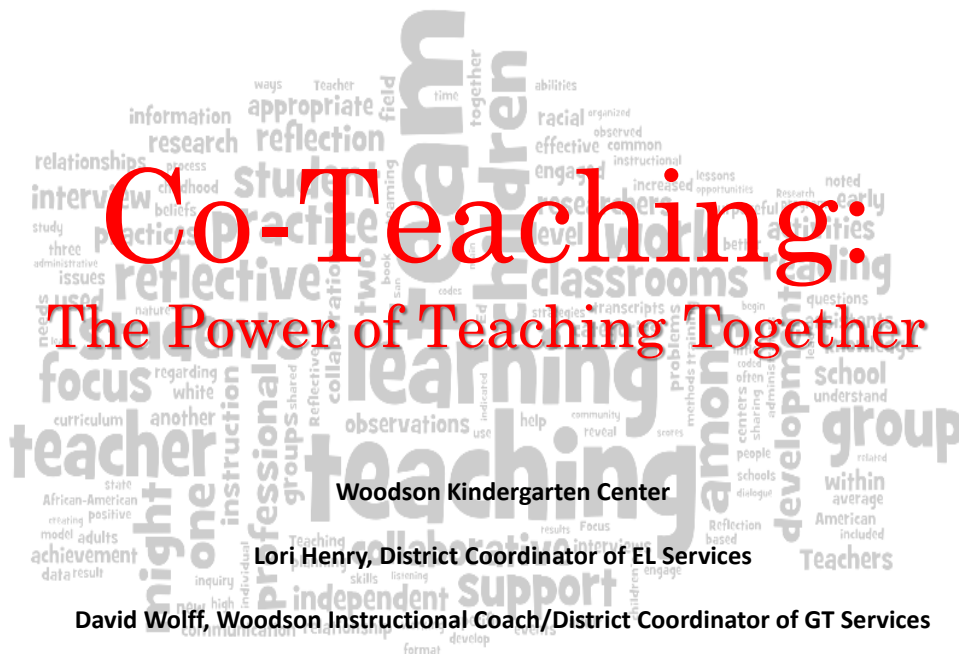
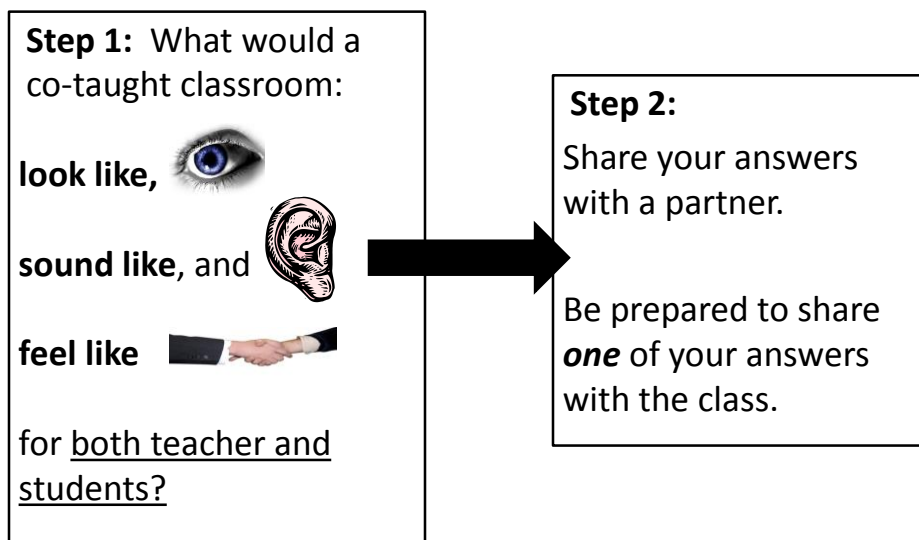
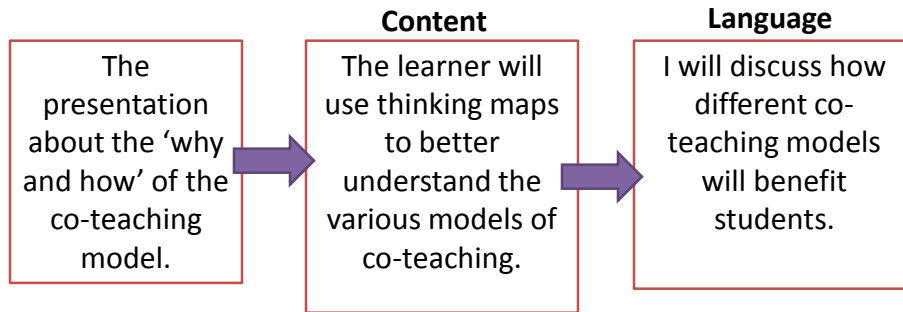


