

"Co-Teaching for Student Success:
Collaboration, Communication, Creativity, &
Conflict Resolution in Action"

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Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. Rich works with schools, governmental and non-governmental agencies, and advocacy organizations. He has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited ten books and developed two multimedia kits for teachers, administrators, and parents. Rich possesses the conceptual, technical, and interpersonal skills required to work effectively with others and facilitate change and progress in education. He has presented at numerous national and international conferences, and is known for his enthusiastic, knowledgeable, and humorous style of presenting.

RESOURCES

Co-Teaching:

- Villa, R., Thousand, J., & Nevin, A. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning (3rd Edition)*. Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Nevin, A., Villa, R., & Thousand, J. (2009). *A Guide to Co-Teaching with Paraeducators Practical Tips for K-12 Educators*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *A Guide to Co Teaching: Practical Tips for Facilitating Students Learning (2nd Edition)*. Thousand Oaks, California: Corwin Press. . (800) 818-7243
- Villa, R., Thousand, J., & Nevin, A. (2008). *Co-Teaching: A Multimedia Kit for Professional Development*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R. (2002). *Collaborative Planning: Transforming Theory into Practice*. National Professional Resources. (800) 453-7461
- Villa, R. (2002). *Collaborative Teaching: The Co-Teaching Model*. National Professional Resources. (800) 453-7461

Differentiated Instruction:

- Thousand, J., Villa R., & Nevin, A. (2015). *Differentiated instruction: Planning for Universal Design and Teaching for College and Career Readiness (2nd ed.)*. Thousand Oaks, California: Corwin Press. (800) 818-7243. (anticipated January 2015).
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461

Inclusion:

- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723
- Thousand, J. & Villa, R. (Eds.). (2002). *Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families*. Baltimore, MD: Paul H. Brookes. (800) 638-3775
- Villa, R. & Thousand, J. (Eds.). (2000). *Restructuring for Caring and Effective Education: Piecing the Puzzle Together (2nd Edition)*. Baltimore, MD: Paul H. Brookes. (800) 638-3775

Co-Teaching Is....

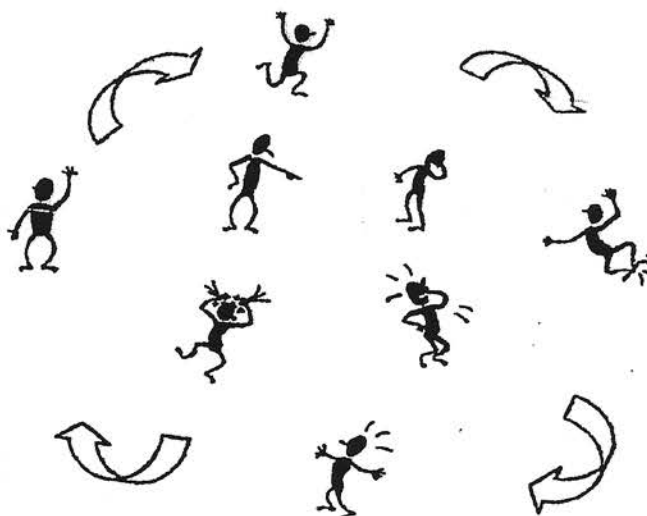
Co-Teaching is not...

Questions for consideration

1. What effect does collaboration in planning and teaching have on your person/professional development?
2. What effects does collaboration in planning and teaching have on the students we teach?
3. How does collaboration among adults affect the school climate/culture?
4. What do you consider your greatest challenge in achieving collaboration?

Inside-Outside Circle

1. Create 2 concentric circles.
2. Speak to your partner about completing the sentence starter provided.
3. Outside circle rotates to a new partner for each new question.
4. Be prepared to report your partner's responses.



Questions for Consideration

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Udvari-Solner, 2000

Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches			
Supportive Differences	Parallel Differences	Complementary Differences	Team Differences
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team Advantages
Supportive Cautions	Parallel Cautions	Complementary Cautions	Team Cautions

Approaches for Co-Teaching

Supportive Co-Teaching

- One teacher takes the lead instructional role and the other(s) rotate among the students to provide support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide on-to-one tutorial assistance when necessary, while the other co-teacher continues to direct the lesson.

