



New York State Education Department
Office of Special Education
Educational Partnership





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Co-Teaching: A Comprehensive Approach

Module 1: Six Models of Co-teaching

Produced by the Technical Assistance Partnership for Academics at University of Albany.



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Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Training Objectives

Participants will be able to:

- Understand co-teaching as an instructional delivery model.
- Learn the 6 models of co-teaching and how to effectively implement them.
- Gain skills for matching the co-teaching models to elements of their lessons.
- Identify a co-teaching model in a given scenario.

Agenda

- Welcome
- Purpose and Outcomes
- Sections
 - Overview of Co-teaching
 - 6 Models of Co-teaching
 - Identifying Co-teaching Models in a Scenario
- Wrap-up and Survey

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Learning Objective



- Participants will understand co-teaching as an instructional delivery model.

Co-Teaching Clarified

- NYS includes an optional special education service called integrated co-teaching (ICT) in the regulations.
- In classrooms that provide ICT there is a general education teacher and a special education teacher working together to create and implement lessons that match the needs of all learners in the room.
- The instructional methodology/structure that the teachers use has been referred to as co-teaching in educational research.
- This methodology can be applied in any situation when two teachers provide instruction together, not just ICT.

In this training we will be focusing on the instructional methodology of co-teaching, not the special education service ICT.

Integrated Co-Teaching Services:

Section 200.6(g) A school district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

Regulations

Concept of Instructional Delivery Model

Who Can Be a Partner in the Co-Teaching Instructional Delivery Model?

- Special Education Teacher
- Transdisciplinary Teachers
- Speech Language Pathologist
- Gifted and Talented Teacher
- Library Media Specialist
- English as a New Language (ENL) Teacher
- School Counselor/School Psychologist/Social Worker

Co-Teaching

What it Is...	What it Is Not...
joint responsibility for planning, instructional delivery, assessment, and classroom management	one teacher responsible for all planning, instructional delivery, assessment and classroom management
a component of continuum of services for students with disabilities	having a smaller class in a large room
both professionals planning lessons to meet the needs of all learners	an extra set of hands in the classroom
both professionals being responsible for all students	a special educator working only with the students with disabilities
both teachers plan when each co-teaching model will be used in the lesson	one teacher teaching and the other teacher assisting

Three Topics that are Most Commonly Addressed When Co-Teaching Programs and Practices are Studied:

(a) teachers' roles and relationships, including their perceptions of co-teaching and its impact and effectiveness;

(b) issues related to program logistics, including common planning for co-teachers and scheduling students into co-taught classes; and

(c) the impact of co-teaching on student learning, behavior, and perceptions, including academic achievement, attendance, and discipline reports.

Research Foundation

Benefits of Co-Teaching Students in the Classroom

Curriculum	Social	Teacher Attention
<p>Students with disabilities gain access to the general education curriculum <i>(Basso & McCoy, 2007; Lawton, 199; Magiera, Smith, Zigmond & Gebauer, 2005; Rice, Drame, Owens, & Frattura, 2007)</i></p>	<p>Reduced social stigma associated with leaving the classroom for special education services <i>(Afflect, Madge, Adams, & Lowenbraun, 2000; Basso & McCoy, 2007; Friend & Cook, 2005)</i></p>	<p>Students receive more teacher attention <i>(Capp, 2004; Lawton, 1999; Walther-Thomas, in Mitchell, 2005; Villa, Thousand, & Nevin, 2004)</i></p>
<p>Enhanced academic performance <i>(Afflect et al., in Popp, 2000; Dieker and Jones, in Capp, 2004; Magiera et al., 2005; Schwab Learning, in DSSU website n.d.; Walther-Thomas, in Villa et al., 2004)</i></p>	<p>Positive effects on self-efficacy <i>(Afflect et al., in Popp, 2000; Dieker and Jones, in Capp, 2004; Villa et al., 2004)</i></p>	<p>Learning problems can be identified earlier <i>(Lawton, 1999)</i></p>
<p>Increased literacy achievement <i>(Miller, Valasky, & Molloy, in Cramer et al., 2006; Welch, in Santamaria & Thousand, 2004)</i></p>	<p>View themselves as capable learners <i>(Walther-Thomas, in Mitchell, 2005)</i></p>	<p>Increased individualized instruction <i>(Basso & McCoy, 2007)</i></p>

