Co-Teaching: Leading Collaborative Planning and Teaching
Participant Learning Outcomes

Participants will be able to engage in collaborative planning sessions and implement co-taught lessons, applicable to all student populations, with colleagues.
How are you feeling about Co-Teaching?

4
I am so excited! This is going to be great for the kids and me!

3
This might be challenging, but I’m ready to go!

2
It seems like a good idea... but...I don’t know.

1
I think co-teaching is unrealistic.

0
I don’t get it.
WHY?

Co-Teaching
OC-TX Co-Teaching Defined

• Members of a teaching team share instructional responsibility and accountability for all students assigned to the team.

• Teaching teams might include:
  – traditional classroom teachers
  – Expanded Impact Teachers
  – Multi-Classroom Leaders
  – teaching assistants
Benefits
Co-Teaching Benefits for Students

• Increased academic productivity
  – Increased effectiveness in teaching students with a variety of needs
  – Less wait time for obtaining teacher attention
  – Increased time on task
  – Increased flexibility in grouping
  – Fewer behavioral referrals

• Increased overall student achievement
Co-Teaching Benefits for Teachers

- Enhanced opportunities for professional growth
- Decreased feelings of isolation
- Mutual appreciation of roles
- More opportunities for creativity
- Shared workload
- Reduced behavior problems
- Reduced burnout
When compared to those who don’t, employees who have best friends at work identify significantly higher levels of healthy stress management.

-Levo League
Co-Teach Approaches
Co-Teach Jigsaw

**One Teach, One Assist**
Pages 92-94

**Station Teaching**
Pages 81-84

**Parallel Teaching**
Pages 84-87

**One Teach, One Observe**
Pages 79-81

**Alternative Teaching**
Pages 87-89

**Team Teaching**
Pages 89-91
Co-Teach Approach Jigsaw

• A summary of the approach in 10 words or less
• Three key points about the approach that might make or break its success
• How the approach is applicable to Opportunity Culture Texas roles and models
One Teach, One Observe

Parallel Teaching

Alternative Teaching

One Teach, One Assist

Co-Teaching
A How-To Guide: Guidelines for Co-Teaching in Texas
A collaborative project of the Texas Education Agency and the Statewide Access to the General Curriculum Network.

Free downloadable pdf
https://tinyurl.com/OCTXcoteach

Opportunity Culture Texas and Co-Teaching
Try a variety of approaches, even in the same day!

One Teach, One Assist (Seldom)

Station Teaching (Frequent)

Parallel Teaching (Frequent)

One Teach, One Observe (Occasional)

Alternative Teaching (Occasional)

Team Teaching (Occasional)
The successful implementation of co-teaching requires time, coordination, and trust.
Stages of Co-Teaching
Stages of Co-Teaching Relationships

- Beginning Stage
- Compromising Stage
- Collaborative Stage
Getting to Know You

- Polite (like a guest)
- Cautious to not offend
- Careful to avoid conflict
- Trust not established
- “My kids, your kids”
- My turn, your turn

**Most often seen with the following approaches:**
One Teach, One Assist
One Teach, One Observe
Negotiating/Compromising

- Increased collaboration
- Responsibilities divided
- Sense of give and take
- Flexibility
- Honest communication
- Open to feedback
- Continues with “My kids, your kids”

Most often seen with the following approaches:
Station Teaching
Parallel Teaching
Alternative Teaching
Collaborative

- Increased collaboration
- Acceptance
- Increased confidence
- Competence in instruction and strategies
- Thinking alike, on the same page
Success!

- Complementary, professional working relationship
- “We know how each other thinks.”
- “We can finish each other’s sentences!”
- Shared teaching!

Multiple co-teach approaches are implemented regularly and routinely!
Where Are You?

- What is your current stage with your team?
- How might your new role impact your stage?
- What actions will you take to move to the next stage?
- If you are in the Collaborative Stage, what steps will you take to maintain a collaborative relationship?
No matter what stage you are in...

...focus on the goal of improving student outcomes and exploring the strategies to accomplish that!
Personality Profiles
Consider Your Personality...

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<table>
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<tbody>
<tr>
<td><strong>D</strong></td>
<td><img src="image1" alt="Beaver" /></td>
<td><strong>A</strong></td>
<td><img src="image2" alt="Lion" /></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><img src="image3" alt="Golden Retriever" /></td>
<td><strong>B</strong></td>
<td><img src="image4" alt="Otter" /></td>
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</tbody>
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## Characteristics of Your Personality

<table>
<thead>
<tr>
<th>What are your greatest strengths? (List 4 adjectives.)</th>
<th>What are your greatest liabilities? (List 4 adjectives.)</th>
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<tbody>
<tr>
<td>Which personality animal would you find most challenging to work with?</td>
<td>What does your team need to know so you can work together effectively?</td>
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</table>
Consider Your Personality...

D

A

C

B
TEAMWORK: Overcoming Differences to Work Towards a Common Goal
A GOAL WITHOUT A PLAN IS JUST A WISH
Components of the Co-Teaching Planning Process

- Familiarity with the Content
- Assessment
- Interpersonal Communications
- Physical Arrangement
- Instructional Planning
- Curriculum Goals
- Instructional Presentation

Selection of the Co-Teaching Approach

Consider:

• Student characteristics and needs
• Curriculum, including content and instructional strategies
• Teacher characteristics and needs
• Logistical considerations
A Time to Reflect

Where might co-teaching be most profitable, considering the goals for my new role?

Where might I schedule collaborative planning time with team members to prepare for co-taught lessons?
How are you feeling about Co-Teaching now?

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THANK YOU