We Know the Six Approaches... Now What?

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Topics for This Session

• Variations on co-teaching approaches (beyond books and videos)
• Ideas for effectively and efficiently grouping students
• Roles, responsibilities, and relationships between co-teaching professionals
• Your additional co-teaching questions

Revisiting Co-Teaching Approaches

• One teach, one observe
• Station teaching
• Parallel teaching
• Alternative teaching
• Teaming
• 1 teach, one assist
Goals for Co-Teaching Approaches

- MORE OF THESE
  - Station teaching
  - Parallel
  - Alternative teaching
  - One teach, one observe

- LESS OF THESE
  - One teach, one assist
  - Teaming

Expanding Station Teaching

- 3 or 4 activities related to the same concept
- 3 or 4 activities that are different concepts related to curriculum
- Incomplete station rotation w/tiered instruction
- Tiered independent station
- Other options for the independent group

Options for the Independent Group

- Work alone on tailored tasks (electronic options included)
- Work with a partner on an interdependent task
- Work with a group, leader designated
- Tier independent work and group students appropriately
- Keep some students close to you
- Eliminate independent station for some students
Incomplete Stations

<table>
<thead>
<tr>
<th>Rotation 1</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Achievers</td>
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<tr>
<th>Rotation 2</th>
<th>Teacher A</th>
<th>Teacher B</th>
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<tbody>
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Stations with a Twist

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Expanding Parallel Teaching

- Heterogeneous groups to increase participation
- Outside-the-box intentional heterogeneous groups
- Various groups to tier instruction (skill level, modality, type of product, etc.)
- Various groups to address POV
Expanding Alternative Teaching

- Which teacher takes the group?
- What is the purpose of the group?
- Which students are in the group?
- Double alternative teaching (with variations)
- How do you document alternative teaching?

Grouping Students

- Student achievement levels
- Student language skills
- Student need for specialized services
- Student behavior
- Student social and interaction patterns
- Specific student needs

A Grouping Strategy

- Decide on four grouping criteria
- Relate each criteria to a representation
- Pre-assign students to the appropriate groups
- Call students to groups based on the representations
Grouping: An Example

- Criteria and Representations:
  - Random (football team)
  - Skill level (musician)
  - Social/behavior skills (video game)
  - Talkativeness (TV show)
- Every student is assigned to each group

Co-Teaching Assignment Card

<table>
<thead>
<tr>
<th>Colts</th>
<th>Katy Perry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pac-Man</td>
<td>SpongeBob SquarePants</td>
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</table>

Co-Teacher Roles

- Academic Content Expertise
- Learning Process Expertise

General Educators

Specialists
GET Responsibilities

- Knowledge of and skill for delivering grade level curriculum
- Classroom management, including discipline
- Knowledge of typical student characteristics and needs
- Pacing of instruction

SET Responsibilities

- Knowledge of and skills to deliver specially designed instruction
- Understanding of unique individual student needs
- Completion of all special education-related paperwork and procedures
- Mastery model of instruction
Parity Signals

1. Both teachers’ names are posted.
2. Both teachers’ names are on report cards.
3. Both teachers’ handwriting/feedback is on student assignments.
4. Both teachers have space for personal belongings.
5. Both teachers have similar furniture (i.e., desks, chairs).
6. Both teachers take a lead role in the classroom.
7. Both teachers talk during instruction.
8. Both teachers give directions or permission without checking with the other teacher.
9. Both teachers work with all students.
10. Both teachers are considered teachers by the students.

References and Resources