Benefits of Co-Teaching Teachers in the Classroom

Instruction	Professional Growth	Collaboration
<p>Ability to intensify instruction <i>(Friend & Pope, 2005)</i></p>	<p>Receive personal and professional support <i>(Capp, 2004; Cramer, 2006; Cramer & Stivers, 2007; Lawton, 1999; Villa, et al., 2004; Walther-Thomas, in Mitchell, 2005)</i></p>	<p>Sharing of knowledge, skills, and resources between co-teachers <i>(Friend & Pope, 2005; Santamaria & Thousand, 2004)</i></p>
<p>Reduced discipline problems <i>(Basso & McCoy, 2007; Schwab Learning, in DSSU website, n.d.)</i></p>	<p>Opportunities for professional growth <i>(Basso & McCoy, 2007; Bauwen & Hourcade, in Mitchell 2005; Friend & Reisling, in Tichenor, 2004; Villa et al., 2004)</i></p>	<p>Provides a sense of camaraderie between participating teachers <i>(Friend & Pope, 2005)</i></p>
<p>Reduced student-teacher ratio <i>(Austin, in Beamish, Bryer, & Davies, 2005; Villa et al., 2004)</i></p>	<p>Willingness to try new things and be more creative <i>(Basso & McCoy, 2007; Friend & Cook, in Gately & Gately, 2001; Santamaria & Thousand, 2004; Villa et al., 2004)</i></p>	<p>Improved communication between general and special educators <i>(Basso & McCoy, 2007)</i></p>

Benefits of Co-Teaching Within the School Community

Students	Staff	Parents
<p>Fewer referrals for special education services <i>(Basso & McCoy, 2007; Lawton, 1999; Pugach & Johnson, in Villa et al., 2004; Schwab Learning, in DSSU website, n.d.)</i></p>	<p>Enhanced sense of community within general education classrooms <i>(Capp, 2004; Villa et al., 2004; Walther-Thomas, in Mitchell, 2005)</i></p>	<p>Parent satisfaction <i>(Afflect et al., in Popp, 2000; Cramer et al., 2006)</i></p>
<p>Provides a way to sustain inclusive practices <i>(Rice et al., 2007)</i></p>	<p>Staff more united <i>(Nordlund, in Beamish, Bryer, & Davies, 2006)</i></p>	<p>--</p>
<p>...can make RTI more efficient, effective, and realistic <i>(Murawski & Hughes, 2009)</i></p>	<p>--</p>	<p>--</p>

Strength of Two Teachers

In a co-teaching situation, it helps to think of both providers as specialists.

For example, you may have a general doctor and a cardiologist. Each have their own area of expertise.

Too often, in co-teaching, the general education teacher is thought of as the lead teacher and the service provider is thought of as a teaching assistant. This is inaccurate and would liken more to a doctor/nurse relationship rather than two specialists with their own areas of expertise.



Myths

Co-teaching Instructional Delivery Model

- 1:** If two co-teachers get along, their students will show improvement.
- 2:** If a student is placed in a co-teaching classroom, he/she/they will show academic improvement.
- 3:** There is a lead teacher in co-teaching.
- 4:** Co-teaching is two teachers doing the exact same thing, at the exact same time.

Stop and Think



What have been the most important points from this section around understanding co-teaching as a service delivery model?

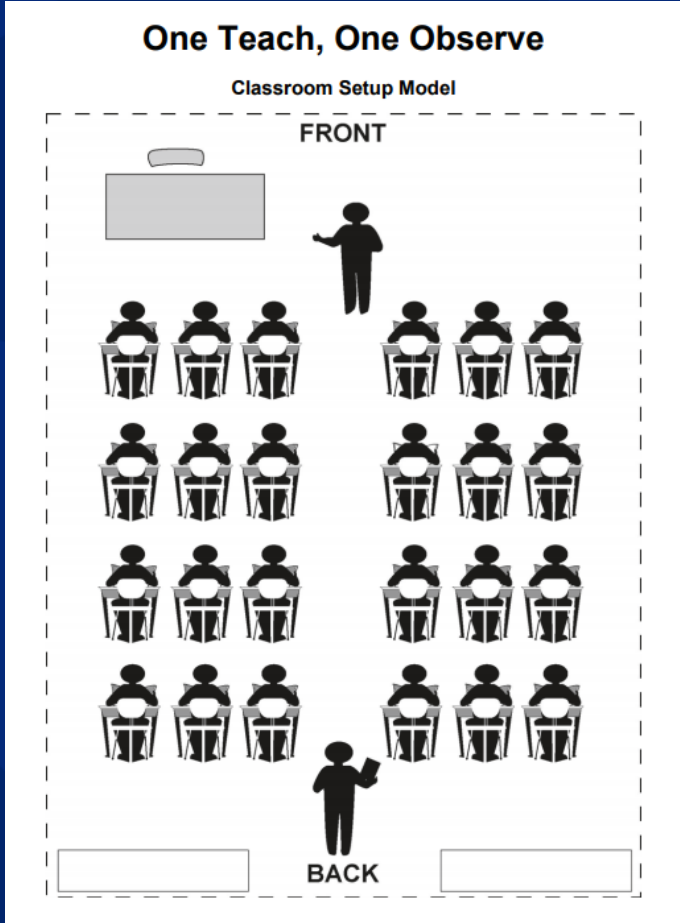
Learning Objectives



- Participants will learn the 6 models of co-teaching and how to implement them
- Participants will gain skills for matching the co-teaching models to elements of their lessons

