



# ***Co-Teaching Strategies for the Inclusion Model Classroom***

<http://bit.ly/2GMQbBe>

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# ***Presenters***

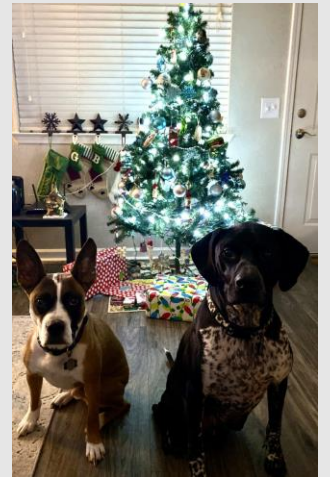
## **Heather Gay, MAT**

- Greenbrier High School
- Content Area Specialist
- Big Boy Mom of Noah



## **Lea Keith, MAEd**

- East Robertson High School
- Education Specialist (Reformed Content Area Specialist)
- Dog Mom of Bruce and Gambit



# ***Components of Co-Teaching***

- Classroom Culture
- What Co-Teaching Can Look Like
- Planning for Co-Teaching
- Questions

# ***Inclusive Culture***

- "Our" Class
  - Both names on syllabus and other communication home
  - Both teachers play roles of equal importance (although often different)
  - No evidence of "My Kids" and "Your Kids"
  - It's a marriage: no arguing in front of the kids.
- Student Perception:
  - Expectations are certain
  - No 'playing' one teacher against another
  - "I have 2 teachers"

# ***Types of Co-Teaching***

- "What matters most is two teachers cohesively meeting the needs of all learners." - Heather Gay

Teach/Support

Alternative Teaching

Small Groups

Parallel Teaching

Teach/Observe

Team Teaching

# ***Teach/Observe***

## **Content Area Specialist**

- Leads instruction
- Manages instruction of class and gives directions.

## **Education Specialist**

- Observes instruction from Content Area Specialist
- Observes behavior of students
- Collects data for conferences, meetings, and goal mastery levels.

# ***Teach/Support***

## **Content Area Specialist**

- Leads instruction
- Manages instruction of class and gives directions.

## **Education Specialist**

- Provides supports or enrichment
- Gathers observation data
- Provides *additional* classroom management
- Circulates through class ensuring students know what they are supposed to be doing and provides assistance as necessary

\*Roles can be fluid/reversed

\*Often used when introducing new material

# ***Team Teaching***

## **Content Area Specialist**

- All the things.

## **Educational Specialist**

- All the things.

Equal responsibilities, Equal Roles: Difficult to discern who is who to a stranger in the room.

No, "Your kids and my kids."



# ***Small Group/Stations***

## **Content Area Specialist**

- Plans Groups, Standard, and Scaffolding
- Remediate or enrich group of students
- Provides Instructional Materials
- Provides accommodations and modifications

## **Education Specialist**

- Works with Content Specialist to 'unpack' standard and identify scaffolding needs of students
- Remediate or enrich group of students
- Provides Modified Instructional Materials
- Provides accommodations and modifications

# ***Alternative/Modified Teaching***

## **Content Area Specialist**

- Plans standard, and scaffolding for student's ZPD, so that they could return to general classroom with ease
- Educates Education Specialist, if needed
- Provides materials and/or support

## **Education Specialist**

- Provides specialized instruction for more intensive needs, if the student(s) need smaller group setting outside the general classroom.
- Educates the student(s), sometimes in an alternate setting, with the same instruction, or slightly modified instruction, of what the content area specialist is providing.

# ***Parallel Teaching***

## **Content Area Specialist**

- Teaches same lesson to a portion of the students while the Education Specialist teaches the other portion of students.
- Both teachers use the same strategies and instructional activities.

## **Education Specialist**

- Teaches same lesson to a portion of the students while the Content Area Specialist teaches the other portion of students.
- Both teachers use the same strategies and instructional activities.

# ***Planning with Co-Teachers***

- Be clear about expectations that are fair for both teachers.
- At Start of term: Plan who does what.
- It doesn't matter who does what, what matters is 2 teachers work together for student achievement