros

- Good related professionals
- Expects something “special” to be happening in this classroom
- Sets up expectation the special education will be provided in general education setting.

## Cons

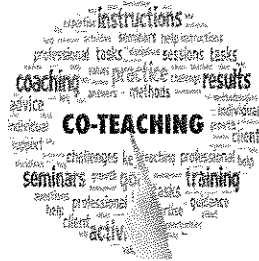
- May slow down pacing

**CAUTION:** Co-Teaching is NOT about “Cloning”; this is NOT a one size fits all.

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## Personal Thoughts and Reflection:

## Adapting Model



### What is it?

Teacher A →

#### General Education - CORE

- Primary responsibility for planning and delivering unit of instruction.

Teacher B →

#### Specialist- ACCESS SKILLS

- Determines and provides adaptations for students who are struggling.

### Pros

- Does not require a lot of advanced prep and co-planning time
- Focused expertise
- Gives individualized attention; fundamental impact on student learning.
- Allows “wait time”; giving students needed processing time.

### Cons

- Less fundamental impact on student learning
- Specialist can be reduced to AID/PARA

**CAUTION:** Do NOT underutilize the specialist.

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**TIPS:** Have a “TOOL BUCKET” of adaptations (*See Instruction Strategies*).

Personal Thoughts and Reflection:



**Mirror**  
(2 groups)

Each teacher teaches the **same objective at the same time (groups do not switch)**

**Teacher 1**  
**Group A**

**Teacher 2**  
**Group B**

**Variations**

Vary groups through the use of **Differentiation**

- Apply different **Teaching Styles**
- Each group offers different **Learning Styles** or **Multiple Intelligences** options
- Vary by using differentiated **Assessments**

**Flip/Flop**  
(2 groups)

After a timed interval, groups switch from one teacher to the other.  
Two Objectives. Each teacher teaches a **Different Objective to their group**

**Teacher 1**  
**Group A**

**Teacher 1**  
**Group B**

$\updownarrow$

(groups switch)

$\updownarrow$

**Teacher 2**  
**Group A**

**Teacher 2**  
**Group B**

**Variation**

- Specific skill stations without flip/flop (2 different objectives based on data)

**Flip/Flop Switch**  
(2 groups)

Two or three teaching objectives  
Data based groups. Teacher 1 teaches the main lesson, Teacher 2 PRE-teaches the lesson. After an interval, groups switch.  
The pre-taught group then receives the same lesson from Teacher 1.  
The lesson group receives RE-teaching or ENRICHMENT from Teacher 2.

Teacher 1 (Main Lesson)  
Teacher 2 (Pre-teach/ Re-teach/Enrich)

A

B

B

A

**Variations**

- Each group receives initial pre-teaching lesson based on data-driven decisions.
- Students receive initial lesson (mirror style) then students are regrouped for re-teaching purposes.

**3 Station Rotation**

(3 groups: two teacher groups and one independent group)  
Three teaching objectives  
Each teacher instructs a group, and a third group completes an independent activity. After a timed interval, the groups switch. The students participate in all three groups.  
*Note: In the independent group, students may work or sit: alone, in pairs, or as a group.*

**Teacher 1**  
**Objective 1**

→

**Teacher 2**  
**Objective 2**

↙

**Independent**  
**Objective 3**

↘

**Variations**

- Three stations, but students only participate in two groups, with the following determined by the data:
- One teacher group and one independent group
- Two teacher groups, no independent group

### 3 Station Tiers

(3 groups: all teacher taught for some time)  
 One objective, tiered for maximum student success (NO Rotation)

Teacher 1 teaches the basic group (example: 20 minutes), Teacher 2 splits the same amount of time between the two other groups (example: 10 minutes teaching the intermediate group / then 10 minutes teaching the advanced group - teaching is alternated with independent work)

**Variation**

- Teacher 1 spends 20 minutes enriching the advanced group and Teacher 2 spends 10 minutes teaching the other two groups.

### 4 Station Rotation

(4 groups: 2 teacher taught, 2 independent)  
 Four objectives Students spend time with each teacher and complete/participate in two independent tasks.

