Co-Teaching: Teaching in Tandem
Objectives for this session

• Objectify the co-teaching relationship
• Consider & record goals and objectives of using co-teaching
• Review models of co-teaching
• View instructional strategies that could be used in co-taught classrooms
• Discuss Universal Design of Learning Networks for teaching and learning
What is Essential?
Social Facilitation

A tendency to perform well-rehearsed and practiced skills better in the presence of others and to perform poorly learned tasks worse; both are influenced by the presence of the observer or other.
Power with! Not power over

- Johnny Appleseed
5 Aspects for a more Perfect Union
Empathize
(to deeply understand another’s position or experience.)
Connect through conversation/planning

(Conversations reveal who we are and our wants, needs and visions)
Listen
(active listening enhances understanding and sustains positive relationships)
Communicate

Respect

(this is the acknowledgment of value)
Defuse Conflict

(address interest, rather than positions)
SET your goals FIRST
THEN choose a MODEL
Models of co-teaching
One Teach- One Assist

Teacher A instructs whole class

Teacher B supports

(Lodato-Wilson & Blednick, 2011 pg. 23-24)
Parallel Teaching

Students face their group’s teacher

(Lodato-Wilson & Blednick, 2011 pg. 23-24)
Station Teaching

Teacher A

Independent

Teacher B

(Lodato-Wilson & Blednick, 2011 pg. 23-24)
Alternative Teaching

Teacher A

Teacher B

(Lodato-Wilson & Blednick, 2011 pg. 23-24)
Teaming/ Team Teaching

Teacher A

Teacher B

(Lodato-Wilson & Blednick, 2011 pg. 23-24)
Based on your goals and objectives, identify what models would be most beneficial and identify why.
One of the fundamental goals of co-teaching is to provide an educational environment that emphasizes effective instructional practices for all students to learn and succeed.... from being exposed to two caring adults who can offer assistance, support, expertise, and different points of view.

(Lodato-Wilson & Blednick, 2011 pg. 10)
Instructional Strategies
Basic & Expanded Concept Format

Goals

Universal Design Features

Model

Instructional Strategies

(Lodato-Wilson & Blednick, 2011 pg. 121-122)
<table>
<thead>
<tr>
<th>Before the Unit</th>
<th>Statements</th>
<th>After the Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Not Sure</td>
</tr>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Not Sure</td>
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</tr>
</tbody>
</table>

(Lodato-Wilson & Blednick, 2011 pg. 125)
## Alphabet Taxonomy

<table>
<thead>
<tr>
<th></th>
<th>Co-Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Appropriate</td>
</tr>
<tr>
<td>B</td>
<td>Better Behavior (double points)</td>
</tr>
<tr>
<td>C</td>
<td>Courage</td>
</tr>
<tr>
<td>D</td>
<td>Decisions</td>
</tr>
<tr>
<td>E</td>
<td>Energy</td>
</tr>
</tbody>
</table>

(Lodato-Wilson & Blednick, 2011 pg. 125)
One of the fundamental goals of co-teaching is to provide an educational environment that emphasizes effective instructional practices for all students to learn and succeed…. from being exposed to two caring adults who can offer assistance, support, expertise, and different points of view.

The goal of co-teaching is effective instruction with multiple supports and perspectives.
<table>
<thead>
<tr>
<th>Make an analogy of Co-Teaching</th>
<th>Draw a picture of the learning environment that you want to set up</th>
<th>Record a video/audio synthesizing ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a Small Summary capturing your knowledge of cot-teaching</td>
<td>Create a planning form to organize co-planning lessons</td>
<td>Share 3-5 facts about co-teaching with 2-3 partners</td>
</tr>
<tr>
<td>Find more instructional strategies to use in co-taught classrooms</td>
<td>Role-play a lesson with a partner</td>
<td>Write a lesson plan with a partner</td>
</tr>
</tbody>
</table>
Co-teaching models can be integrated even within one lesson

Universal Design is a Large Umbrella that catches everyone by providing multiple means of representing, action and expression and engagement.

The actions of learning to ride a tandem bike parallel with the relationships that exist in co-teaching including communication, empathy, respect, and practice.
Universally Designed
Critical Elements of UDL in Instruction

Universal Design for Learning (UDL) represents a paradigm shift in education that has the potential to improve outcomes for a broad range of learners. The UDL-IRN working with the Michigan Integrated Technology Supports (MITS) and in collaboration with CAST has identified four critical elements intended to serve as a foundation for UDL implementation and research. Educators aligning instruction to UDL must minimally include each of the four critical elements shown below.

Element 1: Clear Goals
- Goals and desired outcomes of the lesson/unit are aligned to the established content standards.
- Goals are clearly defined and separate from means. They allow multiple paths/options for achievement.
- Teachers have a clear understanding of the goal(s) of the lesson and specific learner outcomes.
- Goals address the needs of every learner, are communicated in ways that are understandable to each learner, and can be expressed by them.

Element 2: Intentional Planning for Learner Variability
- Intentional proactive planning that recognizes every learner is unique and that meeting the needs of learners in the margins- from challenged to most advanced- will likely benefit everyone.
  - Addressing learner strengths and weaknesses, considering variables such as perceptual ability, language ability, background knowledge, cognitive strategies, and motivation.
  - Anticipates the need for options, methods, materials, and other resources-including personnel- to provide adequate support and scaffolding.
  - Maintains the rigor of the lesson- for all learners- by planning efforts (1) that embed necessary supports and (2) reduce unnecessary barriers.