

# Co-Teaching & Challenges with Equity

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Reflect: What are current ways you actively build your co-teaching relationship and demonstrate parity?

-take 2 minutes to think, write and post!

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graph TD; A(Parity!!!) --> B(Mutual Respect); A --> C(Environmental Implementation);
```

Parity!!!

Mutual Respect

Environmental  
Implementation

# Mutual Respect!

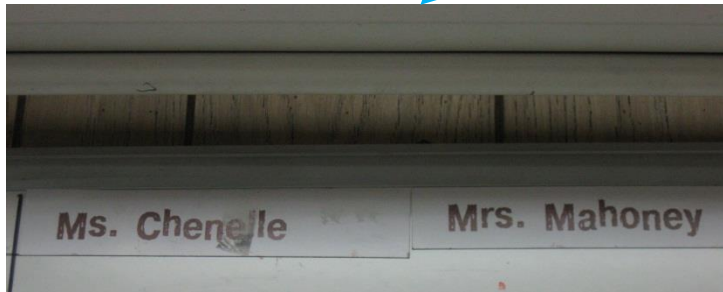


...is having shared expectations for students! Students get the same answers from both teachers!



...is having positive relationships with everyone on the team by sharing responsibilities and respecting each person's area of expertise!

# Environmental Implementation!



...is as subtle as both names on the whiteboard! Or ALL names on letters being sent home & emails



...is having both names on the classroom door and using "we" instead of "I"!

<b>C</b>	Conversation
<b>H</b>	Help
<b>A</b>	Activity
<b>M</b>	Movement
<b>P</b>	Participation
<b>S</b>	Success

...is clearly posted expectations/norms support parity!

# Building the Relationship:

- ▶ Respect = rapport = trust
- ▶ Know each others' teaching styles and level of comfort with content
- ▶ Be flexible
- ▶ Be reflective
- ▶ Spend time together...
  - ▶ Ask them out for happy hour...not a drinker? Appetizers are half off, too!

# Check This Out!!



# Trust & Support...

- Building it or not building it?





# Grading & Content Knowledge...



Parity...  
-feeling disrespected?





# Communication -shared responsibility?

...but if you take nothing else...

- ▶ To have effective co-teaching, remember the 3 F's:
  - ▶ Fluid
  - ▶ Flexible
  - ▶ Frequent

“Survey Says!”



# Lesson: Math co-taught lesson on Ratios

## Teacher 1

- writing notes on board as dictated by teacher 2
- color coding steps to ease understanding

## Teacher 2

- lead instruction through modeling and verbal instruction
- moving around room to facilitate on task behaviors
- informally observing student understanding of concept



## One Lead One Support Teaching:

### Considerations:

#### Whole Group:

- students with behavior challenges in close proximity to board and Teacher 1
- quick quiz to determine level of understanding

## Teacher 1

- move around room to facilitate independent work
- work through additional problems on board/support as needed

## Teacher 2

- use manipulatives to re-teach & practice concepts

## Alternative Teaching:

### Considerations:

- small groups determined based on results from quick quiz