**Variation**

- Students may complete the rotations over two days instead of one.

### 4 Stations with one Teacher Flip/flop

(4 groups)

Two Objectives  
 The class is split in half and each teacher alternates between an instructional group and an independent group. Students only see one teacher.

**Variations**

- Teachers have the same objective for each group
- Teachers have different objectives for each group based on student needs.

### 4 Stations with Tiers

(4 groups)

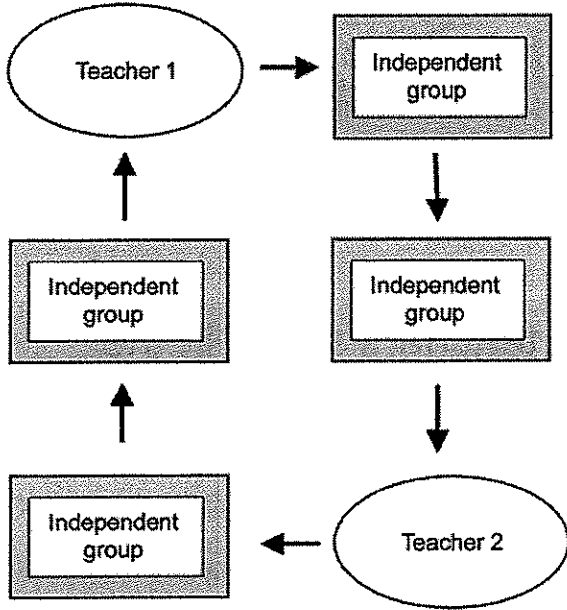
One objective (NO rotation by students)  
 Each group works with a teacher for a specified amount of time, then the teacher moves to a second group. The lesson content is the same, but the lesson is differentiated for the various ability group levels.

**Variation**

- You may have one basic, two intermediate and one advanced group or any other ability combinations that make sense.

**6 Stations with Interrupters**  
(6 groups)

**Six Objectives**  
Students rotate between six groups. Two are teacher taught and four are independent. This configuration may take more than one class period if you do not work in a block schedule.



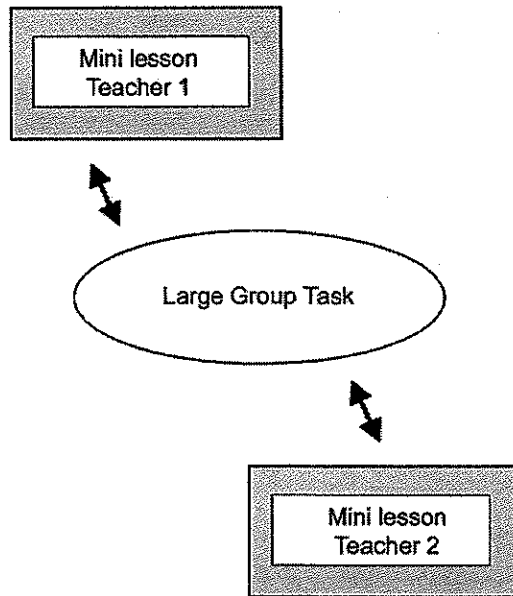
**Variations**

- Students may double up in one group, or skip a group if it is appropriate.

**Skills Groups**

(1 large group task and 2 small flexible mini groups)

Objectives vary by group (many objectives: individualized)  
Students are given a whole group task. Each teacher siphons off one to six students at a time to offer a short (in duration) mini lesson. Students are then returned to the group at large and another mini lesson group is created.



**Variations**

- The purpose of the group may include re-teaching, pre-teaching, conferencing, assessment, skill focus, collaboration, drill, behavioral practice or any other need, as determined by the teachers. Each group has its own purpose, make-up and duration

## Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. <u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	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. <u>Example:</u> While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	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. <u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	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. <u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. <u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	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. <u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.

