

Co-teaching

to support all students

South Bend Community School Corporation
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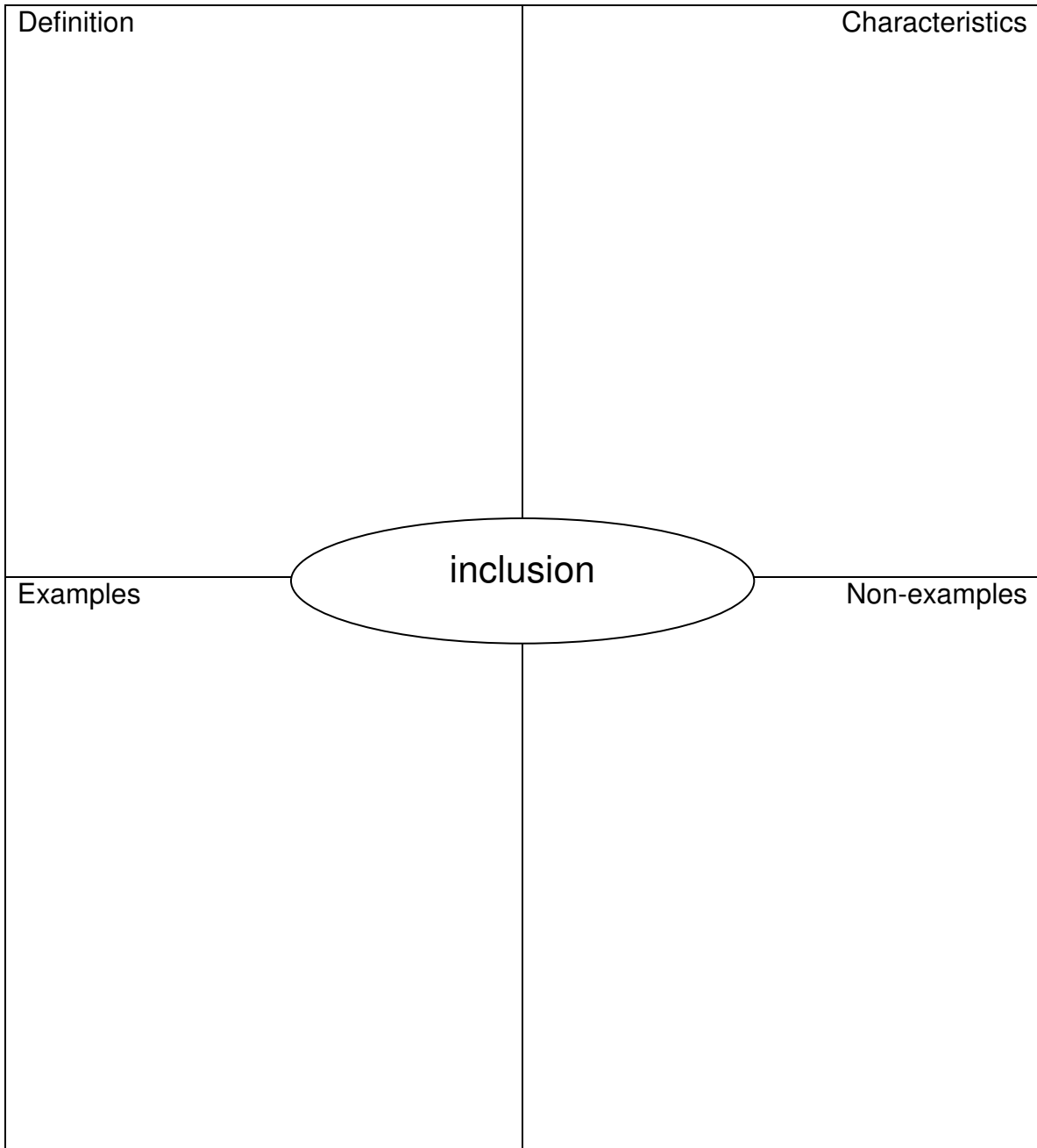
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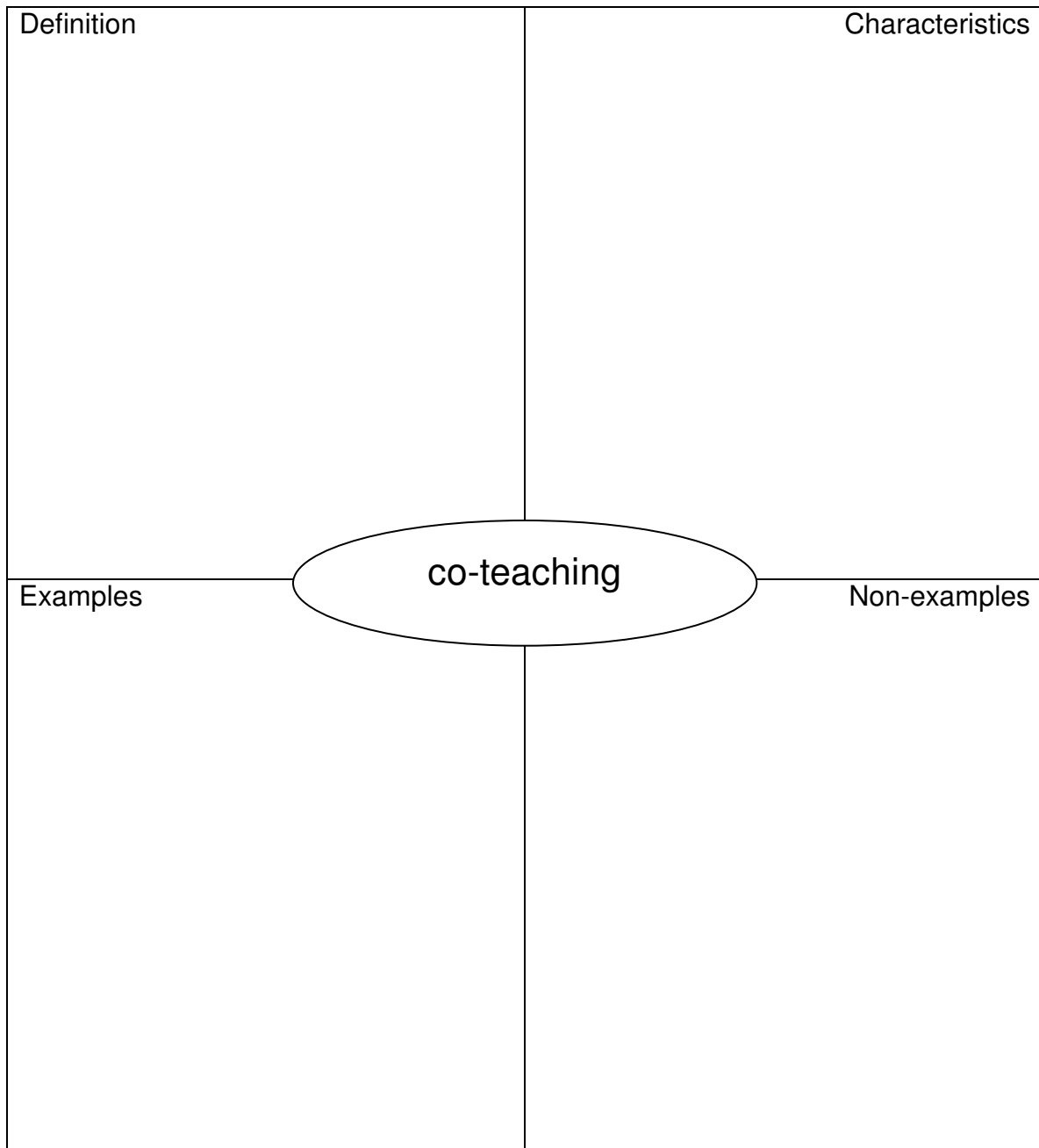
Agenda

