



# Co-Teaching & Co-Planning 101

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Co-Teaching:  
All about  
Apple  
Sweaters





## Co-Teaching and Co-Planning 101 Take Aways



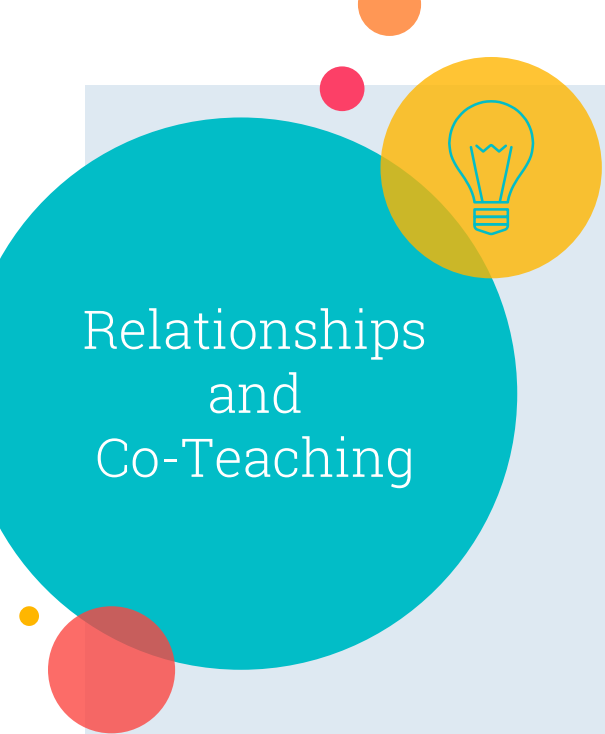
You will be able to:

- Build a positive, and trusting relationship with your co-teacher.
- Understand the six main types of co-teaching styles.
- Set up your co-planning time.



Relationships  
and  
Co-Teaching






## Relationships and Co-Teaching

If you cannot trust your co-teacher to do their part, you will not have an effective co-teaching relationship.


### Ways to Build Trust:

- Getting to know each other
  - Setting up expectations
  - Conflict resolution
- 



## Getting to Know Each Other

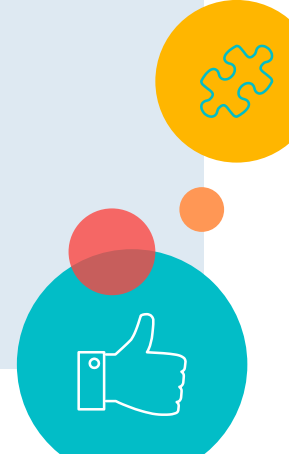
### Why?

- Relationships need a foundation
  - Being honest and upfront with our concerns puts them out in the open
  - Easier to work through conflict later on
- 



## Getting to Know Each Other

### Knowing Myself and My Partner:

- Take 5-10 minutes to fill out first 4 boxes
  - Discuss each box with your co-teaching partner
  - Take 5-10 minutes to fill out last two boxes and share with your partner
- 



## Getting to Know Each Other



### Setting Up Expectations


- Take your time filling out the question sheet individually
- When finished, switch papers with your co-teacher and read through their responses
- This is not the time to comment on your partner's responses
- Jot down thoughts you have in response to the questions
- At the end, come back together with your co-teacher and discuss your reactions







## Conflict Resolution

- One of the most difficult parts of co-teaching
  - Unavoidable
  - Not a win/lose situation
  - Remember, co-teaching is a marriage
- 

## Conflict Resolution

Have a plan in place specifically for conflict

- Knowing Myself and My Partner
- Plan for a mediator
- Be honest, but kind
- Use “I” Messages
  - “When you \_\_\_\_\_, I feel \_\_\_\_\_.”
- Have a solution to suggest



# The Six Co-Teaching Models

What is it?

*“Co-teaching is two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students.”*

- Nevin, a., Thousan, J., Villa, R. A., 2013

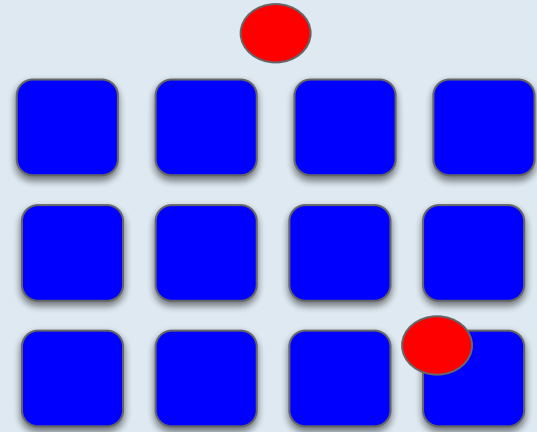




## Supportive

### **One leads, One supports**

One teacher takes primary responsibility for designing and delivering a lesson, while the other member of the co-teaching team provides support to some or all of the students in the classroom. This model can also be used for student/teacher observation with a purpose or specific reason.