Materials Needed:

- Co-Teaching Video
- Benefits of Co-Teaching Circle Map Worksheet
- Cooperative Learning Multi-Flow Map Worksheet
- Co-Teaching Bridge Map Worksheet
- Co-Teaching Sort Game
- Co-Teaching Models Handout



Objectives



What is Co-Teaching

“Two or more team members teaching a class together. When special and general educators teach together, the motivation is often more effective instruction of a diverse group of students.”

- Snell and Janney, 2000

What is Co-Teaching?

Two professionals sharing instructional responsibility for one group of students in a content area to meet the diverse needs of the students.

- Content Specialist
- Strategy Specialist

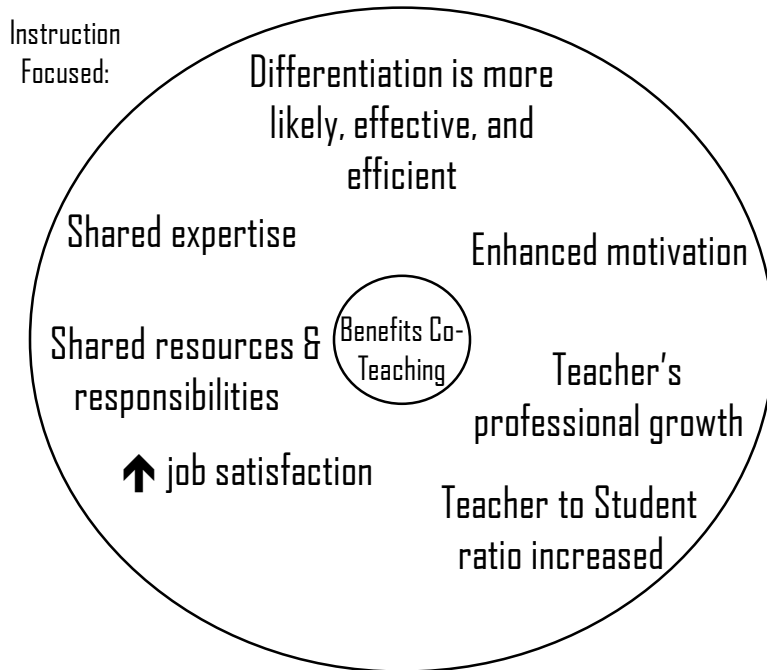
Resources are shared

Same location

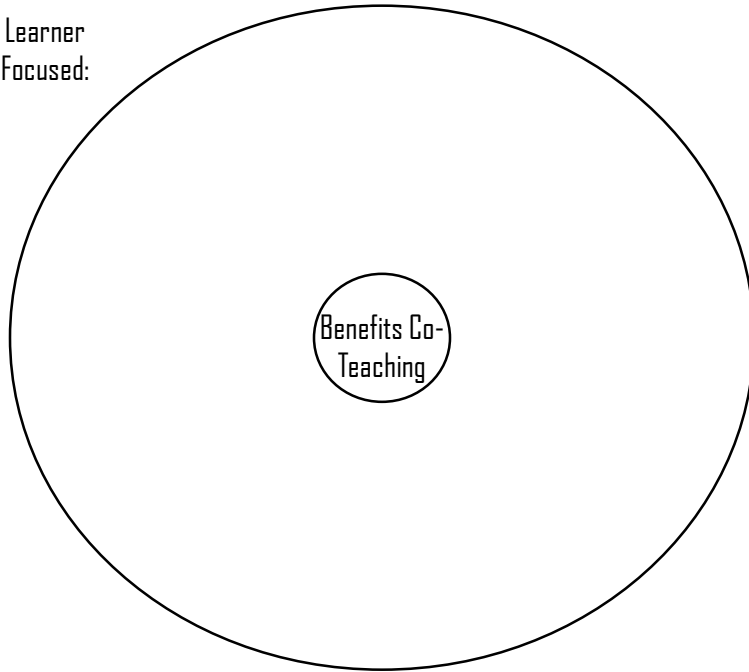
Both responsible for all students

- Using terms: our books, we will teach, we want students to...
- Tiered activities, flexible groups, and SHARED responsibility to the IEP's

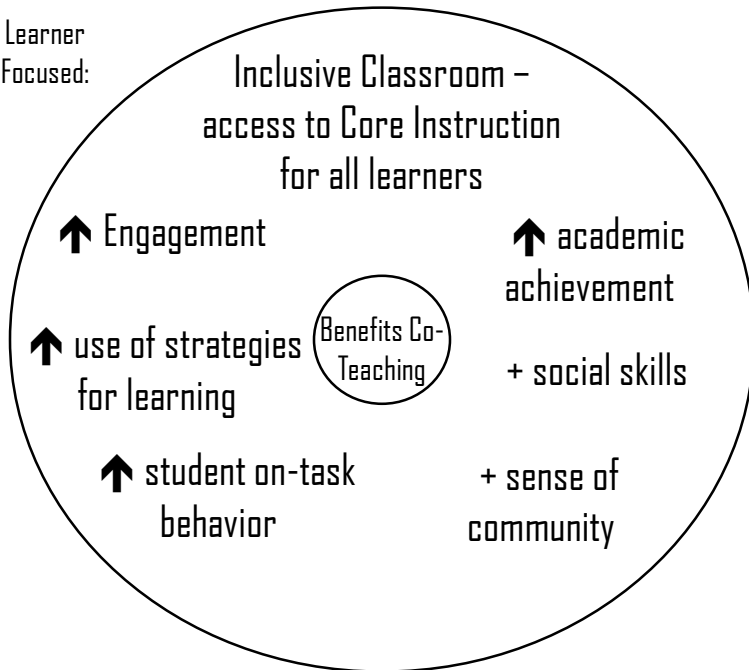
CO-TEACHING VIDEO



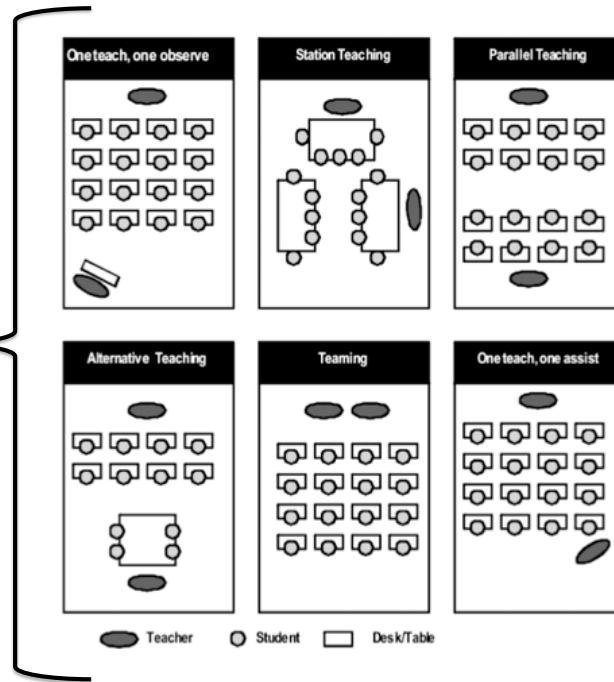
Learner
Focused:



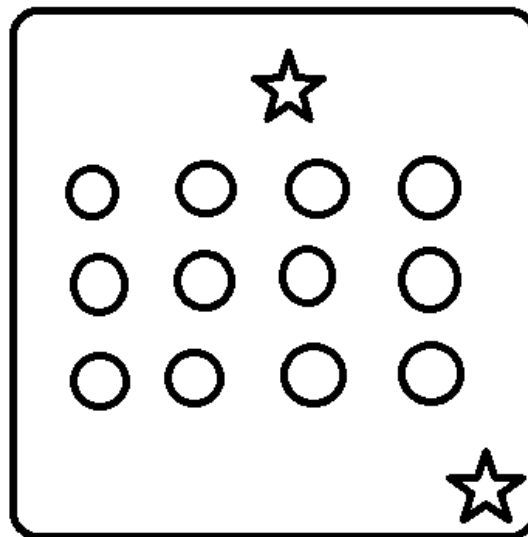
Learner
Focused:



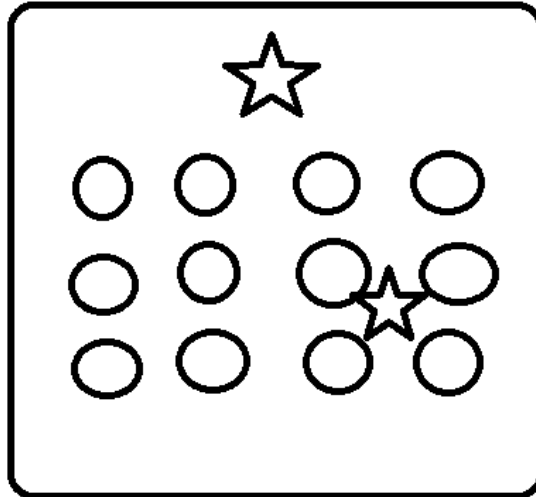
6 Models of Co-Teaching



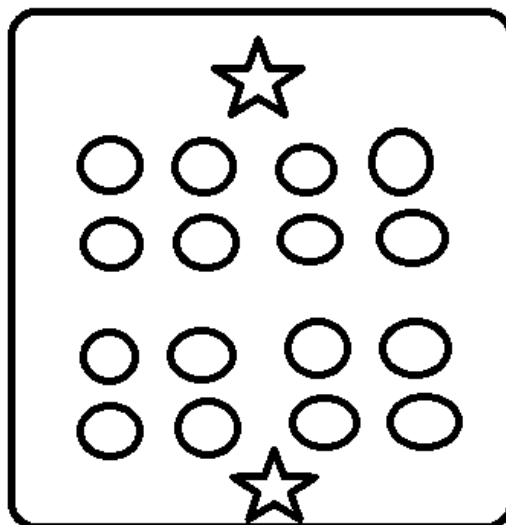
One teach, one observe