- Inclusion and co-teaching
 - Definition and characteristics
 - Examples and non-examples
- Co-teaching approaches
 - Teaching and Observing
 - Station teaching
 - Parallel teaching
 - Alternative teaching
 - Teaming
 - Teaching and Assisting
- Co-teaching essentials
 - Evidence-based instructional practices
 - Differentiated instruction
- Development of a co-teaching TEAM
 - Personal preferences and strengths
 - Professional support relationships
 - Ongoing evaluation of implementation
- Co-teaching unit/ lesson plan templates
- Debriefing our work today
 - Reflection
 - Looking to the future

Fruyer Model for vocabulary development...



Fruyer Model for vocabulary development...



Verbal and Visual Word Association for vocabulary development...

Vocabulary term Teaching and Observing	Visual representation
Definition	Personal association or characteristic

Benefits	Drawbacks

Collecting academic data – an example

Demonstration of Higher Order Thinking Skills

Student _____

Content Area _____

Start Time _____

Observer _____

Date _____

End Time _____

Total Minutes _____

		Skills	Sample Verbiage	Discussion Interactions						
				classroom		teacher/student		student/student		Total
				answer questions	ask questions	answer questions	ask questions	answer questions	ask questions	
Bloom's Taxonomy	Evaluation	*compare and discriminate *assess value of ideas/evidence/theories *make choices based on reasoning *recognize subjectivity	I decided...because... I assessed... They are ranked as/by... I support... I am convinced that... In comparing I found... Explain? Conclude?							
	Synthesis	*use old ideas to create new ideas *generalize from given facts *relate knowledge across content *predict and draw conclusions	I modified... When I substitute... I invented... In general... I designed a new... When we rearrange... Combine? What if? Conclude?							
	Analysis	*see patterns *organize parts *recognize hidden meanings *identify components	When I separate... In this order... I classified by... My explanation is... When I compare... If we connect... Analyze? Arrange? Explain?							
	Application	*use information *use methods/concepts in new contexts *solve problems using knowledge/skills	Let me show you... I calculate... To solve that... If we experiment... I discovered... When I change... How to apply? Modify? Relate? Complete?							
	Comprehension	*understand information/grasp meaning *order/group *infer causes *predict consequences	Let me describe... I estimate... I interpret... I predict... If we associate... My interpretation is... Summarize? Extend? Differentiate?							
	Knowledge	*observe and recall information *know dates, events, places *know major events *master subject matter	I know... Let me tell you... I will describe... Here is the quote... His name is... It is here... Who? What? Where? When?							
Total										

Tally word use during observation period; compare percentage of response at each level to the total number of responses



Collecting behavioral data – an example

Typical Classroom Behavioral Expectations

Student _____ Content Area _____ Start Time _____

Observer _____ Date _____ End Time _____

_____ Total Minutes _____

		appropriate responses						inappropriate responses						Grand Total		
		academic talk	answer questions	ask questions	attend	actively participate	other appropriate behaviors	Total	non-academic talk	off task	non-responsive	non-compliant	talk out		other inappropriate behaviors	Total
instructional conditions	listen-lecture															
	discussion - teacher/student															
	discussion - peers															
	independent practice - paper/pencil															
	independent practice - manipulatives															
	reading/note-taking															
	technology interaction															
	transition															
	other _____															
Total																

2 Tally behaviors during observation period; compare percentage of appropriate behaviors to percentage of inappropriate behaviors overall.



