

Welcome to the CSUF Coteaching and Coplanning Training





WHAT IS COTEACHING?

Co-Teaching



Two (or more) teachers

(Mentor Teacher and Teacher Candidate)

working together with groups of students
sharing the physical space, planning,
organization, delivery, student assessment and
reflection on the process.

All teachers are actively involved and engaged
in all aspects of instruction and learning.

Co-Teaching Is an Attitude!

*An attitude of sharing the
classroom and students.*

Co-teachers are always thinking...

WE'RE
BOTH
TEACHING!

Gradual Build of Lead

Fieldwork

- One day per week
- TC take on routines
- Coteach based on MT's plans
- TC is active all day!

Student Teaching

- Full time/every day
- TC lesson plans based on co-planning
- TC takes the lead one content area per week – gradually building

Let's Think!

- Look at the next 3 images.
- What are your initial impressions of co-teaching and its potential benefits?
- Do a quick write for each image - write down your thoughts.



Co-Teaching Example



Co-Teaching Example



Co-Teaching Example





Share Your Thoughts



- What were your first impressions?
- What are some benefits you thought about?



The Why of Coteaching

- Benefits to you – the mentor teacher
- Benefits to your partner – the teacher candidate
- Benefits to the students!!!

Co-Teaching Strategies

One Teach, One Observe

One Teach, One Assist

Supplemental Teaching

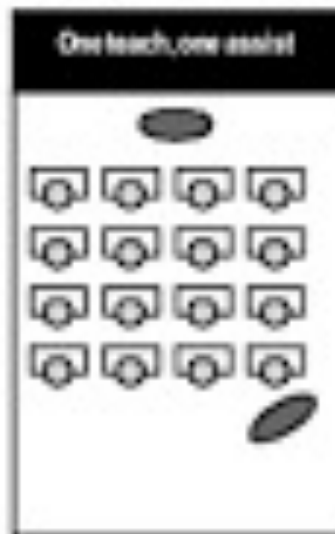
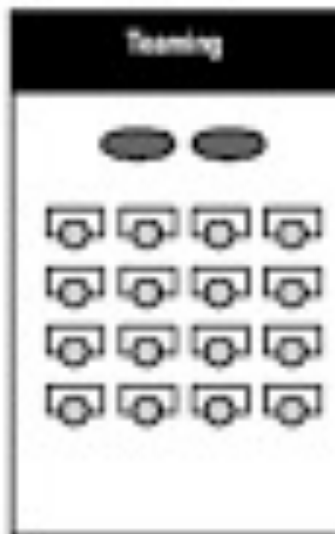
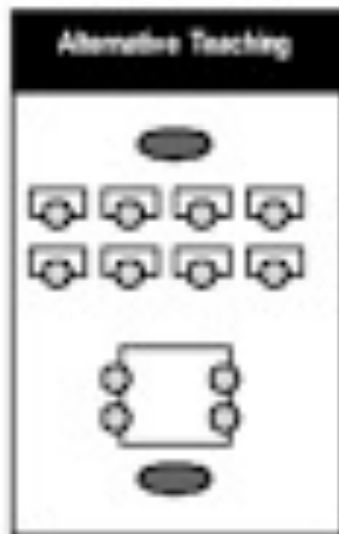
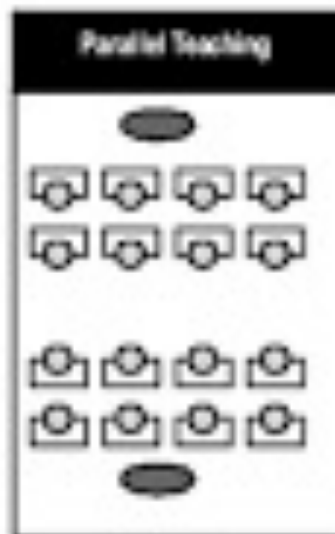
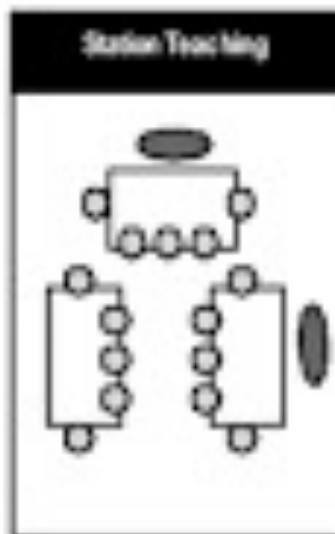
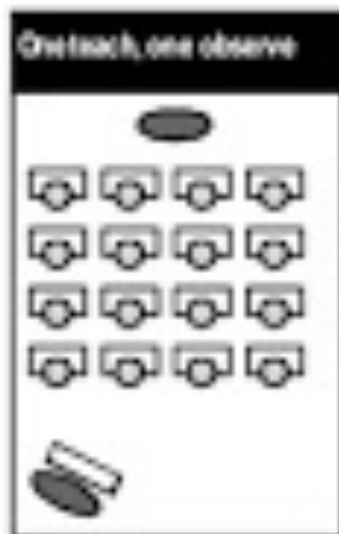
Station Teaching

