CO-TEACHING
CLASSROOM PARTNERSHIPS TO IMPROVE STUDENT OUTCOMES
WYOMING DEPARTMENT OF EDUCATION LEADERSHIP CONFERENCE JUNE 26, 2012

Marilyn Friend, Ph.D.
Marilyn Friend, Inc.
marilynfriend@marilynfriend.com

TODAY'S TOPICS
1. How do we build (or renew) our partnership?
2. How do we create instructional intensity through co-teaching?
3. What is needed to make co-teaching sustainable?
4. What are common co-teaching issues, dilemmas, and challenges?

BUILDING OR RENEWING THE PARTNERSHIP

Marilyn Friend, Inc. ©2012
CO-TEACHING IS...
A service delivery option
Two or more professionals
Shared instructional responsibility (parity)
Truly shared students
The primary location is the shared classroom
Participation may vary, depending on teachers’ knowledge, skills, and comfort level as well as student needs

CONTEMPORARY APPLICATIONS
GE teacher with SE teacher
GE teacher with ESL teacher
GE teacher with speech/language therapist
GE teacher with media specialist
GE teacher with literacy or math coach
GE teacher with G/T teacher
GE teacher with other specialists (e.g., related services providers)

RELATED TO...BUT DIFFERENT FROM CO-TEACHING
Collaboration
Co-Teaching v. Team Teaching

General Educators
Academic Content Expertise

Learning Process Expertise
Specialists
RELATED TO...BUT DIFFERENT FROM CO-TEACHING

PARAPROFESSIONALS

- Licensure status
- Salary
- Prohibition on delivery of initial core instruction

WHY ALL THE BUZZ?

- Standards set in federal law
- True curriculum access
- Opportunity to learn social, behavioral, and cultural mores
- Less lost instruction
- Less fragmented instruction
- Embedded specialist services
- Increased professional collaboration

DISTRIBUTION OF DISABILITIES

Students with Disabilities

- LD 44.5%
- SLI 18.9%
- ED 9.2%
- OHI 9.8%
- Other 8.9%
- ID 8.9%
- OH 7.7%

U.S. Dept. of Education, 2010 (28th annual report to Congress on IDEA)
A LOOK AT THE RESEARCH

• Co-teaching research still mostly looks at perceptions rather than student achievement
• Hang and Rabren (2009) found that SWD had significant improvement in achievement, similar scores to other students
• Pardini (2006) found significant positive results for ELLs in the St. Paul, MN Public Schools
• Outcomes depend on fidelity of implementation

MAKING IT WORK IN THE CLASSROOM

CO-TEACHING APPROACHES

• One teach, one observe
• Station teaching
• Parallel teaching
• Alternative teaching
• Teaming
• 1 teach, one assist
GROUPING STUDENTS

• Student achievement levels
• Student need for specialized services
• Student behavior
• Student social and interaction patterns
• Specific student needs

DIFFERENTIATING

• A way of thinking about teaching and learning
• Grounding in gifted education
• A collection of strategies designed to provide access to all learners (UDL)
• Need to go beyond differentiation to meet student needs
ROUTINES IN CO-TAUGHT CLASSES

Students entering the classroom
Students arranging desks in groups
Students moving from group to group
End of the instructional period

WHICH APPROACH?

• Who are the students and what are their needs?
• Who are the teachers?
• What curriculum competencies are we addressing and what are our teaching priorities?
• What are the practicalities of our co-teaching situation?

CREATING SUSTAINABLE CO-TEACHING PROGRAMS
FACE-TO-FACE PLANNING TIME

- Summer planning for first grading period using title, ESL, foundation, IDEA, or professional development funds
- After-school sessions with continuing education credits earned
- Release time during scheduled professional development sessions
- Subs scheduled once/month for each team
- Planning in lieu of a duty or committee assignment

PLANNING PROTOCOL

- GE teacher outlines upcoming curriculum, context for material to be addressed (12 min.)
- Student data discussion (10 min.)
- Together teachers discuss points of difficulty in the material, areas that might require additional support/scaffolding (15 min.)
- Together teachers discuss patterns for their co-teaching and groupings, given planned material and student data (15 min.)
- Partnership discussion (8 min.)

TIME: ON-THE-FLY

Instructional start-up
Review and predict
Fast talk
ELECTRONIC COLLABORATION

• The wonders of wikis
• Dropbox
• Edmodo

WHO SHOULD BE IN GENERAL EDUCATION CLASSES?
Are some students “too low?”

What are the criteria for decision-making about student services and placement?

How do services (amount and location) align with assessed needs?

RESPONDING TO DILEMMAS, CHALLENGES, AND ISSUES
THE NEXT LEVEL

- Use of all the approaches-with integrity
- Creating variations on the approaches
- Student data regarding perceptions of co-teaching
- Specific data-based student grouping strategies
- Use of evidence-based instructional practices
- Student of co-teaching (e.g., literature, class visits)

ISSUES BETWEEN PROFESSIONALS

- Co-teaching canceled
- Division of chores
- Subs and co-teaching
- Parity problems

THANKS!