Verbal and Visual Word Association for vocabulary development...

Vocabulary term Station Teaching	Visual representation
Definition	Personal association or characteristic

Benefits	Drawbacks

Station Teaching with a Co-Teacher 4-group/4-activities paradigm

A management strategy for organizing and teaching four small groups
within a 60-minute period of time

	Activities			
	Instructional 1	Instructional 2	Learning / Practice	Anchoring / Extension
0-15 minutes	Group A	Group B	Group C	Group D
15-30 minutes	Group B	Group C	Group D	Group A
30-45 minutes	Group C	Group D	Group A	Group B
45-60 minutes	Group D	Group A	Group B	Group C

- Teachers are involved in the instructional activities throughout
- From Instructional 1 students move to anchoring activities; if a student is not grasping the concept there is the opportunity to have the student forego the anchoring activity and experience the instruction again with a different set of peers
- From Instructional 2 students move to practice activities; if a student is not grasping the concept there is the opportunity to have the student forego the practice activity and experience the instruction again with a different set of peers

Instructional activities – direct instruction on a new concept; or direct instruction expanding a previous concept

Learning / Practice activities – application or practice of new concept after instruction

Anchoring / Extension activities – ongoing assignments students can work on independently throughout a unit; provide meaningful work; tie to content and instruction

Station Teaching with a Co-Teacher 3-group/4-activities paradigm

A management strategy for organizing and teaching three small groups
within a 60-minute period of time

	Activities			
	Instructional 1	Instructional 2	Learning / Practice	Anchoring / Extension
0-15 minutes	Group A	Group C	Group B	
15-30 minutes	Group B		Group C	Group A
30-45 minutes	Group C	Group A		Group B
45-60 minutes		Group B	Group A	Group C

- Teachers are involved in the instructional activities throughout
- From Instructional 1 students move to anchoring activities; if a student is not grasping the concept there is the opportunity to have the student forego the anchoring activity and experience the instruction again with a different set of peers
- From Instructional 2 students move to practice activities; if a student is not grasping the concept there is the opportunity to have the student forego the practice activity and experience the instruction again with a different set of peers

Instructional activities – direct instruction on a new concept; or direct instruction expanding a previous concept

Learning / Practice activities – application or practice of new concept after instruction

Anchoring / Extension activities – ongoing assignments students can work on independently throughout a unit; provide meaningful work; tie to content and instruction

Verbal and Visual Word Association for vocabulary development...

Vocabulary term Parallel Teaching	Visual representation
Definition	Personal association or characteristic

Benefits	Drawbacks

Verbal and Visual Word Association for vocabulary development...

Vocabulary term Alternative Teaching	Visual representation
Definition	Personal association or characteristic

Benefits	Drawbacks

Verbal and Visual Word Association for vocabulary development...

Vocabulary term Teaming	Visual representation
Definition	Personal association or characteristic

Benefits	Drawbacks

Learning to Read: Evidence-based Practices / Instructional Strategies

	<i>Definition</i>	<i>Ages/Stages of Development</i>	
Phonemic Awareness	Ability to hear, identify, and manipulate the individual sounds in spoken words /k/ /t/ /d/ /g/ /f/ /a/ /i/	<ul style="list-style-type: none"> • Preschool, kindergarten, first grade • Older, less able readers, depending on cognition, maturation, exposure 	
Phonics	Understanding that there is a predictable relationship between phonemes and graphemes /k/ /a/ /t/ = cat dog = /d/ /o/ /g/	<ul style="list-style-type: none"> • Begin mid-kindergarten, mid-first grade • Concept mastered in two years • Slightly older, less able readers, for slightly longer period of time 	•
Fluency	Ability to read text accurately and quickly <ul style="list-style-type: none"> • Silent reading <ul style="list-style-type: none"> ○ Recognize words with automaticity ○ Group words quickly to gain meaning • Oral reading <ul style="list-style-type: none"> ○ With low effort ○ With expression 	<ul style="list-style-type: none"> • Enough decodable words for simple sentences • Continued practice throughout life enhances oral reading fluency and silent reading comprehension 	

Vocabulary	<p>Words that contribute to effective communication</p> <ul style="list-style-type: none"> • Oral vocabulary <ul style="list-style-type: none"> ○ Recognize as we listen ○ Use as we speak • Reading vocabulary <ul style="list-style-type: none"> ○ Recognize as we read text ○ Use as we write text 	<ul style="list-style-type: none"> • Birth to death <ul style="list-style-type: none"> ○ Teach before reading ○ Practice during reading ○ Continued exposure in written text 	
Comprehension	<p>Understanding meaning of text</p> <ul style="list-style-type: none"> • Understanding what is read • Remembering what is read • Communicating about what is read 	<ul style="list-style-type: none"> • Begin in kindergarten, first grade • Continue through secondary school and into adult life 	
Motivation	<p>Causes / reasons to read text</p> <p>Ideally,</p> <ul style="list-style-type: none"> • because he/she wants to read • because he/she likes to read 	<ul style="list-style-type: none"> • Begin in kindergarten and continue throughout adult life 	