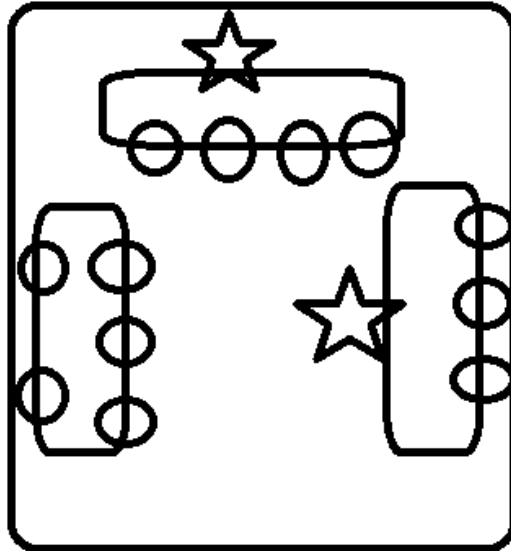
One teach, one assist



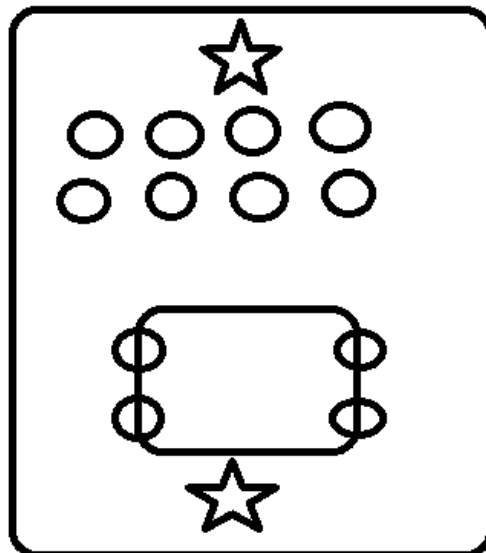
Parallel Teaching



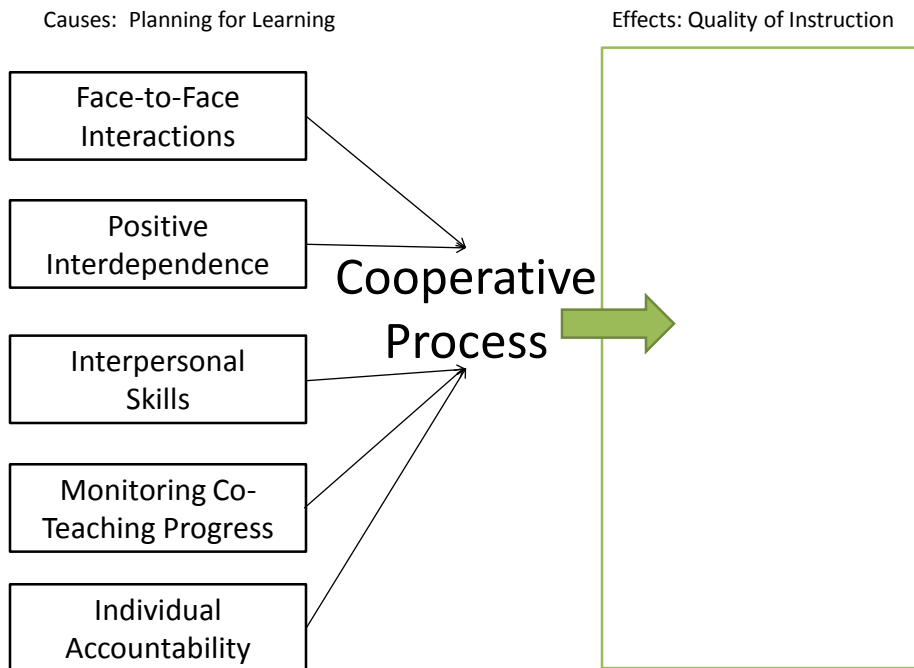
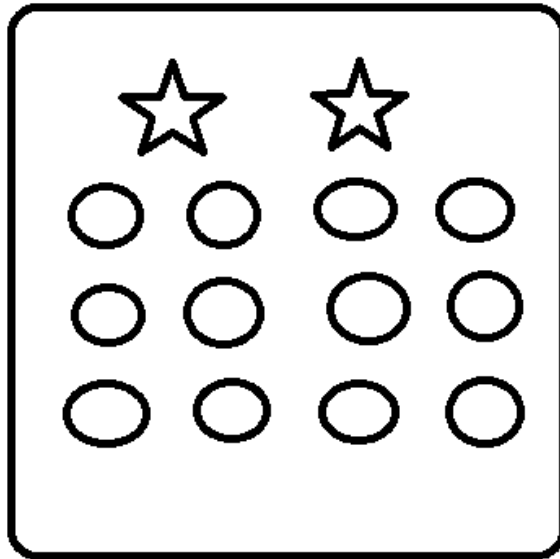
Station Teaching