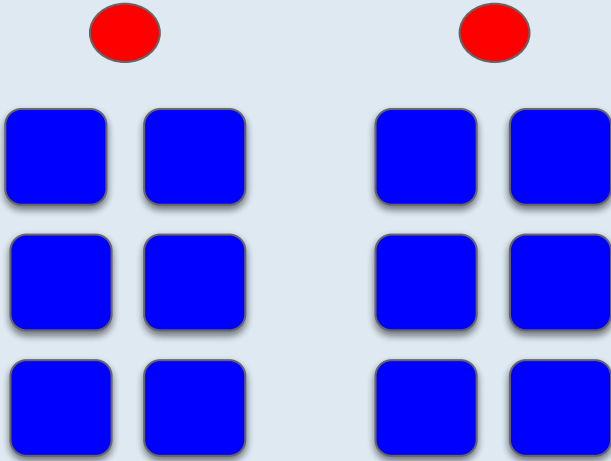




## Parallel

### Two at Once

The class is divided in half. The co-teachers instruct, monitor, or facilitate the same lesson to the two separate heterogeneous groups at the same time.

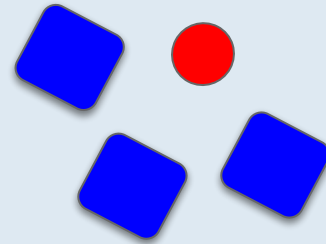
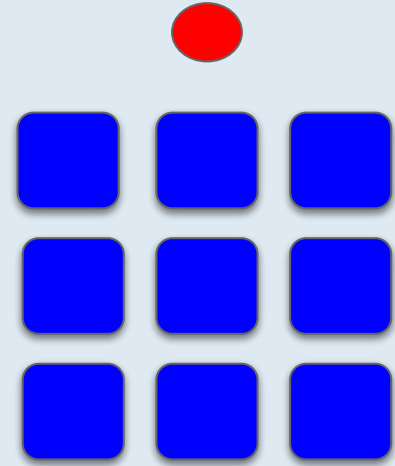





## Alternative

### **One Large, One Small**

One co-teacher instructs the whole group, while the other takes a small group for intervention in the same room. This helps to monitor and facilitate varied groups.





Team,  
Complementary  
& Stationary

Team Teaching: Two is Better than One

Complementary: One Leads, One Models

Stationary: Divide and Conquer





## Activity!

In your group:

- Review your assigned co-teaching model
- Plan a mini lesson to teach the model to others in the style of that model
- You should cover the pros and cons of the model
- Include a visual representation to facilitate understanding
- You will have 5 minutes to plan, and 5 minutes to teach to others.



3:59







## Collaborative Co-Planning

*“Failing to plan, is a plan to fail.”*

*“In a co-teaching partnership, the desired outcome is the implementation of a co-taught differentiated lesson that results in student learning.”*

- Nevin, a., Thousan, J., Villa, R. A., 2013





Use the DELIVER tool to guide your co-planning:

Differentiation

Engagement of Students

Language & Content Objectives

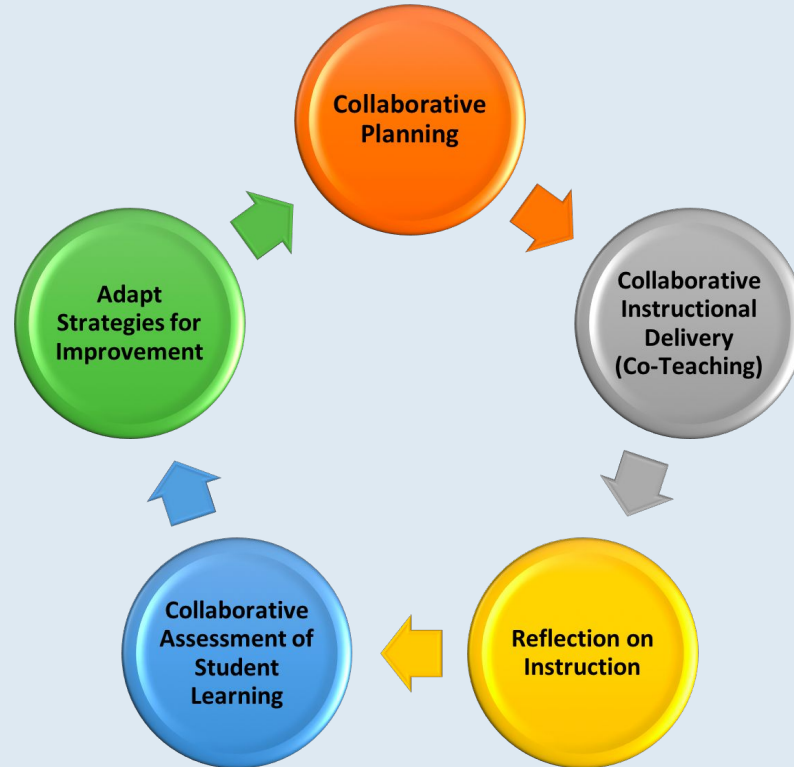
Instructional Strategies

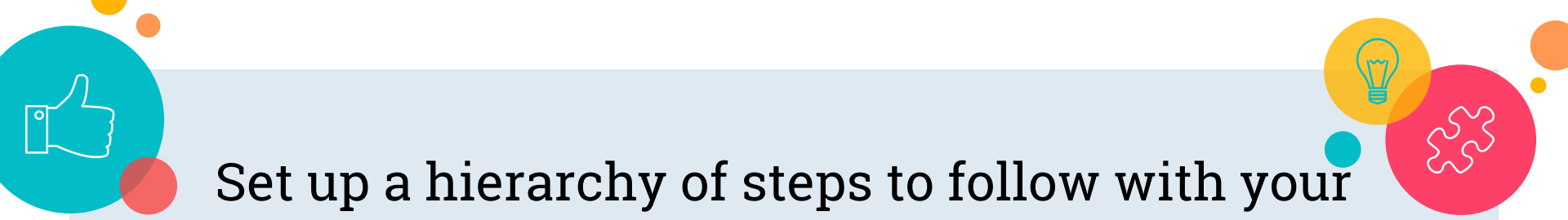
Varied Co-Teaching Models

Equity and Parity Established

Rigor

# The Collaborative Instructional Cycle





# Set up a hierarchy of steps to follow with your co-teachers when planning to optimize your time!

Consider the following:

- Who is responsible for what before you meet?
- When you meet, how will you write the plans?
- How much time should you spend on each item?
- Have you allowed time for reflection?
- Have you allowed time for reviewing student work?
- Have we used the Co-Teaching Self-Assessment Checklist for guidance?



# Sample Lesson Plan Template

**Co-Teaching Lesson \_\_\_\_ Grade – Week (Number) : (Date)**

GE Teacher: \_\_\_\_\_ EL Specialist: \_\_\_\_\_ Time: \_\_\_\_\_

Day: Monday Tuesday Thursday Friday

Subject Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Content Standard: \_\_\_\_\_

Lesson Objective: \_\_\_\_\_

Language Objective: \_\_\_\_\_

Essential Questions: \_\_\_\_\_

Key Vocabulary: \_\_\_\_\_

Pre-Assessment: \_\_\_\_\_

Materials and who will prepare them:

Classroom Teacher: \_\_\_\_\_ Specialist: \_\_\_\_\_

Graphic Organizer / Thinking Map: \_\_\_\_\_

How will we know if they have reached the learning target? \_\_\_\_\_

How will we monitor progress? \_\_\_\_\_

Habits students must be able to do: \_\_\_\_\_



# Sample Lesson Plan Template

Co-Teaching Lesson \_\_\_\_ Grade – Week (Number) : (Date)

<u>Lesson DAY</u>	<u>Co-Teaching Approach(es)</u>	<u>Time</u>	<u>GE Teacher – T1</u>	<u>EL Specialist – T2</u>	<u>Considerations: Adaptations, Differentiations, Accommodations</u>
<b>Beginning:</b> Student /Behavior Expectations	<input type="checkbox"/> Supportive <input type="checkbox"/> Parallel <input type="checkbox"/> Stationary <input type="checkbox"/> Alternative <input type="checkbox"/> Complementary <input type="checkbox"/> Team		Address the role of the General Education Teacher  GE Teacher: "What will I do?" "If one is doing this, then ____"	Address the role of the EL Specialist  EL Specialist: "What will I do?" "If one is doing this, then ____"	Here you can address differentiation for students on IEP's, or accommodations for behaviors.
<b>Middle:</b> Conversation Help Activity Movement Participation Success	<input type="checkbox"/> Supportive <input type="checkbox"/> Parallel <input type="checkbox"/> Stationary <input type="checkbox"/> Alternative <input type="checkbox"/> Complementary <input type="checkbox"/> Team				You may want to write supports for students at different levels for differentiation.
<b>End:</b> C- H- A- M- P- Success!	<input type="checkbox"/> Supportive <input type="checkbox"/> Parallel <input type="checkbox"/> Stationary <input type="checkbox"/> Alternative <input type="checkbox"/> Complementary <input type="checkbox"/> Team				You may also make your groups if using the stationary or parallel approach



Questions?