Reading to Learn: Evidence-based Practices / Instructional Strategies

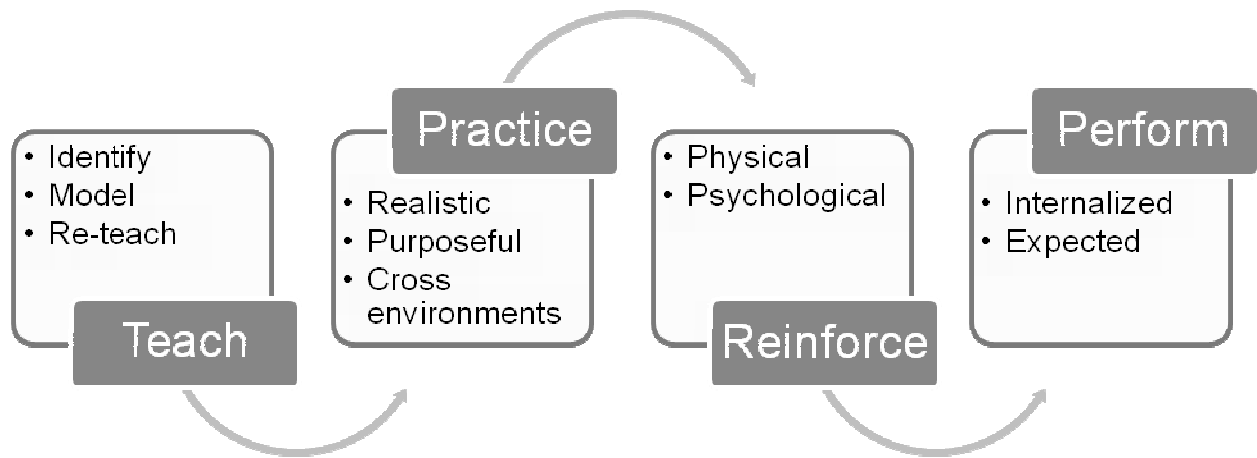
1. Direct, explicit comprehension instruction	
2. Effective instructional principles embedded in content	
3. Motivation and self-directed learning	
4. Text-based collaborative learning	
5. Strategic tutoring	

6. Diverse texts	
7. Intensive writing	
8. Technology component	
9. Ongoing formative assessment	

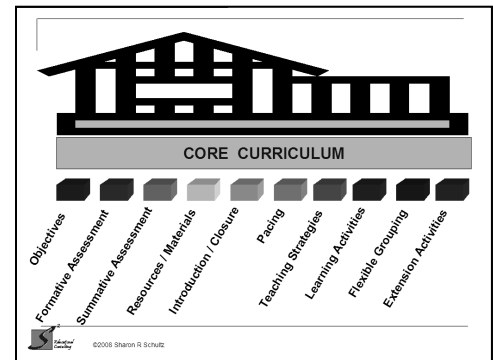
Math Skills Acquisition: Evidence-based Practices / Instructional Strategies

Direct Instruction	
Strategy Explicit Instruction	
Strategy Implicit Instruction	

*Acquisition and Demonstration of expected Developmentally
Appropriate Behavioral Skills: Evidence-based Practices /
Instructional Strategies*



Differentiation can occur through any one of, or any combination of...



- 1) Content/Objectives
What a student should know, understand, and be able to do as a result of this lesson/unit of study
- 2) Formative Assessment Strategies/Tools
Matched directly to the content/objectives
- 3) Summative Assessment Strategies/Tools/Products
Matched to content/objectives and learner preferences
- 4) Resources/Materials to support student learning
Matched to content and learner preferences
- 5) Introduction and/or Closure of the lesson/unit of study
To engage and to connect learning
- 6) Pacing of content and activities
Based on student level of understanding and knowledge/skill acquisition
- 7) Teaching Strategies
Matched to content and learner preferences
- 8) Learning Activities
Matched to content and learner preferences
- 9) Flexible Grouping
Matched to content/objectives and based on student learning strengths, interests, needs
- 10) Extension Activities
To link to other content or ideas, to explore new ideas or solutions, to transfer knowledge, to share with others, etc.

(adapted from the work of Carol Ann Tomlinson)



What does differentiated instruction look like in the classroom?

	Traditional Classroom	Differentiated Classroom
<i>Student differences</i>	Acted on when problematic	Studied as a basis for planning
<i>Assessment</i>	Mostly summative; usually single format	Formative and summative; basis for planning instruction; multiple formats
<i>Sense of intelligence</i>	Relatively narrow	Focus on multiple forms evident
<i>Definition of excellence</i>	Relatively narrow	Defined in large measure by individual growth
<i>Student interests</i>	Infrequently tapped	Often used for learning-based choices
<i>Lesson objectives</i>	Same for all students	Accommodated based on student readiness, interest, and learning style
<i>Grouping for instruction</i>	Most often whole group	Many instructional groupings are used
<i>Instructional materials</i>	Use of textbooks is dominate	Variety used based on student readiness, interest, and learning style
<i>Focus of learning</i>	More on facts and transfer skills to other contexts	Depth of understanding of key concepts and principles
<i>Assignments</i>	Single option is the norm	Multi-option often used
<i>Locus of control</i>	Teacher-centered	Student-centered
<i>Student behaviors</i>	Directed by teacher	Students self-reliant and engaged
<i>Problem-solving and decision-making</i>	Teacher directed	Students and teacher working together; often student initiated
<i>Time</i>	Relatively inflexible	Used flexibly

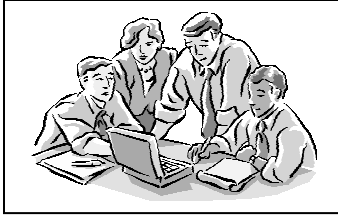
Adapted from *The differentiated classroom* by Tomlinson