Parallel Co-Teaching

- Two or more people with different groups of students in different sections of the classroom. The groups are heterogeneous. Co-teachers may rotate among the groups, and sometimes there may be one group of students that work without a co-teacher for at least part of the time.

Complementary Co-Teaching

- Co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other's statements or model note-taking skills on a transparency. Sometimes, one of the complementary teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the first lesson taught by the co-teacher.

Team Co-Teaching

- Two or more people do what the traditional teacher has always done – plan, teach, assess, and assume equal responsibility for all of the students in the classroom. Team teachers share the leadership and the responsibilities. For example, one might demonstrate the stems in a science experiment, and the other models the recording and illustrating of its results. Instructing students generally moves back and forth between the teachers.

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

The Many Faces of Parallel Co-Teaching

Activity - "In what ways might/have we use(ed) this parallel structure?"
"How does this structure promote differentiation of instruction?"

SPLIT CLASS

Each co-teacher is responsible for a particular group of students, monitoring understanding of a lesson, providing guided instruction, or re-teaching the group, if necessary.

STATION TEACHING OR LEARNING CENTERS

Each co-teacher is responsible for assembling, guiding, and monitoring one or more different learning centers or stations.

CO-TEACHERS ROTATE AMONG STATIONS

The co-teachers rotate among the two or more groups of students, with each co-teacher teaching a different component of the lesson. This is similar to station teaching or learning centers, except in this case the teachers rotate from group to group rather than groups of students rotating from station to station.

COOPERATIVE GROUP MONITORING

Each co-teacher takes responsibility for monitoring and providing feedback and assistance to a given number of cooperative groups of students.

EXPERIMENT OR LAB MONITORING

Each co-teacher monitors and assists a given number of laboratory groups, providing guided instruction to those groups requiring additional support.

LEARNING STYLE FOCUS

One co-teacher works with a group of students using primarily visual strategies, another co-teacher works with a group using primarily auditory strategies, and yet another may work with a group using kinesthetic strategies

SUPPLEMENTARY INSTRUCTION

One co-teacher works with the rest of the class on a concept or assignment, skill, or learning strategy. The other co-teacher a) provides extra guidance on the concept or assignment to students who are self-identified or teacher-identified as needing extra assistance, b) instructs students to apply or generalize the skill to a relevant community environment, c) provides a targeted group of students with guided practice in how to apply the learning strategy to the content being addressed, or d) provides enrichment activities.

Advance Organizer: Issues for Discussion

Directions: Individually brainstorm then discuss with a partner or small group, how you would address the following issues that co-teachers need to address. Make sure you write down at least one idea for each issue. If you think of other issues, add them.

Time for Planning

-
-
-

Instruction

-
-
-

Managing Discipline (Student Behavior)

-
-
-

Communication

-
-
-

Evaluation

-
-
-

Logistics

-
-
-

Other?

-
-
-

Co-Teaching Nuptial Conversations

The strengths we bring to our team are...

Co-Teacher A

- Content mastery
- Organized
- Hold high expectations for students

Co-Teacher B

- Flexible
- Behavior management strategies
- Experience in differentiating for diverse learners
- Sense of humor

Our concerns about co-teaching are...

Co-Teacher B

- Loss of autonomy
- I am the only one held accountable ^{as} am the instructor of record
- Watering down the curriculum
- Teaching with someone who doesn't know the curriculum

Co-Teacher B

- Viewed as only a support person – not a real teacher
- Not being able to use my access skill
- Looking foolish teaching new content

Our 3 to 5 team ground rules are...

1. What happens in Vegas stays in Vegas.
2. There will be not unspoken resentments. We will deal with conflict openly.
3. We will only provide each other with positive feedback for the first month.

Pet Peeves

Co-Teacher A

- When my co-teacher shows up late.

Co-Teacher B

- When my co-teacher says "I" instead of "we" or "our."