*The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the students in the classroom.*

If one teacher is...	The other can be doing this:
Leading instruction	<b>Observing for:</b> student understanding and/or questions ( <i>through body language, facial expressions, etc.</i> ); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	<b>Charting to record:</b> 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
	<b>Circulating to:</b> check for comprehension; use proximity to control for behavior management; provide one-on-one support as needed
	Collecting and reviewing previous night's homework
	Individually helping with a social or study skill
	Taking attendance
	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

**The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.**

## Co-Teaching Levels & Models

### Level 1 –Whole class lessons

A process by which one teacher assumes the main teaching responsibility of the classroom and one teacher assumes a support role.

A common Model of Co-Teaching when Student Mentors are involved is **Lead and Support**.

**Level 2**- Class splits into two groups both educators teach at the same time to small groups of students.

A common Model of Co-Teaching when Student Mentors are involved **Skills Groups**.

<b>Instructional Method</b>	<b>Percent of Content Retained</b>
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Group Discussion	50%
Practice	75%
Real Use	90%
Teaching Others	90%

Polowy, Miner, Campoverde & Yepes-Baraya, 1985

## Value Cards

This is an activity that we use to assist pairs in developing a relationship with their co-teaching partner. Essentially each individual receives a group of small cards (business card paper works well) with the same set of words. Individually participants are asked to quickly identify whether the word or value is "Very Important," "Somewhat Important," or "Not Important" to them at this moment. Pairs ultimately identify 3 very important words and discuss why they chose them.

### Directions:

- 1) Place the 3 green cards labeled "Very Important", "Somewhat Important" and "Not Important" on the table.
- 2) Quickly go through the deck of values and sort them according to how important that value is to YOU, today. It does not matter if it is something that you currently possess or do, or something you want to improve on - if it is very important, place it in that pile.
- 3) Do not sort the cards based on what you THINK someone else would expect of you. This is a personal activity, and there are NO right or wrong answers.
- 4) After sorting the cards, set aside the Somewhat Important and Not Important cards. Look only at the cards you placed in the Very Important category.
- 5) You will now choose 3 cards that represent the values that are most important to you, at this moment. This is something that does not define you for life. What is most important today may not be the same as what is most important 6 months from now.
- 6) Reflect for a moment on why those things are important and what they mean to you.

Discuss with your partner what you have learned about yourself.

What you need:

Deck Labels - We do these in a bright color and a small card size

Very Important; Somewhat Important; Not Important

**Simplicity**

**Routine**

**Work under  
pressure**

**Safety**

**Visualizing**

**Socializing**

**Power**

**Trustworthy**

**Sincerity**

**Self-Improvement**

**Inquiry**

**Change**



**Clear  
Expectations**

**Knowledge of  
content**

**Problem  
solving**

**Independence**

**Challenge**

**Comfort**

**Punctuality**

**Health**

**Flair**

**Variety**

**Solitude**

**Approval**

<b>CLASSROOM BEHAVIOR TOLERANCE SCALE</b>
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### Reflections on your Tolerances

Based on: Vaughn, S., Bos, C. & Schumm, J. (1997). *Teaching Mainstreamed, Diverse and At-Risk Students in a General Ed Classroom.*

Directions: Indicate on the scale below, the degree to which you view the following behaviors as acceptable or unacceptable in your classroom.

	<u>Acceptable</u>		<u>Unacceptable</u>	
1. Student arrives late to class.	4	3	2	1
2. Student does not complete homework.	4	3	2	1
3. Special education student does not complete homework	4	3	2	1
4. Student frequently has late work, does not meet deadlines.	4	3	2	1
5. Student frequently misses school the day of test or major assignment.	4	3	2	1
6. Student often requests help or approval of work in progress.	4	3	2	1
7. Student is inattentive (talking, doing another task, sleeping).	4	3	2	1
8. Student hits or shoves another student.	4	3	2	1
9. Student uses profanity or inappropriate language.	4	3	2	1
10. Student argues with or is rude to teacher.	4	3	2	1
11. Student verbally/sexually harasses another student.	4	3	2	1
12. Student gets out of seat without permission.	4	3	2	1
13. Student leaves classroom without permission.	4	3	2	1
14. Student makes frequent requests to leave the room.	4	3	2	1
15. Student hums, sub-vocalizes, taps pencil, etc.	4	3	2	1
16. Student damages or destroys school or personal property.	4	3	2	1
17. Student chews gum, eats candy, drinks beverage, etc.	4	3	2	1
18. Student frequently requests extra credit or special consideration.	4	3	2	1
19. Student does not participate in classroom activities.	4	3	2	1
20. Student throws pencils/paper wads, shoots rubber bands, etc.	4	3	2	1
21. Student makes irrelevant comments or gives silly answers.	4	3	2	1
22. Student interrupts others.	4	3	2	1
23. Student steals.	4	3	2	1
24. Student copies homework, cheats on tests, etc	4	3	2	1
25. Student comes to class without paper, book, pencil, etc.	4	3	2	1
26. Student wears cap, T-shirt with suggestive message.	4	3	2	1
27. Student whines or tattles on other students.	4	3	2	1