Model 1

One Teach, One Observe



Structure and Definition Model 1

- In this co-teaching model, one teacher observes the lesson while the other teacher instructs the whole group. The observer has a specific focus, such as “academic, behavioral or social data on specific students or the class group” (Friend, Cook, Hurley, Chamberlain, & Shamberger, 2010).
- One teacher may observe one student, a group of students, or the entire class. Additionally, teachers may choose to use this model for feedback on their practice (Friend, 2019).

When to Use Model 1

One Teaching, One Observing is **Used Frequently for Short Periods of Time**

- In new co-teaching situations to gain an understanding of the range of needs of the class
- When questions arise about students (behavior or academic)
- To gather data on student progress
- To compare target students to others in class
- To determine who is participating during various learning activities
- When any data needs to be collected

Roles and Responsibilities 1

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

- **General/Special Education Teachers** – one teaches the class while the other observes and collects data
- **Specialists**- observe whether student is using skills being taught in related service
- **Teaching Assistants** - observe and collect data
- **Teacher Aide** - collect data using prescribed rubric

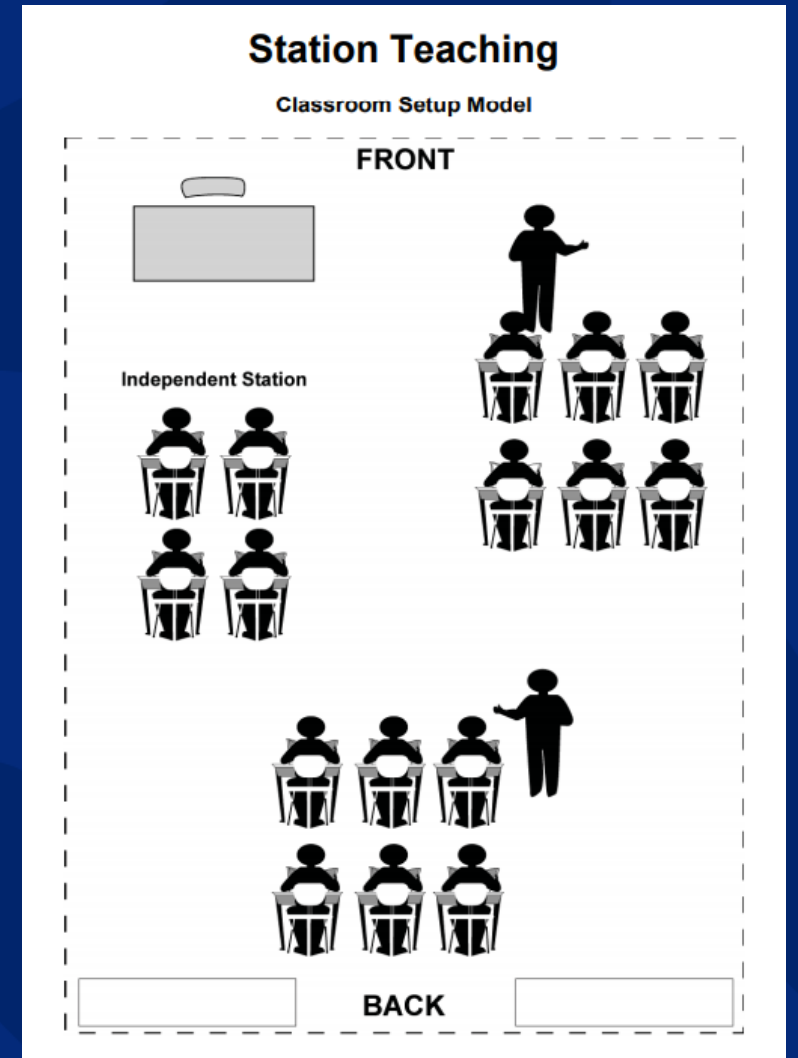
Co-Teaching

One Teaching, One Observing

Advantages of the Model	Challenges to Implementation
1) It is easier to gather data.	1) Deciding how to alternate who teaches and who observes
2) Adults can use current technology on devices to standardize some data collection.	2) Creating rubrics or forms to collect the data
3) An adult can focus on gathering data for specific students.	3) Explaining to students how this model works (adult in the class observing and taking notes) if they have never seen it
4) Teachers and specialists can make data-informed decisions about instruction.	4) Adults learning to observe without disturbing students' attention on the lesson
5) Teachers can give feedback to peers on how the presented lesson impacted observed students.	5) Students may see one teacher as the "real" teacher and the other as the aide

Model 2

Station Teaching



Structure and Definition Model 2

- In this co-teaching model, students are divided into three groups.
- Teachers divide instruction into three non-sequential stations and students rotate from station to station.
- Two stations are teacher-led and the third is for independent work (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010).
- Eventually, each teacher works with each student. Student groups are often heterogeneous; however, occasionally it may be appropriate to group students by ability, or have certain students repeat a station (Friend, 2019).