Alternative Teaching



Team Teaching



Planning Together

Parity	Using Data for Flexible Groups	Planning for Modifications	Communication	Giving Feedback
<p>Sharing instructional responsibility</p> <p>Equal responsibility for all students</p> <p>Ground rules established by both</p>	<p>Collaborate at Data Meetings</p> <p>Build in formative assessments; regroup as needed</p>	<p>Supports and enrichments as needed</p> <p>Language needs considered</p> <p>Planning for all learning styles</p> <p>Appropriate Scaffolding to make instruction accessible by all</p>	<p>How will we plan together?</p> <p>How will we handle classroom management?</p> <p>Shared responsibility to communicate with families</p>	<p>Informal, formative assessments to monitor learning progress; ie. Checklist of defined skills</p> <p>Shared responsibility to use assessments to evaluate mastery</p>

Relating Factor:
is/are able to



Trains

Move more cars to the next location with additional engines



Co-Teaching

Move more students to new learning with additional teaching supports

just as

Relating Factor:
is/are able to

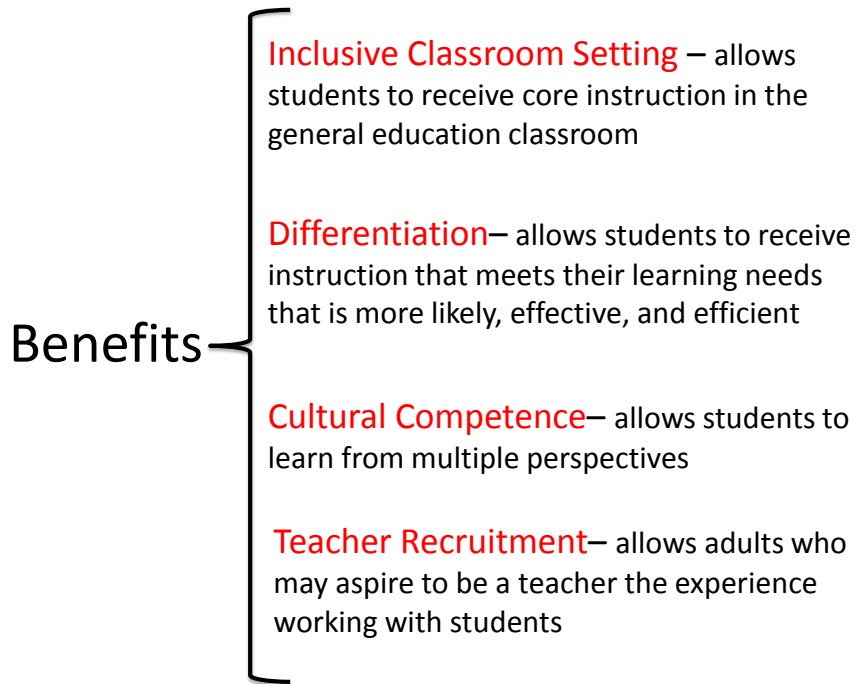


Co-Teaching

just as

**Move more
students to
new learning
with additional
teaching
supports**

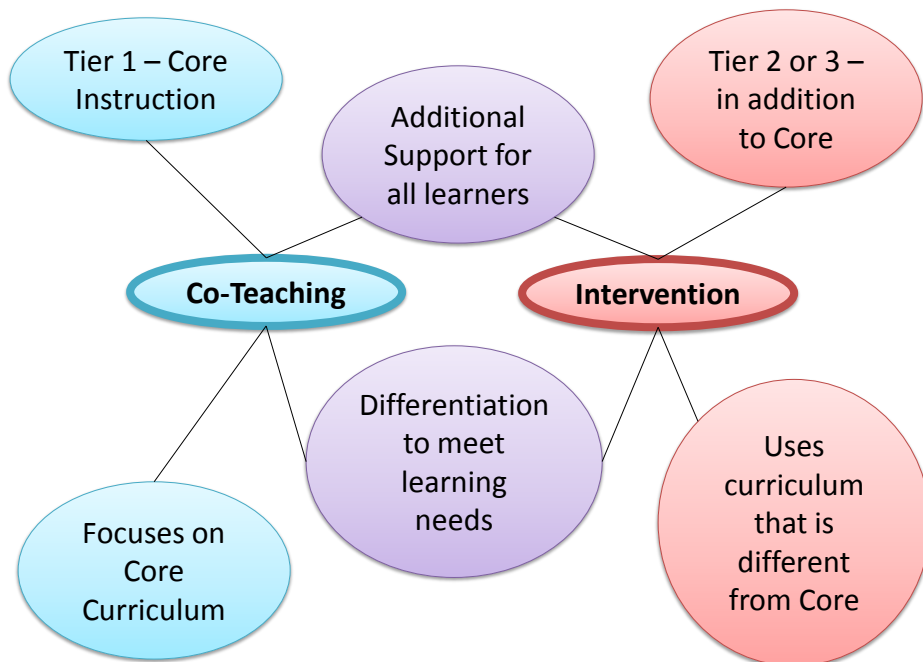
**PARAPROFESSIONAL'S ROLE
IN CO-TEACHING**