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Time for Planning

- How much time will we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who will plan for what content?
- How will we share teaching responsibility?
- Who will adapt the curriculum and instructional and assessment procedures for select students?
- What are our strengths in the areas of curriculum, instruction, and assessment?
- What unique talents, interests, life experiences, and cultural heritage(s) does each of us contribute to the instructional process?
- How will content be presented – will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? (Can we observe one another and practice peer coaching?)
- Will we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Student Behavior

- If we could each only have three class rules, what would those be?
- Who will decide on the disciplinary procedure?
- Who will carry out the disciplinary procedures and deliver consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address behavior?

Communication

- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of the co-teaching team have this responsibility?
- What types of frequency of communication do we each like to have with students?
- Who will communicate with students?
- How will we ensure regular communication with one another?
- Who will communicate with administrators?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade students' performances?
- Who will evaluate which group of students – do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics

- How will we explain our co teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- Who will complete the paperwork for students identified as eligible for special education?
- How will the decision be made to expand or contract team membership?
- How will a balance of decision-making power be maintained among co-teachers?

Co-Teaching Roles and Responsibilities

Directions: Insert P, S, E, or I to designate level of responsibility. Plan to revise based on changes in co-teacher skills and/or student needs.

<i>Responsibilities</i>	<i>Person Responsible</i>			
	<i>Name</i>	<i>Name</i>	<i>Name</i>	<i>Name</i>
Develop units, projects, lessons				
Create advance organizers (e.g., concept map, lecture guide)				
Differentiate Instruction				
Integrate technology into the lesson				
Monitor and assess student progress				
Assign grades				
Schedule/facilitate team meetings				
Assign responsibilities to paraprofessionals				
Train paraprofessionals				
Supervise paraprofessionals				
Recruit and train peer tutors				
Facilitate peer support and friendship				
Communicate with administrators				
Communicate with related service providers (e.g., speech)				
Communicate with parents				
Developing Individual Education Programs (IEPs)				
Other:				

P = Primary responsibility S = Secondary responsibility E = Equal responsibility I = Input in the decision making

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

**Teacher Actions During Co-Teaching Application:
Classify Which Co-Teaching Approach Each Represents**

If one of you is doing this....	The other can be doing this...	Supportive, Parallel, Complementary, Team-?
Lecturing	Modeling note taking on the board/overhead	
Giving instructions orally	Writing down instructions on board	
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students	
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class	
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate	
Facilitating an activity	Circulating, checking for comprehension	
Providing large group instruction	Circulating, using proximity control for behavior management	
Considering differentiation, modification and enrichment needs	Considering differentiation, modification and enrichment needs	
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials	
Monitor cooperative groups	Monitoring cooperative groups	
Reading a test aloud to a group of students	Proctoring a test silently with a group of students	
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and differentiation for diverse learners	
Facilitating stations or groups	Facilitating stations or groups	
Explaining new concept	Conducting role play or modeling concept	

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Co-Teaching Tracking Matrix: Which Co-Teaching Approaches do We Use?

Week of:

Directions: Monitor, plan, and document your co-teaching experiences! For each co-teaching approach briefly describe what co-teachers plan to do or did each day.

	Supportive	Parallel	Complementary	Team	Additional Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Notes and Plans for Next Week					

Supportive - One co-teacher takes the lead instructional role and the other(s) rotates among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson. The role of lead and supportive co-teacher can switch.

Parallel - Two or more people work with different groups of students at the same time in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time.

Complementary - All co-teachers have a large group instructional role. One may introduce the new academic content while the other makes it more accessible through complementary instruction (modeling note taking, use of different examples or analogies, paraphrasing, creating visuals).

Team - Co-teachers equitable share responsibility for that which one teacher otherwise would have performed alone; namely, planning, teaching, and assessing the instruction of all assigned students. Co-teachers are comfortable using and do use each co-teaching approach based upon the needs of students and the demands of the lesson.

SODAS

SITUATION (Define the problem):

OPTIONS:

1. _____ 2. _____ 3. _____

DISADVANTAGES:

- | | | |
|----------|----------|----------|
| a. _____ | a. _____ | a. _____ |
| b. _____ | b. _____ | b. _____ |
| c. _____ | c. _____ | c. _____ |
| d. _____ | d. _____ | d. _____ |

ADVANTAGES:

- | | | |
|----------|----------|----------|
| a. _____ | a. _____ | a. _____ |
| b. _____ | b. _____ | b. _____ |
| c. _____ | c. _____ | c. _____ |
| d. _____ | d. _____ | d. _____ |

SOLUTION:

IF you agree to a solution, MAKE A PLAN. (Who will do what, when? How will you know if the plan is working?)