When to Use Model 2

Station Teaching is **Used Frequently**

- When content is complex but not hierarchical
- In lessons in which part of planned instruction is review
- When several topics comprise instruction
- When the lesson content can be segmented
- The stations can also be subdivided, given the organizational structure and tasks for each station

Roles and Responsibilities 2

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

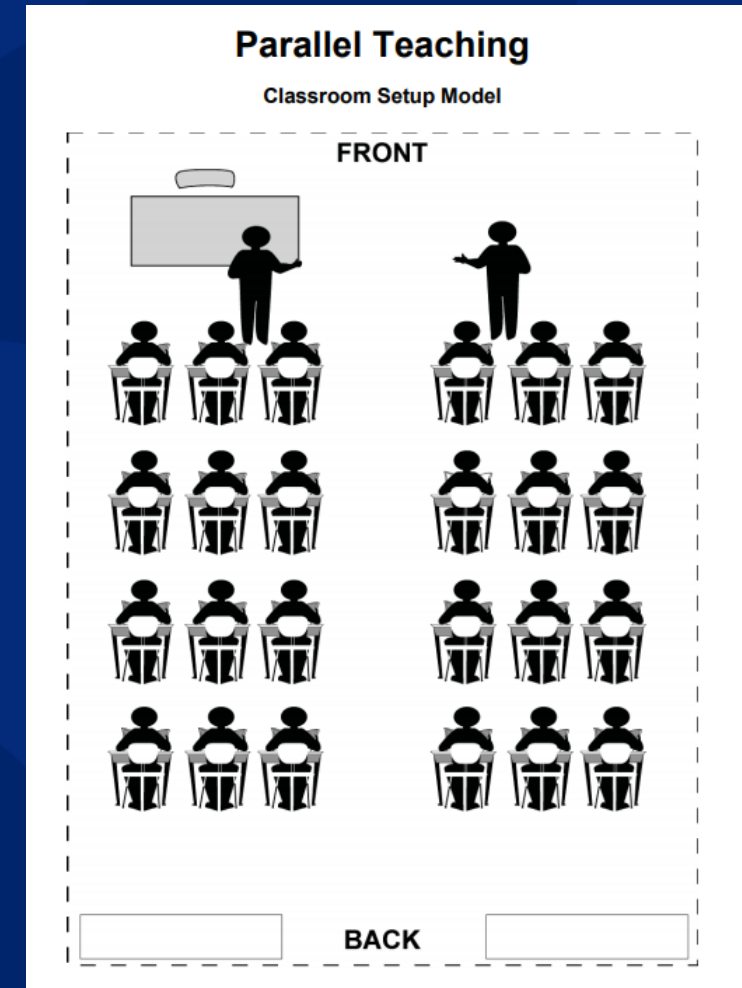
- **Classroom/Special Education Teachers** - are positioned at two of the stations to work with new learning elements
- **Specialists** - can be positioned at a station to provide related service related to the lesson in the classroom
- **Special Education Teacher Assistant** - positioned at new learning or review stations
- **Teacher aide** - are positioned at review station to support student learning

Co-Teaching Station Teaching

Advantages of the Model	Challenges to Implementation
1) Teachers can have more direct instructional time with the students.	1) Planning activities so that each station task is different from the others.
2) Can be used at the secondary level by dividing the station across two days.	2) Teachers and students may need to acclimate to noise level of several groups learning at once.
3) Direct support is available to many students.	3) Planning three tasks or learning elements that will take the same time to complete.
4) Teachers can use observational data from station work to adjust instruction to meet needs.	4) Deciding if the teachers or students will move between stations and what that will look like.
5) Increase in student participation because they are in smaller groups.	5)

Model 3

Parallel Teaching



Structure and Definition Model 3

- In this co-teaching model, students are divided into two groups and both teachers present the same material while allowing for differentiation and greater student participation (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010).
- This model allows more individualized attention by a teacher because the instructional groups are smaller. This strength can also allow the teacher to adapt instruction for the smaller group as their needs demand (Friend, 2019).