5 Stages of Team Development

as they relate to co-teaching

Forming	Storming	Norming	Performing	Adjourning
<p><i>Size</i></p> <ul style="list-style-type: none"> ◆ General education and special education teachers ◆ Paraeducator (possible as support personnel; not planning of instruction) <p><i>Role definition</i></p> <ul style="list-style-type: none"> ◆ Where do we start? ◆ Who does what? <p><i>Defining goals and objectives</i></p> <ul style="list-style-type: none"> ◆ For teachers keeping student achievement as the ultimate goal at all times 	<p><i>Leadership</i></p> <ul style="list-style-type: none"> ◆ Ownership issues generally regarding content and strategies <p><i>Communication</i></p> <ul style="list-style-type: none"> ◆ Differing styles ◆ Oral ◆ Written ◆ Body language <p><i>Feedback</i></p> <ul style="list-style-type: none"> ◆ Building toward honesty ◆ Keeping it on a professional level <p><i>Conflict</i></p> <ul style="list-style-type: none"> ◆ Style of teaching ◆ Preferred style of communication ◆ Ownership issues ◆ Precursor to trust 	<p><i>Role definition</i></p> <ul style="list-style-type: none"> ◆ Moving toward true co-teaching <p><i>Leadership</i></p> <ul style="list-style-type: none"> ◆ Shared ownership and leadership evolving <p><i>Goals finalized</i></p> <ul style="list-style-type: none"> ◆ For students ◆ For teachers <p><i>Norms established</i></p> <ul style="list-style-type: none"> ◆ Specifics as to how we approach our roles and tasks related to co-teaching (from planning to instruction to assessment) <p><i>Trust</i></p> <ul style="list-style-type: none"> ◆ Foundation is created for shared respect and trust <p><i>Cohesiveness</i></p> <ul style="list-style-type: none"> ◆ Approach the task as "one" ◆ Foundation for shared leadership and equality as instructional leaders within the classroom 	<p><i>Communication</i></p> <ul style="list-style-type: none"> ◆ Complementary styles ◆ Oral - clear ◆ Written - efficient ◆ Body language <p><i>Leadership</i></p> <ul style="list-style-type: none"> ◆ Students view teachers as equal instructional leaders <p><i>Evaluation of progress as co-teachers</i></p> <ul style="list-style-type: none"> ◆ Revisit our roles ◆ Are we adhering to our norms? ◆ Are we communicating effectively? ◆ Are we equal partners in this endeavor? ◆ Make adjustments as needed <p><i>Evaluation of impact on student achievement</i></p> <ul style="list-style-type: none"> ◆ Initiation of classroom action research ◆ Make adjustments as needed 	<p><i>Dissolve</i></p> <ul style="list-style-type: none"> ◆ Course ended; co-teaching ended for this purpose <p><i>Choose to reform</i></p> <ul style="list-style-type: none"> ◆ Co-teach again with same content with another students ◆ Co-teach again with another content and same or other students ◆ Co-teach with another person in same or different context (Forming starts all over)

Adapted from Tuckman and Jensen



Personality Types and Team Interactions

Circle the response that is most like you when participating in a group

Take a strong stand	A	B	C	D	Seldom take a strong stand
People-oriented	1	2	3	4	Task-orienteds
Challenge others' ideas	A	B	C	D	Support others' ideas
Show feelings	1	2	3	4	Show little feelings
Vocal	A	B	C	D	Quiet
Warm	1	2	3	4	Cool
Like to compete	A	B	C	D	Like to cooperate
Like to be around people	1	2	3	4	Uncomfortable around people
Like to direct others	A	B	C	D	Uncomfortable directing others
Use gestures when talking	1	2	3	4	Use few gestures when talking
Assertive	A	B	C	D	Less assertive
Rely on opinions	1	2	3	4	Rely on facts
Outgoing	A	B	C	D	Keep to myself
Become excited	1	2	3	4	Remain calm
Open	A	B	C	D	Closed
Forceful	1	2	3	4	Reserved
Responsive	A	B	C	D	Non-responsive
Friendly	1	2	3	4	Serious
Quick to act	A	B	C	D	Slow to act
State personal feelings	1	2	3	4	State facts
Bold	A	B	C	D	Shy
Show emotion	1	2	3	4	Show little emotion
Active	A	B	C	D	Less active
Developing relationship is most important	1	2	3	4	Getting the job done is most important

ad from *Personality Traits Test*

Total number of:

A + B _____

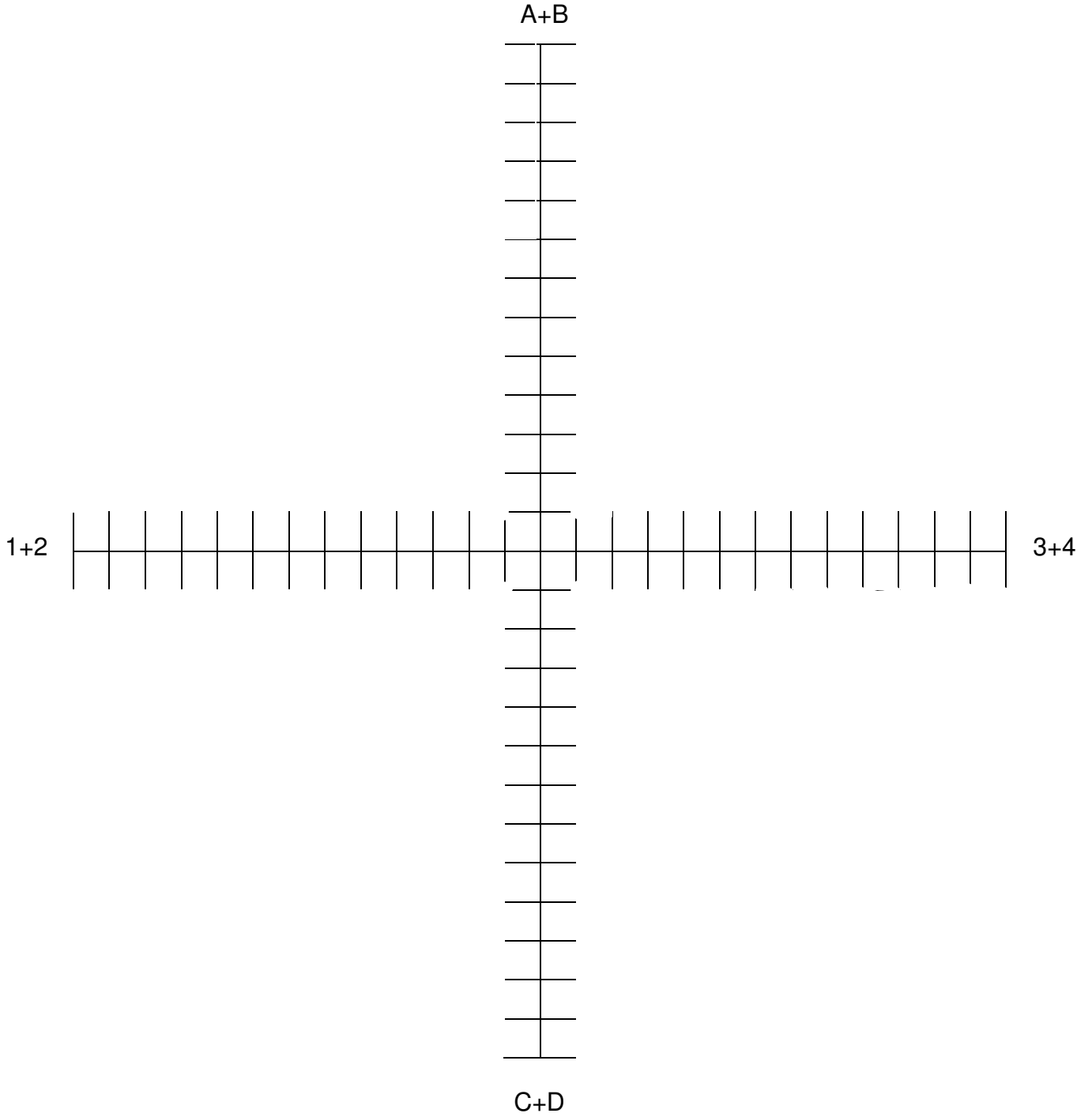
C + D _____

1 + 2 _____

3 + 4 _____

Plot your scores on the graph:

(center is 0, each intersecting line is 1 unit)



The co-teaching TEAM members?

Name	Personality Types	
	<i>Primary</i>	<i>Secondary</i>
	T E A M	T E A M
	T E A M	T E A M
	T E A M	T E A M
	T E A M	T E A M
	T E A M	T E A M

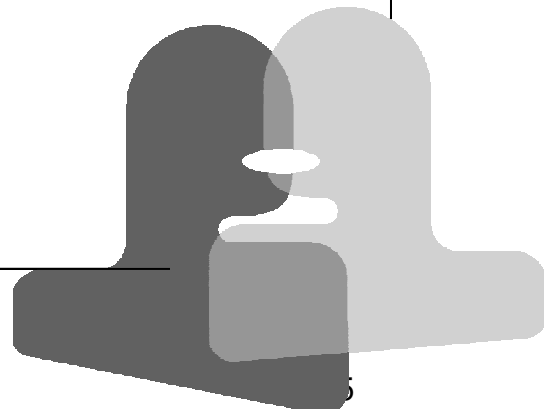
Co-teaching TEAM Analysis:

Is there a balance of personality types between/among us?

Is there a predominance of one type?

What does this mean for us as we communicate with one another?

How do we create ways to communicate effectively and efficiently so that the students are the ones to benefit from our work together?



Our beliefs: more alike or different?

Rate each statement by checking the appropriate box.

StD = Strongly Disagree
 Dis = Disagree
 SoD = Somewhat Disagree
 SoA = Somewhat Agree
 Agr = Agree
 StA = Strongly Agree

	StD	Dis	SoD	SoA	Agr	StA
All students want to learn.						
All students can learn.						
How students are instructed is more important than where they are placed.						
All students, regardless of ability, have the right to learn with their typical peers.						
General education teachers and special education teachers should be jointly responsible for designing appropriate instruction for all students.						
Teachers should have different expectations for each student throughout a lesson.						
For the majority of students with behavioral problems, their behavior is more a result of a skill deficit rather than a performance deficit.						
It is the inevitability of consistent, mild consequences that shape behavior, more than the severity of a consequence.						
All students should be treated and graded alike.						
All assessments should be performance-based and not simple paper and pencil responses.						