“Are We Really Co-Teachers?” Self-Assessment

Directions: To what degree do you agree with each statement? Use your results to set goals!

5	4	3	2	1
Always	Usually	Sometimes	Rarely	Never

Culture of Collaboration

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | |
| 5 | 4 | 3 | 2 | 1 | 1. We depend upon one another to follow through on tasks and responsibilities. |
| 5 | 4 | 3 | 2 | 1 | 2. We share ideas, information, and materials. |
| 5 | 4 | 3 | 2 | 1 | 3. We identify the resources and talents of each co-teacher. |
| 5 | 4 | 3 | 2 | 1 | 4. We model collaboration and teamwork for our students. |
| 5 | 4 | 3 | 2 | 1 | 5. We are both viewed by our students as their teachers. |
| 5 | 4 | 3 | 2 | 1 | 6. We ensure that each co-teacher teaches each student at some time. |
| 5 | 4 | 3 | 2 | 1 | 7. We share responsibility for differentiating instruction. |
| 5 | 4 | 3 | 2 | 1 | 8. We are aware of what one another is doing even when we are not directly in one another’s presence. |
| 5 | 4 | 3 | 2 | 1 | 9. We communicate freely our concerns. |
| 5 | 4 | 3 | 2 | 1 | 10. We have a process for resolving our disagreements, and we use it when faced with problems and conflicts. |
| 5 | 4 | 3 | 2 | 1 | 11. We celebrate the process of co-teaching as well as outcomes and successes. |
| 5 | 4 | 3 | 2 | 1 | 12. We have fun with the students and each other when we co-teach. |

Planning

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | |
| 5 | 4 | 3 | 2 | 1 | 13. We have regularly scheduled times to meet and discuss our work. |
| 5 | 4 | 3 | 2 | 1 | 14. We share responsibility for deciding what to teach. |
| 5 | 4 | 3 | 2 | 1 | 15. We agree on the curriculum standards that will be addressed in a lesson. |
| 5 | 4 | 3 | 2 | 1 | 16. We decide which co-teaching approaches we are going to use in a lesson based upon the needs of and benefits to the students. |
| 5 | 4 | 3 | 2 | 1 | 17. We identify student strengths and needs. |
| 5 | 4 | 3 | 2 | 1 | 18. We share responsibility for deciding how to teach. |
| 5 | 4 | 3 | 2 | 1 | 19. We share responsibility for deciding who teaches what part of a lesson. |
| 5 | 4 | 3 | 2 | 1 | 20. We share responsibility for how student learning is assessed. |

Implementation

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | |
| 5 | 4 | 3 | 2 | 1 | 21. We use a variety of co-teaching approaches. |
| 5 | 4 | 3 | 2 | 1 | 22. We effectively implement the chosen co-teaching approach(es) we’ve planned for the lesson. |
| 5 | 4 | 3 | 2 | 1 | 23. We are flexible and make changes as needed during a lesson. |
| 5 | 4 | 3 | 2 | 1 | 24. We agree on discipline procedures and jointly carry them out. |

Reflection

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | |
| 5 | 4 | 3 | 2 | 1 | 25. We give feedback to one another on what goes on in the classroom. |
| 5 | 4 | 3 | 2 | 1 | 26. We make improvements in our lessons based on what happens. |
| 5 | 4 | 3 | 2 | 1 | 27. We can show that students are learning when we co-teach. |
| 5 | 4 | 3 | 2 | 1 | 28. We can see our own growth in co-teaching together. |

Promoting Co-Teaching

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | |
| 5 | 4 | 3 | 2 | 1 | 29. We seek and enjoy additional training to become better co-teachers. |
| 5 | 4 | 3 | 2 | 1 | 30. We are mentors to others who want to co-teach. |
| 5 | 4 | 3 | 2 | 1 | 31. We communicate our need for logistical support and resources. |

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Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches

- Two or more co-teachers are in the classroom.
- They capitalize on specific strengths and expertise of both co-teachers.
- They provide greater teacher-to-student ratios and additional one-on-one support for students in the classroom.
- All approaches have benefits and cautions associated with their use.
- Students are primarily heterogeneously grouped by mixed abilities and interests.
- There are shared responsibilities.
- Each approach requires trust, communication, planning time, and coordination of effort. (Note: The need for all of these elements increases as you move from supportive to parallel, parallel to complementary, and complementary to team teaching co-teaching.)