When to Use Model 3

Parallel Teaching is **Used Frequently**

- When a lower adult-student ratio is needed to improve instructional efficiency
- To foster and increase student participation in discussions
- For activities such as drill and practice, re-teaching, and test review
- To prepare two groups for a debate discussion about two perspectives
- To divide students into learning groups based on their beginning understanding of a topic

Roles and Responsibilities 3

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

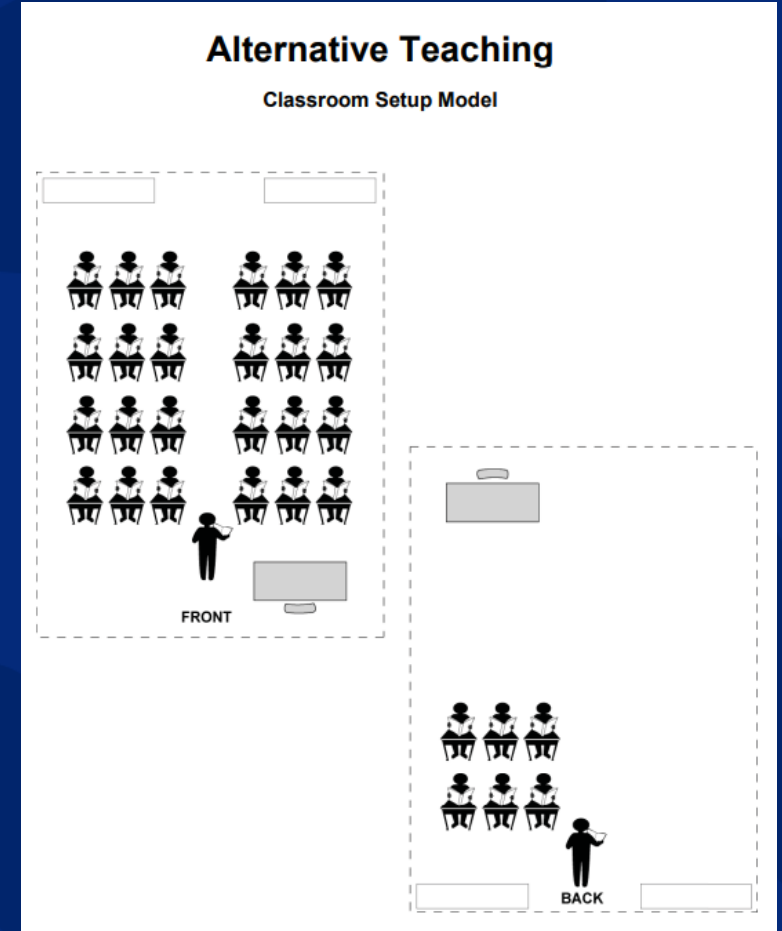
- **Classroom/Special Education Teachers** - each teacher instructs one group
- **Specialists** - can serve as an instructor of their topical area, e.g., language use, vocabulary, social emotional learning
- **Special Education Teacher Assistant** - can support the group learning
- **Teacher aide** - can review material that was previously presented

Co-Teaching Parallel Teaching

Advantages of the Model	Challenges to Implementation
1) It gives each teacher an active but separate, instructional role in the classroom.	1) Ensuring the instruction is equivalent in delivery.
2) Any topic with multiple dimensions can be presented, as long as the groups are brought back together for discussion.	2) Pacing of the lesson needs to be in sync.
3) Students can be strategically placed in two groups.	3) Teachers and students need to acclimate to the noise level of two active learning groups.
4) Teachers can maximize student participation and learn more about the individual learner.	4) Planning the groups for different needs can take time.
5)	5) Teachers need to know the learning and behavior issues of the students in order to group the students appropriately.

Model 4

Alternative Teaching



Structure and Definition Model 4

In the alternative teaching model, one teacher instructs the larger group of students while the other instructs a smaller group that has specific needs.

This model may be used when a group of students needs remediation or additional scaffolding, additional practice, enrichment, or pre-teaching of concepts or vocabulary (Friend, 2019).

When to Use Model 4

Alternative Teaching is **Used Occasionally**

- In situations where students' understanding or context of concepts varies widely
- When high levels of mastery are expected for all students
- When enrichment is desired
- When some students need intensive small group instruction
- When pre-teaching of a concept is needed

Roles and Responsibilities 4

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

- **Classroom/Special Education Teachers** - one teacher instructs the larger group, the other teacher instructs the group with specific learning needs
- **Specialists** - can instruct their area in one of the groups during a lesson that includes the skill (social emotional, fine motor, speech and language)
- **Special Education Teacher Assistant** - can support the learning of one group
- **Teacher aide** - can provide review of information in a group