Team Teaching

Parallel Teaching

Alternative Teaching





 Teacher
  Student
  Desk/Table

Coteaching Strategies at the Beginning

- These three strategies will especially shine during Fieldwork and at the start of Student Teaching

One Teach – One Observe

One Teach – One Assist

Team Teaching



One Teach-One Observe



One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

The key to this strategy is to focus the observation on specifics.

Have a predetermined purpose!

Collecting Observational Data

- Highly focused (NOT just “take notes”)
- Have a pre-determined focus
- Observation based on communication between teacher candidate and mentor teacher
- Record evidence—not opinion or evaluations

Let's Think...

- Think about your teacher candidate observing you the mentor teacher during your experience.
- Specifically, what will they observe at the beginning?

- Your teacher candidate may ask you the mentor teacher to observe you.
- Specifically, what will you observe – especially at the beginning?



Share your Thoughts



- Write down your thoughts of two things your teacher candidate will observe of you
- Write down your thoughts of one thing you will initially observe of your teacher candidate

Kinds of Observational Data

Specific teacher
behaviors

Specific student
behaviors
(e.g., on task
behavior)

Teacher questions
(e.g., number and
types)

Student questions

Teacher movement

Pacing & transitions

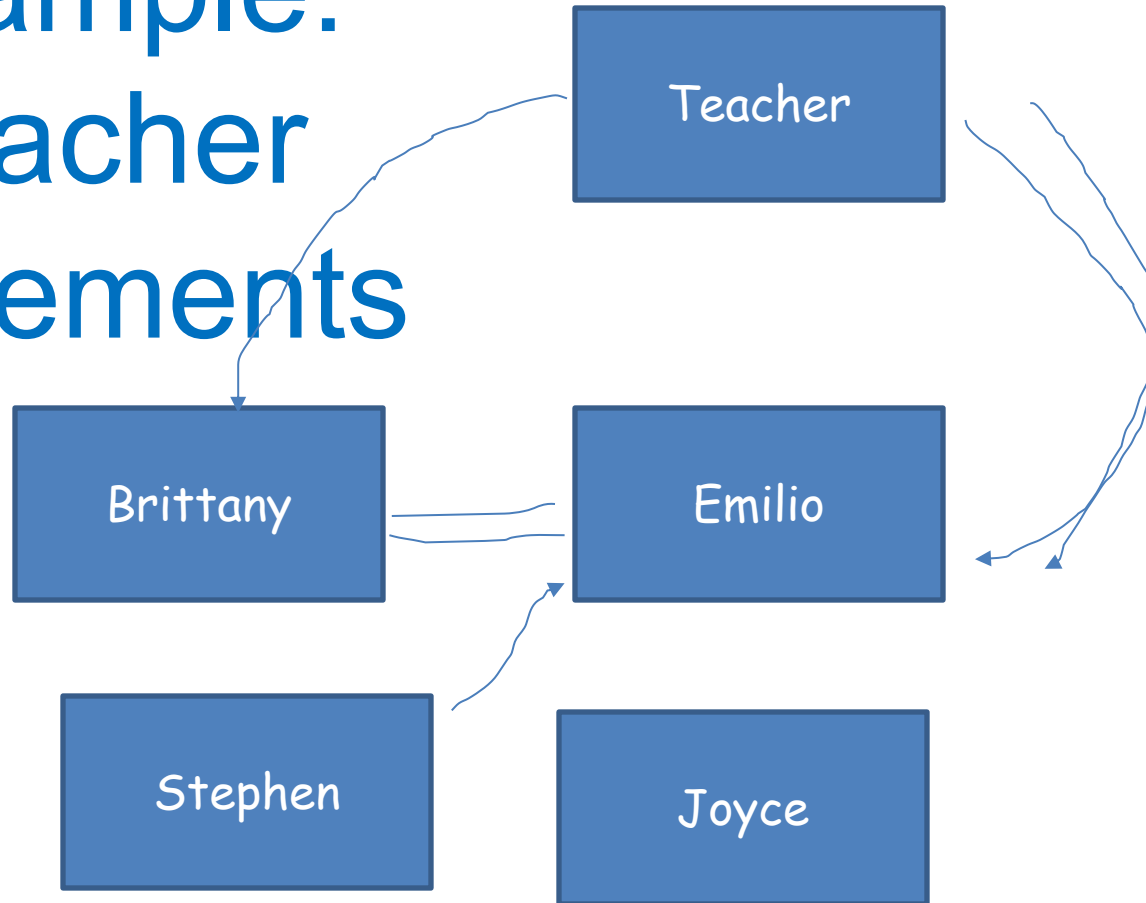
Teacher wait time

Movement Patterns

- Use a seating chart.
- Track, with an arrow, the physical movement of teacher and/or students.
- You might want to focus on particular students.
- Good for on task behavior; equity; procedures & routines