Adapted from DeBoer & Fister in *Working Together*

Planning for Parity

Beliefs	<p>What are our strongest beliefs about teaching and learning?</p> <p>How do these beliefs impact our instructional practice?</p> <p>How do we come to common ground when our beliefs clash?</p>
Parity signals	<p>What will we do to clearly convey to all (students, parents, colleagues) that we have equal status in the classroom?</p> <p>What will we do to ensure parity in planning and implementation of instruction?</p>
Classroom routines/procedures	<p>What instructional routines will we implement?</p> <p>What organizational routines will we implement?</p> <p>What student procedures will be put into practice?</p>
Discipline	<p>What is acceptable an unacceptable behavior in the classroom? The hallways? On campus grounds?</p> <p>Who intervenes when a student displays unacceptable behavior?</p> <p>What are our general guidelines for behavior change supports and consequences?</p>
Negotiables and non-negotiables	<p>Acceptable levels in the classroom:</p> <ul style="list-style-type: none"> Noise Movement Air/Temperature Light Etc.
Reflection and feedback	<p>What is the best way to give each other feedback?</p> <p>How often? Where? When?</p> <p>What will be our schedule for reflection and planning?</p>

Adapted from Friend & Cook in *Interactions*

Consulting - Collaborating - Coaching

Adapted from *Mentoring Matters: A practical guide to learning-focused relationships* by Lipton and Wellman

	Consulting	Collaborating	Coaching
Initiator	<ul style="list-style-type: none"> Teacher asking for assistance Colleague observing need for assistance 	<ul style="list-style-type: none"> Either or both the teacher and colleague 	<ul style="list-style-type: none"> Teacher
Purpose	<ul style="list-style-type: none"> Provide information and/or technical assistance 	<ul style="list-style-type: none"> Share ideas Problem-solve 	<ul style="list-style-type: none"> Improve instructional decision-making Increase reflective practice
Focus	<ul style="list-style-type: none"> Specific issue that initiated the request Pedagogical knowledge 	<ul style="list-style-type: none"> Support growth and improvement of practice Reciprocal 	<ul style="list-style-type: none"> Nonjudgmental support Planning Reflecting Problem-solving
Direction of the focus	<ul style="list-style-type: none"> Consultant to teacher 	<ul style="list-style-type: none"> Reciprocal 	<ul style="list-style-type: none"> Coach to teacher As relationship builds, roles can change depending on need
Actions	<ul style="list-style-type: none"> Providing resources Offering information and directions Giving suggestions 	<ul style="list-style-type: none"> Brainstorming Co-planning Exchanging resources Engaging in action research 	<ul style="list-style-type: none"> Learner-focused conversations Searching for insights into professional practice
Language	<p>Telling, guiding another</p> <ul style="list-style-type: none"> Pay attention to... You should... It is important that... Keep in mind... 	<p>Exploring together</p> <ul style="list-style-type: none"> We might... Let's look at... How might this affect... 	<p>Extending thought, reflection</p> <ul style="list-style-type: none"> What might be some ways to... What are some additional possibilities... What are some connections between...

Professional Relationships to Improve Practice

Level of Transfer to Practice <i>(lowest at bottom to highest at top)</i>	
<i>Descriptor of Level</i>	<i>Processes to support furthering level of knowledge and skills</i>
Internalization	
Point at which use of the concept is the norm; teacher is so comfortable with the concept components that he/she cannot imagine planning and delivering instruction in any other way	Coaching and Mentoring Others Peer-coaching/Cognitive Coaching Training Others Individual and Reciprocal Reflective Logs/Journals Individual and Collaborative Action Research
Integration	
Point at which the teacher is fluent with the concept and using all components; he/she has "tweaked" strategies to a level resulting in documented higher outcomes for students	Coaching Interactions Peer-coaching/Cognitive Coaching Training Others Individual and Reciprocal Reflective Logs/Journals Individual and Collaborative Action Research
Refinement	
Point at which the teacher has been implementing the concept for quite a while, is using all the components regularly/ daily; is now "tweaking" his/her strategies and approaches	Collaborative Interactions Reciprocal Reflective Logs/Journals Collaborative Action Research Examination of Student Work
Revision	
Point at which the teacher is implementing most components of the concept throughout a unit of study and/or almost daily; at a comfort level of owning the process; implementing with fluency	Collegial Interactions Mentoring Observation and Feedback Analysis of Case Studies Discussions Curriculum and Lesson Revision
Mechanization	
Point at which the teacher is implementing parts of the concept; not yet at comfort level that makes it mine; checking the plan or resources with frequency	Cooperative Interactions Study Groups/Book Study Curriculum and Lesson Revision Modeling/Demonstrations Seeking Consultation from Others Interactive Technology Modules
Initiation	
Point at which the teacher knows very little about the concept and is somewhat uncomfortable with implementation	Consultative Actions Workshops/Training Sessions/Seminars Internet Modules Independent Reading

Based on CBAM levels



Where are we right now as we implement these co-teaching approaches?

Date: _____

- Teaching and Observing (TO)
- Station Teaching (ST)

- Parallel Teaching (PT)
- Alternative Teaching (AT)

- Teaming (TG)
- Teaching and Assisting (TA)

Initiation	Mechanization	Revision	Refinement	Integration	Internalization
We know very little about this model of co-teaching and are at a point where we are still uncomfortable implementing it	We have used the model occasionally; are not yet at a point that makes it easy or comfortable to implement; still struggling with management of time and/or shared responsibility	We have used the model several times; are at a comfort level with implementation; adjusting the overall model based on our current student population; implementing with fluency	We use the model with regularity; are comfortable with implementation; adjusting strategies and approaches while retaining the basic model; implementing and adjusting with fluency/automaticity	We are very comfortable and fluent with the model; we are seeing documented higher outcomes for kids (data/evidence)	We use this co-teaching model extensively; are so comfortable with the concept that it is part of who we are as teaching professionals; going back to a previous model of teaching will be nearly impossible

Co-teaching teams reflect together; indicate the level at which they are with each of the six approaches; use white space to note evidence of progress and/or support needed to move to the next higher level of implementation, as well as goals for growth in implementation



