

Western Michigan University

Mentor Teacher Inservice

October 23, 2008

4:30-6:30 p.m.



Presented by

WMU Special Education Faculty

Co-Teaching: A Definition

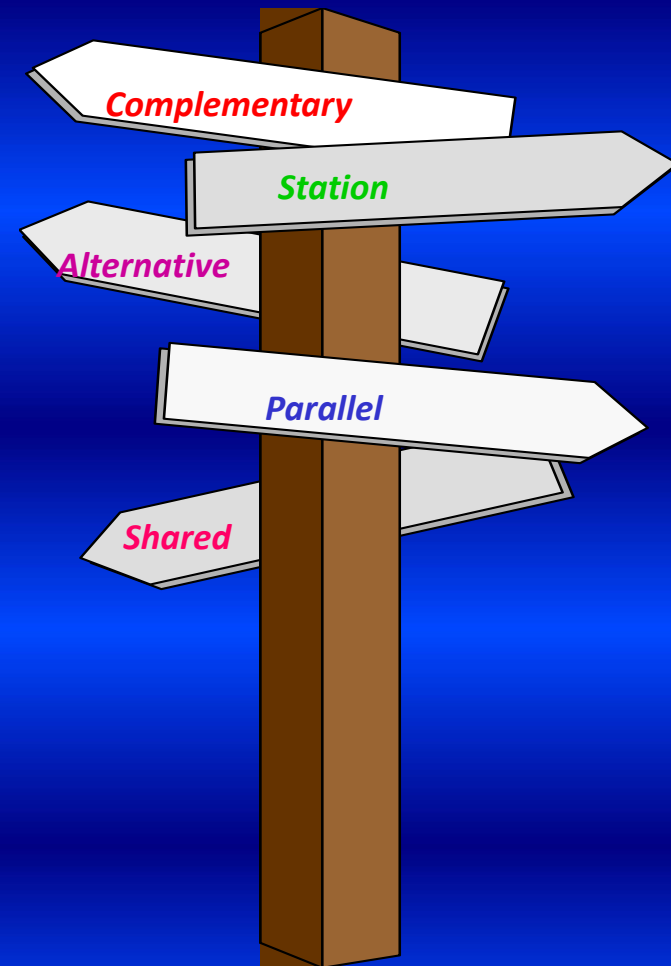
Collaborative teaching is a professional partnership between two or more educators that erases traditional boundaries and allows them to make informed decisions when designing, communicating, and monitoring instruction through reflective teaching.



-Whitten & Hoekstra, 2002

Co-Teaching Models

1. Complementary Teach
2. Station Teach
3. Alternative Teach
4. Parallel Teach
5. Shared Teach



Model Use

- Each model has a specific purpose and key attributes
- Specific strategies can be used within each model
- Differentiation is needed within each model
- Assessment and evaluation are essential components of each model

Quality Indices of Co-Teaching

- Ability to choose your co-teaching partner
- Flexibility and spontaneity in teaching
- Administrative support
- Common designing and reflecting time
- Close proximity
- Teaching to various learning styles
- Teaching through differentiated instruction
- Balancing theory and practice
- Understanding of educational philosophies

Whitten & Hoekstra, 2004

Complementary Teach

- **Mentor/Lead Teacher** has content knowledge
- **Intern/Support Teacher** provides strategy instruction or other support
- **Key Attributes:** Draws on the strengths of each teacher. Provides inclusive instruction through large group instruction. Activates background knowledge for all students. Uses evidence based strategies
- **Strategies:**
 - Three Tiered Notetaking
 - Scaffolded Notes
 - Proximity Control
 - KWL
 - Individual Student Support
- **Differentiation:** Scaffolded notes provided to students

Station Teach

- **Mentor/Lead Teacher** has content knowledge and big idea for lesson
- **Intern/Support Teacher** develops and teaches small group
- **Key Attributes:** Takes a complex idea and chunks the learning into short lessons. Allows for grouping based on a variety of student strengths or needs. Provides inclusive instruction through small group instruction. Draws on the strength of each teacher. Allows for multiple educators to participate.
- **Strategies:**
 - Learning Modalities
 - Multiple Intelligences
 - Self-Monitoring
- **Differentiation:** Grouping patterns enhance individualization

Alternative Teach

- **Mentor/Lead Teacher** has content knowledge and teaches lesson
- **Intern/Support Teacher** implements support activities for small groups or individuals before or after the formal lesson
- **Key Attributes:** Draws on the strength of each teacher. Activates background knowledge for students in need. Teaches students differently from the formal lesson. Repeats information from the formal lesson in a different format.
- **Strategies:**
 - Graphic Organizer
 - Peer Tutoring
 - Reciprocal Teaching
- **Differentiation:** Teach each individual through his/her best learning modality either before or after formal lesson

Parallel Teach

- **Mentor/Lead Teacher** has content knowledge for the lesson
- **Intern/Support Teacher** has content knowledge for the lesson
- **Key Attributes:** Teachers plan the lesson together and teach separately to reduce the pupil teacher ratio. Parallel groups allow the teachers to group the students based on students' needs. Allows for two or more groups of students to interact with one teacher and increase the student response rate
- **Strategies:**
 - Foldables
 - Repeated, Choral, and Timed Readings
 - Reader's Theater, Author's Chair
- **Differentiation:** Each educator can identify learning strategies and technology to best support the group he/she is teaching

Shared Teach

- **Mentor/Lead Teacher** has content knowledge for the lesson
- **Intern/Support Teacher** has content knowledge for the lesson
- **Key Attributes:** Teachers plan the lesson together and teach together modeling effective communication and problem solving, trust and respect.
- **Strategies:** Story Board
Jigsaw
- **Differentiation:** Co-planning allows for educators to determine what type and level of differentiation is needed to teach to the large group. It can range from scaffolded notes to proximity control.

Co-Teaching Models

It is necessary to be skilled and confident to step in and not step on!



Quick Summary of Co-Teaching Models

- **Complementary Teach** - mentor teacher conducts formal teaching and evaluation of the lesson. Intern teacher assists with teaching strategies or individual students or monitors large group.
- **Station Teach** - mentor teacher and intern teacher segment/chunk the lesson content and then teach and evaluate their station(s).

Co-Teaching Models continued

- **Alternative Teach** - pre or post lesson mentor teacher and intern teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote more student learning
- **Parallel Teach** - mentor teacher and intern teacher collaboratively organize the content of the lesson and divide the students into two groups to teach and evaluate the lesson.

Co-Teaching Models continued

- **Shared Teach** - teachers collaboratively organize the lesson content, identify strategies and technology needed for whole group instruction, simultaneously facilitate learning with the whole group by exchanging lead and support roles throughout the lesson. They may often make use of more than one of the co-teaching models