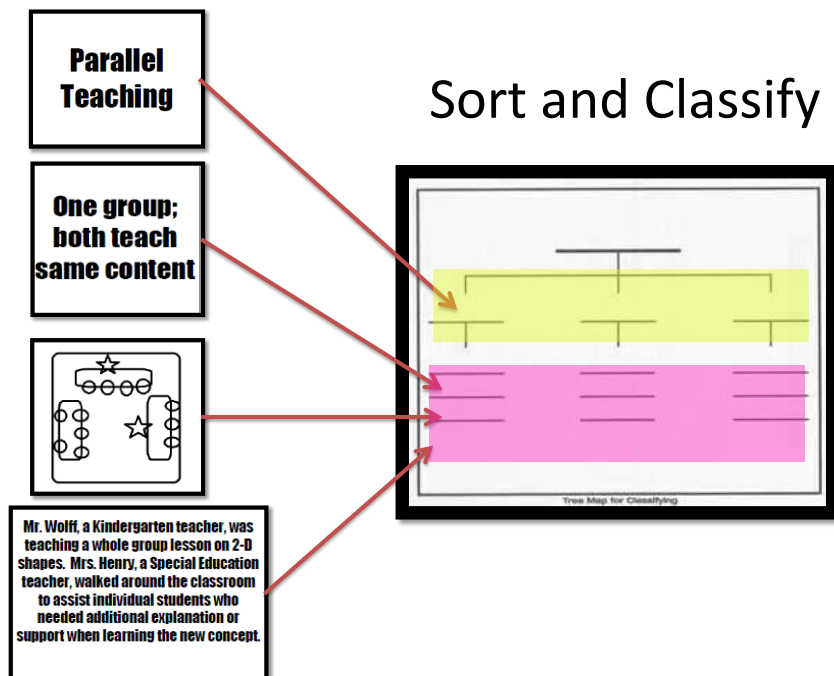
Paraprofessional’s Role in Co-Teaching

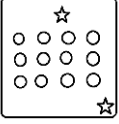
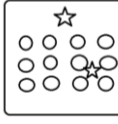
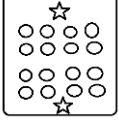
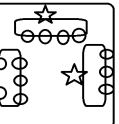
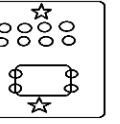
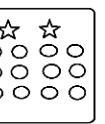
Lesson Planning	Lesson Delivery	Student Behaviors	Communication	Student Evaluation
Teacher Responsibility	Teacher Responsibility	Implement classroom discipline plan	Contribute ideas with classroom teacher	Informal, formative assessments to monitor learning progress; ie. Checklist of defined skills
Pre-Assess for student readiness	Assist with drill and practice	Assist in observing and charting behaviors	Teacher’s responsibility to communicate with families	Teacher’s responsibility to use assessments to evaluate mastery
Lesson Preparation	Assist with the Co-Teaching Models			

HOW IS CO-TEACHING DIFFERENT FROM INTERVENTION?



CO-TEACHING SORT ACTIVITY



One Teach, One Observe	One Teach, One Assist	Parallel Teaching	Station Teaching	Alternative Teaching	Team Teaching
					
One teaches, one observes	One teaches, one assists	Two groups; both teach same content	Multiple groups; both teachers monitor/teach	Two groups; one re-teaches; one teaches alternative	One group; both teach same content

Review Objectives