Planning for co-teaching a unit of study

Unit of study _____

Total number of class periods _____

lesson topics	priority academic indicators	expected student engagement	optimum co-teaching approach
		<input type="checkbox"/> instruction <input type="checkbox"/> practice <input type="checkbox"/> application	<input type="checkbox"/> Teaching and Observing <input type="checkbox"/> Station teaching <input type="checkbox"/> Parallel teaching <input type="checkbox"/> Alternative teaching <input type="checkbox"/> Teaming <input type="checkbox"/> Teaching and Assisting
		<input type="checkbox"/> instruction <input type="checkbox"/> practice <input type="checkbox"/> application	<input type="checkbox"/> Teaching and Observing <input type="checkbox"/> Station teaching <input type="checkbox"/> Parallel teaching <input type="checkbox"/> Alternative teaching <input type="checkbox"/> Teaming <input type="checkbox"/> Teaching and Assisting
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		<input type="checkbox"/> instruction <input type="checkbox"/> practice <input type="checkbox"/> application	<input type="checkbox"/> Teaching and Observing <input type="checkbox"/> Station teaching <input type="checkbox"/> Parallel teaching <input type="checkbox"/> Alternative teaching <input type="checkbox"/> Teaming <input type="checkbox"/> Teaching and Assisting
		<input type="checkbox"/> instruction <input type="checkbox"/> practice <input type="checkbox"/> application	<input type="checkbox"/> Teaching and Observing <input type="checkbox"/> Station teaching <input type="checkbox"/> Parallel teaching <input type="checkbox"/> Alternative teaching <input type="checkbox"/> Teaming <input type="checkbox"/> Teaching and Assisting
		<input type="checkbox"/> instruction <input type="checkbox"/> practice <input type="checkbox"/> application	<input type="checkbox"/> Teaching and Observing <input type="checkbox"/> Station teaching <input type="checkbox"/> Parallel teaching <input type="checkbox"/> Alternative teaching <input type="checkbox"/> Teaming <input type="checkbox"/> Teaching and Assisting



Co-teaching approach: Teaching and Observing

Teaching	Observing
Student goals:	Who: ___ entire classroom ___ small group (be specific) ___ individual student(s) (be specific)
Instructional strategies:	What: ___ academics (be specific) ___ behaviors (be specific)
Instructional materials:	Tool for data collection:
Assessment procedures and/or tools:	Our plan for reflection and planning based on data collected:

Co-teaching approach: Station teaching

Teaching	Teaching	Learning/Practice	Anchor/Extension
Student goals:	Student goals:	How and when instructions for independent learning or practice activity will be given:	How and when instructions for anchoring or extension activity will be given:
Instructional strategies:	Instructional strategies:	Materials:	Materials:
Instructional materials:	Instructional materials:		
Assessment procedures and/or tools:	Assessment procedures and/or tools:	Product completion then: <input type="checkbox"/> turn in to teachers <input type="checkbox"/> review with a peer <input type="checkbox"/> store to work on later <input type="checkbox"/> other _____	Product completion then: <input type="checkbox"/> turn in to teachers <input type="checkbox"/> review with a peer <input type="checkbox"/> store to work on later <input type="checkbox"/> other _____

Co-teaching approach: Parallel teaching

Teaching	Teaching
Student goals:	
Instructional strategies:	
Instructional materials:	
Assessment procedures and/or tools:	

Co-teaching approach: Alternative teaching

Teaching large group	Teaching small group						
Student goals:	Purpose: <table style="float: right; border: none;"> <tr> <td><input type="checkbox"/> re-teach</td> <td><input type="checkbox"/> pre-teach</td> </tr> <tr> <td><input type="checkbox"/> extend</td> <td><input type="checkbox"/> supplement</td> </tr> <tr> <td></td> <td><input type="checkbox"/> other</td> </tr> </table>	<input type="checkbox"/> re-teach	<input type="checkbox"/> pre-teach	<input type="checkbox"/> extend	<input type="checkbox"/> supplement		<input type="checkbox"/> other
	<input type="checkbox"/> re-teach	<input type="checkbox"/> pre-teach					
<input type="checkbox"/> extend	<input type="checkbox"/> supplement						
	<input type="checkbox"/> other						
Student goals:	Instructional strategies:						
Instructional materials:	Instructional materials:						
Assessment procedures and/or tools:	Assessment procedures and/or tools:						

Co-teaching approach: Teaming

Student goals:
Instructional materials:






Teaching		Teaching
	Instructional strategies:	
	Assessment procedures and/or tools:	

List instructional strategies and assessment procedures; draw arrows to left or right to indicate teacher with responsibility; at end of arrow note any specific strategies to use (modeling reciprocal discussion; one teacher questions other answers; one gives verbal other a visual, etc.) or details to incorporate

Co-teaching approach: Teaching and Assisting

Teaching	Assisting
Student goals:	
Instructional strategies:	<p>For which strategies may students need additional assistance?</p> <p>Specific students to check in with...</p> <p>Rewording for...</p> <p>Graphic for...</p> <p>Repeated directions for...</p> <p>Other...</p>
Instructional materials:	<p>With what materials may students need assistance?</p> <p>Specific students to check in with...</p>
Assessment procedures and/or tools:	<p>With what parts of the assessment may students need assistance?</p> <p>Specific students to check in with...</p> <p>Ensure specific accommodations for...</p>

Feedback: Co-teaching to support all students

 <p>Today I learned ...</p>	
 <p>This session impacted my thinking in that ...</p>	
 <p>I plan to implement ... so that ...</p>	
 <p>I could use additional information about ... or supports to...</p>	
 <p>Additional Comments:</p>	