



# Welcome

*Please complete the "Personal Characteristics" reflection form in the left side of your folder.*



# Co-Teaching In The Classroom

**Presentation by: Belinda Rosario, Candace Coles  
Pamela Redmon & Judie Strawbridge  
Prince George's County Public Schools  
Region IV**



# PURPOSE

To expose educators to the techniques, models, and best practices for implementing appropriate co-teaching programs.



# OBJECTIVES

**At the conclusion of this workshop participants will...**

- **define co-teaching;**
- **recognize the importance of co-teachers having common instructional beliefs and a shared vision;**
- **explain the 5 models of co-teaching; and**
- **discuss various planning techniques that will enhance successful co-planning;**

**in order to implement an effective co-teaching program.**



# Definition of Co-Teaching

Co-teaching is...

- an approach to program delivery where two or more teachers (general and special education teachers) share teaching responsibilities within a general education classroom.





# Definition of Co-Teaching

Co-teaching is...

- when both teachers interact with all of the students at different times.





# Definition of Co-Teaching

Co-teaching is...

- using various arrangements of students and group sizes, so each student's educational potential is recognized.

*Co-teachers are jointly committed to "our" students, not "yours" and "mine."*



# A Shared Vision

*"Personal Characteristics"*

## Courageous Conversations

- Instructional Beliefs
- Roles and Responsibilities
- Classroom Management
- Planning
- Problem Solving
- Pet Peeves



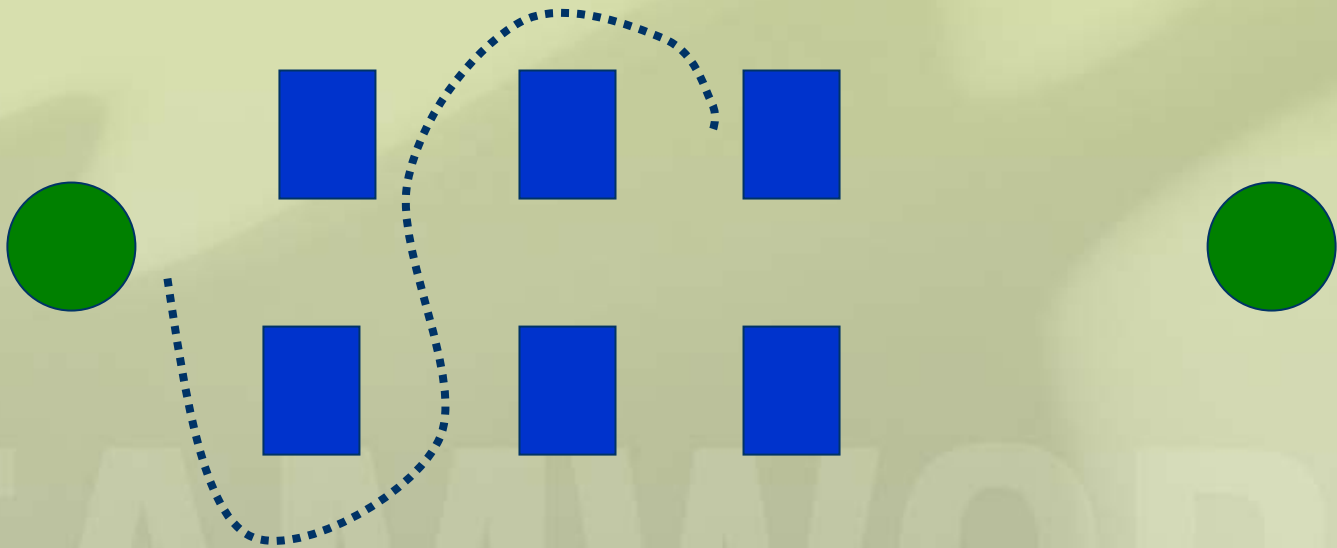
# Five Classroom Models of Co-teaching

- One Teach, One Assist
- Alternative Teaching
- Parallel Teaching
- Station Teaching
- Team Teaching



# One Teach, One Assist

One teacher leads the lesson and one teacher observes and assists students.





# One Teach, One Assist

## Strengths

- Limited teacher planning
- Provides basic support to students with diverse needs

## Challenges

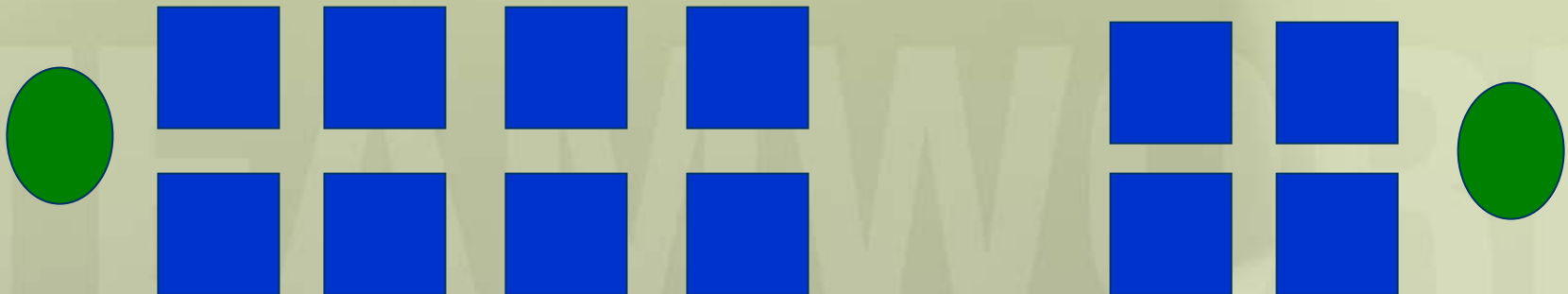
- The “assist” teacher may feel like a glorified teacher’s assistant
- Students may question the “assist” teacher’s authority

Consider having the general educator and special educator alternate roles between support teacher and lead teacher.