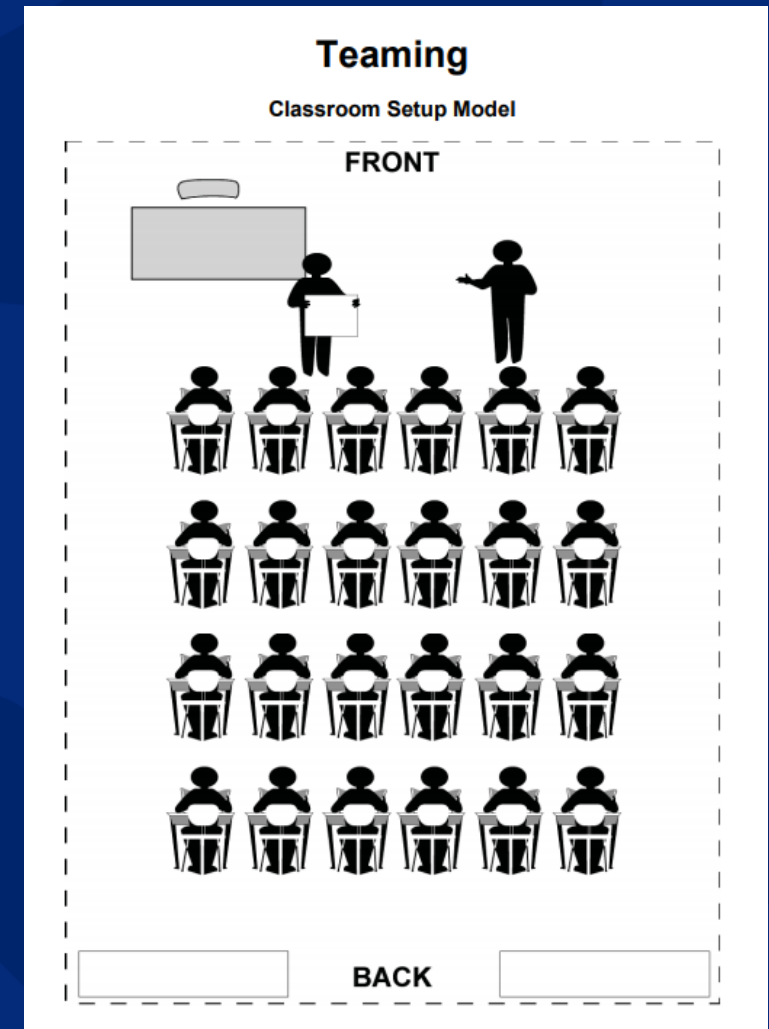
For this approach to be successful, the purpose for the small group and its membership should vary.

Co-Teaching Alternative Teaching

Advantages of the Model	Challenges to Implementation
1) This model provides flexibility and solid support for students.	1) Increased planning time.
2) It allows for mini-lessons to be taught to help meet student needs, without disrupting whole group instruction time.	2) Ensuring that the group being pulled is not always the students with disabilities but instead the focus is on learning needs of all students.
3) Increased participation by students in the group because of a smaller group size.	3) Teachers need to know the learning issues of the students in order to group the students appropriately.
4) Opportunity for teachers to know more about the individual learner.	4) Making sure that the teacher pulling the group is not always the same teacher.
5)	5) Teacher and students in alternative group will have to acclimate to the noise level of the larger group while they are working.

Model 5

Teaming



Structure and Definition Model 5

In the teaming co-teaching model, two teachers both contribute to instruction, teaching the whole class together. A strong relationship and fluid exchange between the teachers make this model more effective (Friend, 2019).

It may be used for specific teaching points in which two teachers are required. Examples can include a demonstration of skills related to opposing viewpoints or opinions as well as illustrating two ways to solve problems (Friend, 2014).

When to Use Model 5

Teaming is **Used Occasionally**

- When two heads are better than one or experience is comparable
- During a lesson in which instructional conversation is appropriate
- In co-teaching situations in which the teachers have considerable experience and a high sense of comfort
- When a goal of instruction is to demonstrate some type of interaction to students