28. Student's work from home exceeds quality of work in class.	4	3	2	1
29. Your pet peeve(s):	4	3	2	1

→ What is your rationale for the degree of tolerance you have for the different behaviors?

Discuss those behaviors for which your tolerance appears to be opposite of your co-teacher.

→ What behaviors bother you as a teacher?

Who typically exhibits these behaviors?

Are you sure that all students who behave in these ways are treated the same?

Who are the students you have the most difficult time managing?

How does this affect your attitude?

How do you show rapport with and regard for student?

What behaviors do you demonstrate to promote success for students?

What behaviors do you demonstrate to compromise success?

## **Exhibit 2-2**

### **Co-Teaching Discussion Topics**

#### **Classroom policies and procedures**

- Bathroom policy
- Pencil sharpening
- Drinks of water
- Use or answering of telephone
- Collecting and returning papers
- Asking for help when needed

#### **Teaching Styles and Preferences**

- Acceptable noise level in the room during:
  - Teacher lecture
  - Small group work
  - Independent work time
- Transition strategies:
  - Countdown (five to one)
  - Sound cue
  - Light cue
- Allotting time for student completion of work
  - Having enrichment work ready for students finishing early
  - Providing additional time for students who need it
  - Accepting partially completed assignments
- Interacting with students

#### **Behavior Management**

- What kind of positive behavior reinforcers?
- How do you handle vocal refusers?
- How do you handle passive refusers?
- How do you handle blurters?
- How do you handle wanderers and other off-taskers?

#### **Academic Goals**

- Professional and teaching goals for student achievement
- Quality of student assignments
- Time teaching and interacting with students in the GE classroom

Worksheet for Establishing Co-Teaching Expectations

Co-Teaching Team:

Date:

Expectations	Mine	Partners	Our classrooms
Classroom Policies and procedures			
Teaching style/preferences			
Behavior Management			
Academic Goals			

## Co-Teaching Issues for Discussion and Planning

Strengths the experienced teacher brings are:

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Strengths the student teacher brings are:

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My fears as faculty about co-teaching are:

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Fears as a student teacher have about co-teaching are:

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**Ground Rules for operating as a team:**

- 1) There will be no unspoken resentments. We will deal with any conflict in an open manner.
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

### Logistics

Both faculty and student teachers are to identify three pet peeves that that may affect their co-teaching relationship?

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## Building a Collaborative Relationship

Developing a collaborative relationship takes time. Here are some suggestions for discussion points throughout the year.

### Prior to the semester:

- What will each member contribute to the learning environment?
- When will we have time to plan together?
- What ground rules do we want to set related to planning time?
  - Arrive promptly
  - Bring needed materials
  - Make the most of limited time
  - Make a plan for if you cannot make it
- How will we proceed if we don't have enough time to plan?
- What is the best thing we anticipate from our work together this year?
- What is our greatest fear about working as a team?

### Around week 4:

- How will we determine if things are going well?
- How will we determine the students' perceptions of the learning assistant?
- How will student learning be evaluated?

### Around week 8:

- Are there any problems related to our collaborative relationships that we need to solve?
  - What are the issues?
  - What factors may have contributed to the problem?
  - What solutions could be used to solve the problem?
  - Which solution are we going to use to solve the problem?