- manipulatives needed to reinforce concepts
- calculators
- highlighters
- accommodations: simplified problems

## Lesson: Language Arts co-taught lesson

### Teacher 1

- Whole group vocabulary introduction with picture cards.
- Students discuss with their table groups & complete discussion questions with table group...
- Both teachers rotate around room, providing support as needed.
- Each group share out their findings.

### Teacher 2

### Teacher 1

- Popcorn read aloud of story
- Answer guiding comprehension questions.

### Teacher 2

- Popcorn read aloud of story
- Answer guiding comprehension questions.

### Team Teaching:

#### Considerations:

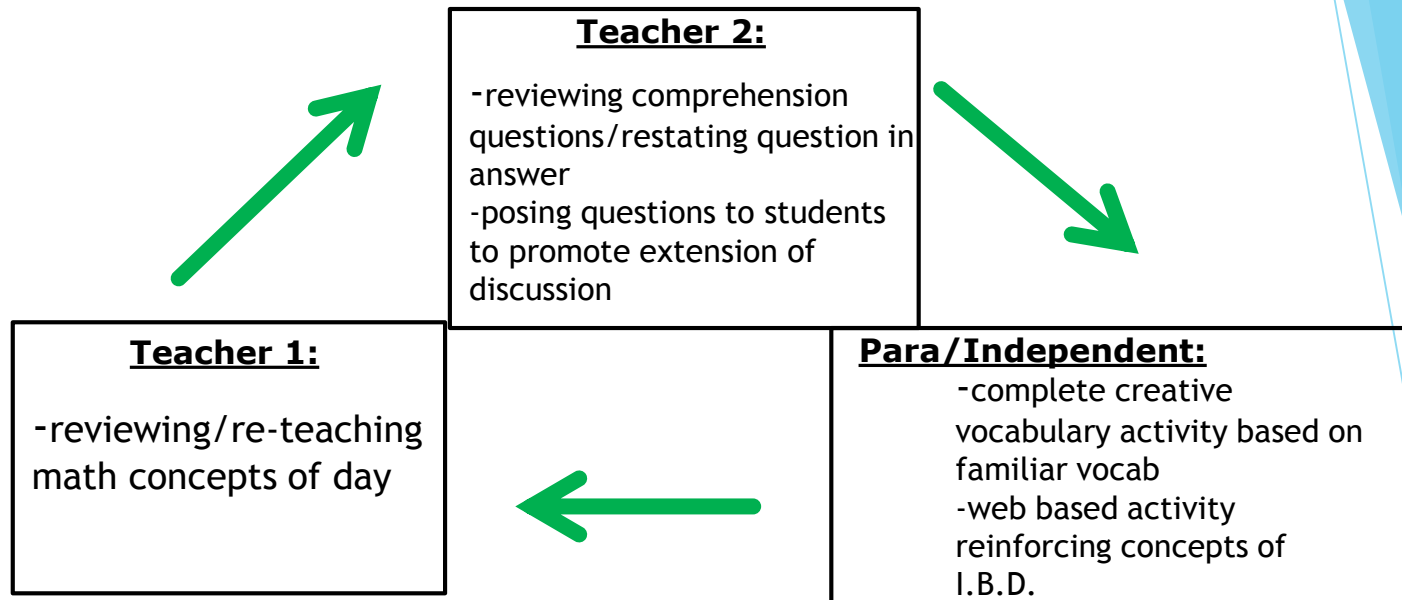
- Be sure there is parity between teachers.
- Teachers rotate between calling on students and giving positive feedback in leading discussion.

### Parallel Teaching:

#### Considerations:

- Heterogeneous groups
- Additional opportunities for students to read aloud
- Additional opportunities to participate
- Behavior is easier to manage
- Easier to keep students with attention challenges focused

# Lesson: Language Arts co-taught lesson



## **Station Teaching:**

### Heterogeneous grouping:

-students will have listened to book by now, so specific starting points are not a challenge.

### **Other Considerations**

(i.e. space, materials, supports, etc.):

- math books
- enough whiteboards & whiteboard markers for each student
- IBD books in discussion center for students to refer to if needed

\*\*make sure there is enough space for all students to navigate & not distracting one another....if so, take a group outside.\*\*



**Let's Get  
to Work!!**

**Take the next 15 minutes to work on your next co-taught lesson!!**

# Word to the Wise About Co-teaching & Collaboration:

- Share responsibility for a single group of students ...these are OUR children.
- Try starting out with roles and responsibilities so everyone on the TEAM feels important and a part of the process.
- Be clear when delegating responsibilities amongst team members and confirm.
- Keep communication amongst all team members open and clear.
- Commitment to this process may at first seem challenging, however as you grow as a team, it will produce a solid foundation with endless rewards.

# References:

Cook, L. (2004). *Co-teaching: principles, practices, and pragmatics*. New Mexico Public Education Department, Retrieved July 20, 2011, from:

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