Roles and Responsibilities 5

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

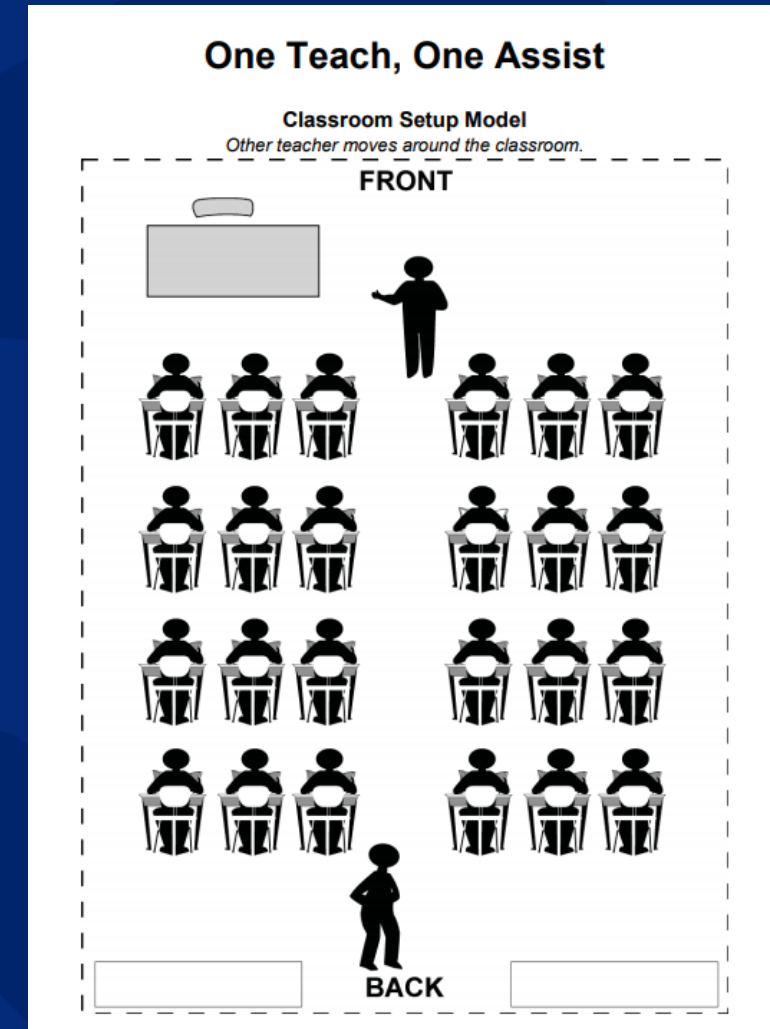
- **Classroom/Special Education Teachers** - share the presentation of instruction
- **Specialists** - serve as one of the teaming co-teachers during a lesson that includes the skill (social emotional, fine motor, speech and language)
- **Special Education Teacher Assistant** - support the instruction in the classroom during teaming
- **Teacher aide** - support review learning

Co-Teaching Teaming

Advantages of the Model	Challenges to Implementation
1) Working with another teacher to present a lesson can be energizing.	1) It does not lend itself to smaller student grouping for instruction.
2) Partners learn more about instructional practices, and therefore engage more students in learning.	2) This is the most interpersonally complex co-teaching approach and it can take a while for partners to adapt to teaming.
3) Two teachers conducting a lesson can maintain the attention of the students.	3) Developing cues between the partners so they don't talk on top of each other may take time to learn.
4) This co-teaching approach allows teachers to demonstrate individual expertise.	4) It will take more planning time in the beginning.

Model 6

One Teach, One Assist



Structure and Definition Model 6

As the name suggests, in this model one teacher teaches the whole group while the other assists. Marilyn Friend writes that this is the ***most commonly used and yet least effective*** of the co-teaching models because it fosters dependent behavior and may distract students from the lesson. She recommends that it only be used when co-teachers are getting to know each other and the students (2019).

When to Use Model 6

One Teaching, One Assisting is Seldomly Used

- When the lesson lends itself to delivery by one teacher
- When one teacher has particular expertise for the lesson
- In new co-teaching situations it can be helpful as teachers learn about each other's presentation styles
- In lessons stressing a process in which student work needs close monitoring

Roles and Responsibilities 6

Classroom Teachers, Specialists, Teacher Assistants, and Teacher Aides

- **Classroom/Special education Teachers** - one teacher presents instruction while the other teacher moves around the classroom to support the learning
- **Specialists** - teach or move around the room during topic appropriate lesson
- **Special Education Teacher Assistant** - support students during instruction
- **Teacher aide** - reinforce learning

Each teacher should have the opportunity to lead instruction or drift if this approach is used.

Co-Teaching

One Teach, One Assist

Advantages of the Model	Challenges to Implementation
1) Content delivery teacher is entirely focused on the instruction.	1) This approach is not particularly useful to help focus student attention. Instead, it has the risk of distracting students during large-group instruction.
2) Management tasks like distributing materials and checking in with student responses or questions can be a focus of the other teacher(s).	2) There is a potential to be over used and abused.
3) It does not require a lot of planning time.	3) Removes the “special” from special education when the delivery is the same as it is in the classroom next door.
5)	4) Students can become dependent on the teacher who assists rather than becoming independent learners.

Compare and Contrast



Group 1: one teaching, one observing and station teaching

Group 2: station teaching and parallel teaching

Group 3: parallel teaching and alternative teaching

Group 4: alternative teaching and teaming

Group 5: teaming and one teaching, one assisting

Group 6: one teaching, one assisting and one teaching, one observing

Group 7: station teaching and parallel teaching

Learning Objective Review



Participants will be able to identify co-teaching model in a given scenario.