### Around week 12:

- Do we both feel comfortable in our roles?
- What successes have we experienced?
- What areas need to be addressed in future labs/classes?
- Do we need to do any role clarification?

**Around week 16:**

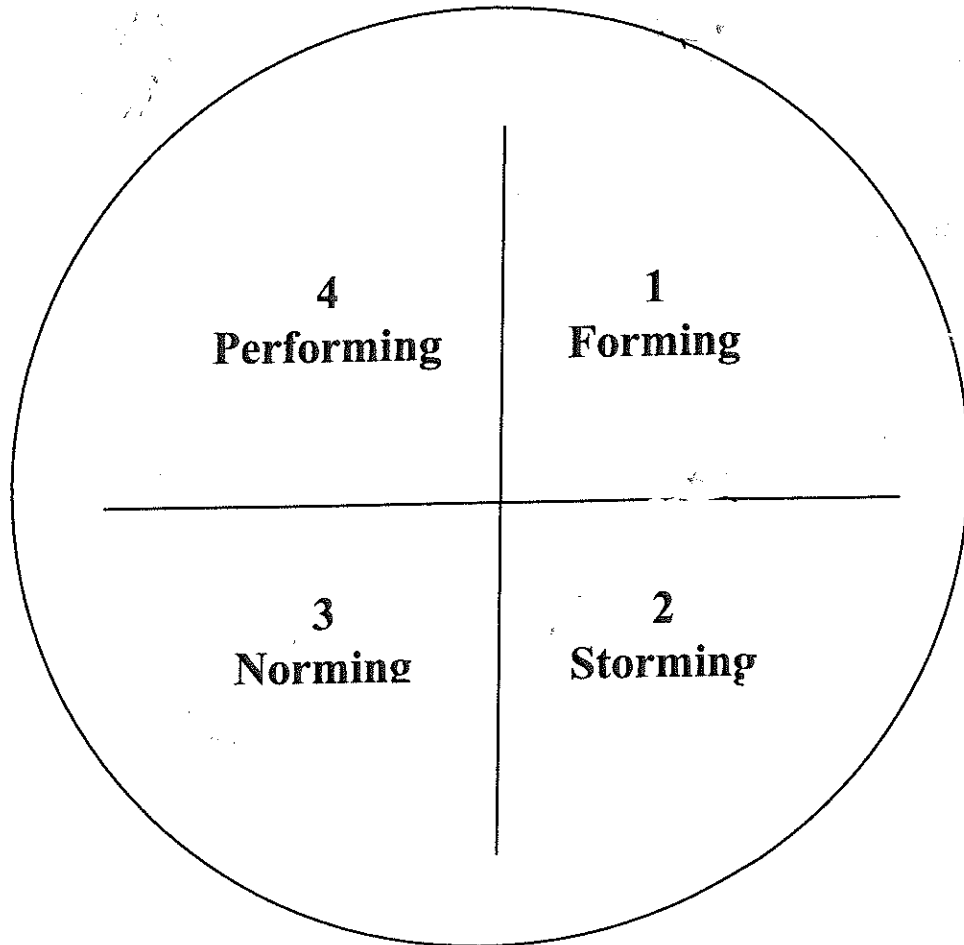
- Did we help all students learn this semester?
- Were there academic tasks/behaviors that we found difficult to deal with this semester?
- Are there issues in which we need support in order to successfully educate all students?
- Can we think of 10 things we accomplished this semester?
- Can you list 5 or more reasons why you would want to do this again?
- What are 1 or 2 things you would improve/change for next semester?
- Can you share something positive about your relationship?
- How do you feel about your roles?

Source: Dieker, L. A. (2006). *The co-teaching lesson plan book*, 3<sup>rd</sup> ed. Whitefish Bay, WI: Knowledge by Design, Inc.



# *Team Development Wheel*

*Where is my team?*



Stage 1: Forming -

Stage 2: Storming -

Stage 3: Norming -

Stage 4: Performing -

Adapted from the work of B. W. Tuckman

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