Example: Teacher Movements



One Teach-One Assist

One teacher has primary responsibility for teaching while the other teacher circulates the room to:

Provide unobtrusive one-to-one assistance

Clarify for individuals or small groups

Facilitate materials, transitions

Monitor & support behavior

Correct work, catch errors



The assisting teacher is still teaching!

One Teach – One Assist Qualities

- At times, your teacher candidate will be assisting students while you are teaching
- Think about what qualities your teacher candidate needs to possess in order to effectively assist during lessons
- Share some of these qualities

Team Teaching at the beginning

- Both you – the mentor teacher – and the teacher candidate teach together
- Fieldwork – discussed lesson
- Student Teaching - coplanned lesson
- It is decided who will teach which part of the lesson
- May have a signal or spot in the room

Team Teaching as you Continue

- Both you – the mentor teacher – and the teacher candidate teach together
- Your partner relationship has strengthened – team teaching is a flow
- Coplanned lesson and teaching exhibits an invisible flow of instruction
- From a student's perspective, there is no clearly defined lead teacher, as both teachers share the instruction, are free to interject information and available to assist students and answer questions

Team Teaching in Action



Coteaching Strategies as you Continue

- You will continue to utilize the strategies you may have started with:
 - One Teach – One Observe
 - One Teach – One Assist
 - Team Teaching
- You and your teacher candidate may also try your hand at:
 - Station Teaching
 - Supplemental Teaching
 - Parallel Teaching
 - Alternative Teaching



Supplemental Teaching



One teacher works with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.



Station Teaching



Teachers divide content and students.

Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group(s).

There are typically stations for independent work or technology work.



Share your Thoughts



- Think about the content areas you teach
- English Language Arts, Math, Science, Social Science, Health, Art, Physical Education
- What content area pops out as would benefit from station teaching? Why?

Parallel Teaching

Both teachers teach the same information, but they divide the class and teach simultaneously.

Teachers face each other – students face teacher

Ratio of teacher to students is lowered

Best aspect of focus is pacing



Alternative Teaching

Students are provided with different opportunities to experience the same information.



Attention to learning styles.



The learning outcome is the same for all students, however, the avenue for getting there is different.

Co- Planning

Co-planning describes the process where two or more teachers **actively** engage in instructional planning that includes...

- Agreeing on learning goals
- Analyzing students' assets, interests and needs
- Setting a timeline for learning activities
- Selecting instructional strategies and tools
- Designing assessment strategies

Basic Principles of Co-Planning

- Nurture professional relationships between co-teachers.
- Make planning and teaching transparent.
- Make decision-making process transparent.
- Focus on student learning.

Basic Principles of Planning: The What-How-Who Approach

- **WHAT needs to be taught in this lesson?**
Conversation about standards, objectives and big ideas or essential questions
- **HOW will we teach this lesson in order to make sure it is universally accessible for all students?**
What co-teaching strategy(ies) would work best with the lesson?
What learning objectives need to be met?
What learning activities are appropriate?
What needs to be prepared prior to the lesson?
What time frame is needed for the lesson?
- **WHO needs additional consideration in order to access this lesson?**
Co-teachers discuss the specific needs, assets, interests, as well as academic and social skills of their students to consider how best to provide access to and engagement in the learning activities.

*A lack of time to co-plan is one of the most significant barriers to effective co-teaching
(Murawski & Dieker, 2004)*

Fieldwork

- In Fieldwork, the teacher candidate will be actively engaged in coteaching through the mentor teacher's lesson plans.
- On Fieldwork days, mentor teacher and teacher candidate can decide upon appropriate coteaching strategies.
- On Fieldwork days, mentor teacher and teacher candidate can reflect upon coteaching strategies used.

Co- Planning in Student Teaching

- Coplanning is a time for the mentor teacher to come to the table with experience, resources, effective instruction and a unique skillset.
- Coplanning is a time for the teacher candidate to come to the table with ideas, knowledge from coursework, experience and a unique skillset.
- These are brought together and a plan is made for instruction that is focused on the most effective student learning.
- Coteaching strategies are decided upon.
- Teacher candidate then writes formal lesson plans



Share your Thoughts



- What is the best piece of advice you can give to yourself regarding co-planning with a teacher candidate who is new to teaching?

Thank You So Much!!