A. In Practice

What Model is This?

1) In biology class students are completing an experiment. One teacher continues to provide instruction and directions while the other moves around the classroom, checking to be sure the students are completing the experiment correctly.

2) The fifth grade class is reviewing long division. One teacher writes a problem on the board, and the students all solve it using individual whiteboards and markers. At one teacher's signal, they all hold up their whiteboards, and the other teacher scans to be sure that all the students have completed the problem correctly.

3) Students are working in small groups to identify geographical, historical, and social information on maps from the 18th and 19th centuries. One teacher is leading the class through a series of questions intended to guide the students' exploration. The other teacher is quietly coaching groups and individual students as they encounter challenges in answering the questions.

B. In Practice

What Model is This?

1) In algebra, co-teachers are working with students on the concepts of lines and slopes. At the beginning of the lesson, the specialist leads during the review and the general education teacher demonstrates the concepts using graphs on the board, interjecting clarifying questions. When the new concept is introduced, the teachers switch roles.

2) In a second grade classroom, students are learning about linear measure. On the day of the lesson the teachers are wearing different shoes: One has her typical size and the other has on her son's size 17 sneakers. The teachers demonstrate the difference in "six feet" when the shoe size is the measure and introduce the ruler, comparing it to each of the shoes. The students then measure

3) In a middle school science class, the teachers are debating whether global warming is something created by people or a natural phenomenon. Each makes several points. The students then are divided into groups (parallel teaching) to conduct further research on each point of view and later will continue the debate themselves.

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C. In Practice

What Model is This?

1) In an elementary math class, students are learning about estimating. One group is estimating distance, one time, and one mass. The first two groups are led by teachers; the third is independently completed by students working with a partner. During this 45-minute instructional period, all students rotate to all three stations.

2) In a high school U.S. history class, students are studying the industrial revolution. One group, led by a teacher, is discussing *The Jungle* by Upton Sinclair. A second group is reviewing material from the textbook with the other teacher. The third group is examining materials provided by the historical society. The students are discussing what life was like and writing fictionalized life stories.

3) In a middle school English class, one group is led by a teacher to work on close reading, looking for repeated phrases in the literature and analyzing why that technique is effective. Another group is working with the other teacher on academic vocabulary related to the unit. The third group is completing an extended reading assignment independently.

D. In Practice

What Model is This?

1) Two teachers are thinking that the school's intervention team should discuss a struggling student. They decide to observe the student working individually in order to gain insight on what he does when he cannot answer a specific question, how long he works before becoming distracted, and who he asks for assistance among his classmates.

2) In a high school classroom, the teachers would like to know which students attempt to answer teacher questions during large group discussion. Using a seating chart, one teacher tallies which students raise their hands as questions are asked.

3) In a middle school math class, students work on individual whiteboards, solving problems related to order of operations. One teacher walks through the classroom as students work, recording- before students wipe their whiteboards clean- which students solved each problem correctly.

E. In Practice

What Model is This?

1) Two elementary teachers know they have several students who would benefit from pre-teaching. One teacher pulls a small group and completes a mini-lesson on the new vocabulary while the other teacher finishes helping students put away materials from their writing project and prepare for social studies.

2) In a 7th grade math class, students have measured several round objects to determine perimeter and circumference. While some students independently complete a worksheet extending this concept, one teacher works with six students who do not yet seem to understand the concept.

3) The students in the 9th grade co-teaching section are being assessed on academic vocabulary considered a prerequisite for entry to high school. Across a three-day period, students move to a small group for the assessment. The teachers use this data to determine which students will need extensive assistance related to academic vocabulary and which exceed expectations and will need enrichment.

In Practice

What Model is This?

1) In an English/language arts class, all students are reading the same book. After completing four chapters, the teachers divide the students into two heterogeneous groups. The teachers run concurrent groups, asking the same guiding questions.

2) In a chemistry class, students have observed and participated in several demonstrations of chemical reactions. The teachers then divide the students into two groups to discuss what they have observed. Each group produces a chart of their responses, and they are posted so everyone in the class can see them.

3) In an elementary class, the standard being addressed is main idea and supporting details. The teachers divide the class in half so that as the students read several short passages, each student has twice as many opportunities to participate in the discussion of identifying these key components of paragraphs.

Exit Ticket



TIME: 15 minutes

TASK/ACTION PLAN: Write one example for each co-teaching model

MATERIALS: Participant Packet

Share Out: Whole group

Questions and Answers



Meeting Evaluation Survey

<https://www.mysurveylink.com>

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UNIVERSITY AT ALBANY

State University of New York

Break



Please return at 2:15pm