# Alternative Teaching

- One teacher works with a large group while the other teacher is working with a small group of students.
- Small groups can be pulled for pre-teaching, re-teaching, enrichment, interest groups, special projects, make-up work or assessment groups.





# Alternative Teaching

## Strengths

- All students, including students with disabilities, benefit from small group instruction.
- If the General Educator and Special Educator alternate roles, equal status is maintained.

## Challenges

- Be careful to pull small learning groups that span various purposes. The small learning groups should not always be your students with Special Needs.

Consider having the general educator and special educator alternate roles between support teacher and lead teacher.

Source: Co-Teaching: Guide for Creating Effective Practices, Focus on Exceptional Children, November 1995.



# Parallel Teaching

The class is divided in half. Both teachers plan instruction jointly and are teaching the same lesson at the same time to heterogeneous groups.





# Parallel Teaching

## Strengths

- Lowers student to teacher ratio
- Allows for increased student interaction and/or student to student interaction
- Allows the teacher to monitor individual student progress and understanding more closely

## Challenges

- General Educator and Special Educator need to coordinate teaching so that students receive essentially the same instruction within the same amount of time
- Noise levels may be high

Source: Co-Teaching: Guide for Creating Effective Practices, Focus on Exceptional Children, November 1995.





# STATION TEACHING

## Strengths

- Professional engagement
- Increase instructional intensity
- Individualization

## Challenges

- Pacing
- Students need to work independently
- Noise level



# Team Teaching

- Both the general educator and the special educator share in the instruction of students.
- One teacher may lead the discussion while the other models or demonstrates.
- Team teaching affords the ability to model quality team and interpersonal interactions.





# Team Teaching

## Strengths

- Allows both teachers to blend their teaching styles and expertise

## Challenges

- Requires more planning
- Requires high levels of trust and commitment

Source: Co-Teaching: Guide for Creating Effective Practices, Focus on Exceptional Children, November 1995.



# Effective Co-Planning Techniques

- Joint Planning Time
- Division of Responsibilities
- Developing IEPs
- Implementing Classroom Management
- Communication with Parents
- Holding Parent Conferences
- Classroom Discipline



# Benefits of Co-Teaching

Co-Teaching benefits general and special education students, teachers, parents, and the learning community.

For students, co-teaching...

- develops respect for differences
- creates a sense of belonging
- enables development of friendships
- provides affirmation of individuality
- develops empathetic skills
- provides peer models



# Benefits of Co-Teaching (cont'd.)

For teachers, co-teaching...

- develops an appreciation for diversity
- creates an awareness of the importance of direct individualized instruction
- enhances instructional knowledge base
- teaches collaborative problem-solving skills
- develops teamwork skills
- increases ways of creatively addressing challenges



# Benefits of Co-Teaching

For parents, co-teaching...

- promotes a more rigorous curriculum
- develops an appreciation for diversity
- positive social and academic benefits for their children



# Benefits of Co-Teaching (cont'd.)

For learning communities, co-teaching...

- promotes the civil rights of all individuals
- supports the social value of equality
- builds supportiveness and interdependence
- maximizes social peace

TEAMWORK



***“Children who learn together,  
learn to live together.”***



*“Teach them well and  
let them lead.”*



04.26.2006 11:28



*“They can because they think they can”* - Virgil, Roman epic poet (70 BC - 19 BC)





# Questions and Answers



TEAMWORK



# Resources

- Cook L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*. 28(3), 1-16.
- Wong H. & Wong, R. (1988). *The first days of school*. Mountain View: Harry K. Wong Publications, Inc.
- Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*, Revised edition. Washington, D. C.: National Association for the Education of Young Children.
- Lieber, J., Hanson, M.J. Beckman, P.J., Odam, S.L., S.R. Horn, E., & Wolery, R.,A. Key influences on the initiation and implementation of inclusive preschool programs. *Exceptional Children*
- Sandall, S., Schwartz, I., Joseph, G. Chou, H.Y., Horn, E., Libber, J., Odom, S., Wolery, R.A., and the ECR II. *Building Blocks for successful early childhood programs*. Strategies for including all children. Baltimore: Brookes Publishing Co.



# Resources (cont'd)

- Wolery, R. A., & Odom, S.L. (2000). *An administrator's guide to preschool inclusion*. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.
- Sexton, D., Snyder, P., Wolfe, B. Labman, M., Stricklin, S., Akers, P. (1996). Early intervention inservice training strategies: Perceptions and suggestions from the field. *Exceptional Children*, 62, 486-495.
- <http://www.uni.edu/coe/inclusion>



# Contact Information

- Belinda Rosario – [belinda.rosario@pgcps.org](mailto:belinda.rosario@pgcps.org)
- Candace Coles – [candace.coles@pgcps.org](mailto:candace.coles@pgcps.org)
- Pamela Redmon – [pamela.redmon@pgcps.org](mailto:pamela.redmon@pgcps.org)
- Judie Strawbridge – [jud.strawbridge@pgcps.org](mailto:jud.strawbridge@pgcps.org)



# Special Thanks

- **Pamela Redmon**  
**Prince George's County Public Schools**  
**Region IV Supervisor**
- **Judie Strawbridge**  
**Prince George's County Public Schools**  
**Regional Resource Teacher**
- **Debby Harris and Lydia Jones-Nunn**  
**Prince George's County Public Schools**  
**Early Childhood Special Education Supervisors**