Supportive Differences	Parallel Differences	Complementary Differences	Team-Teaching Differences
<p>One co-teacher is in the lead role; the other provides support. Who is in lead and who provides support may change during a lesson.</p>	<p>Co-teachers work, monitor, or facilitate different groups of students in the same room. (There are at least seven different options for arranging the groups.)</p>	<p>One co-teacher teaches content; the other facilitates access (e.g. clarifies, paraphrases, simplifies, provides visual scaffolding, records content.)</p> <p>One co-teacher may pre-teach specific study or social skills and monitors students' use of them; the other teaches the academic content.</p>	<p>Both co-teachers are equally responsible for planning, instruction of content, assessment, and grade assignment.</p> <p>This approach requires the greatest amount of planning time, trust, communication, and coordination of effort.</p>
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team-Teaching Advantages
<p>Allows immediate support (academic or behavioral) to students.</p> <p>Can be used when there is little or no planning time.</p> <p>A way for a new member of a co-teaching team to get to know other co-teachers, the students, the curriculum, and the classroom routines.</p> <p>New content is introduced by the teacher with the greatest content mastery.</p> <p>Allows the supportive co-teacher to monitor and collect data.</p>	<p>Reduces student to teacher ratio. (Divide and conquer).</p> <p>Increases teacher feedback to students.</p> <p>Each co-teacher instructs and uses instructional expertise.</p> <p>Co-teachers can be viewed as equal partners.</p> <p>Allows for greater individualization, data collection, monitoring, and relationship building with students.</p> <p>Students have greater opportunities to engage in conversation and peer-mediated instruction with partners, at stations, or in cooperative groups.</p>	<p>Complementary "experts of access," regardless of their level of content mastery, influence instruction by making content more accessible.</p> <p>Co-teachers are viewed as teachers of all students in the classroom.</p>	<p>All co-teachers are viewed as equal and teachers of all students.</p> <p>Content experts acquire and practice access skills.</p> <p>Access experts acquire and practice content skills.</p> <p>It is difficult to identify who is the "content" vs. the "access" expert.</p>

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Supportive Cautions	Parallel Cautions	Complementary Cautions	Team-Teaching Cautions
<p>Beware of the “Velcro effect,” where the supportive co-teacher hovers over one or selected students, stigmatizing both the student(s) and the co-teacher.</p> <p>Beware of making the supportive co-teacher the “discipline police,” materials copier, or in-class paper grader, rather than an instructor.</p> <p>Beware of ineffective use of the supportive co-teacher’s (e.g. special educator, ELL specialist) expertise.</p> <p>Beware of resentment, if the skills of the supportive co-teacher (e.g. special educator) are not being used or the lead co-teacher (e.g. content teacher) feels an unequal burden of responsibility.</p> <p>Beware of staying “shuck” in the supportive role due to lack of planning time.</p>	<p>Beware of creating a special class within the class and lowering student achievement by homogeneously grouping lower-performing students together.</p> <p>Beware that the noise level can become uncomfortably high when numerous activities are occurring in the same room.</p> <p>Beware of failing to adequately prepare other co-teachers to ensure that they deliver instruction as intended, since co-teachers cannot monitor one another while all are simultaneously co-teaching different groups.</p>	<p>Beware of failing to closely monitoring students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced student-teacher interaction.</p> <p>Beware of “stepping on one another’s toes.”</p> <p>Beware of “typecasting” the co-teacher delivering content as the “real” or “expert” teacher.</p> <p>Beware of failing to plan for “role release” or “role exchange,” so that all co-teachers get a chance to lead instruction of the content.</p>	<p>Beware of failing to closely monitoring students, as co-teachers co-instruct in the front of the class.</p> <p>Beware of too much teacher talk, repetition, and reduced of student-teacher interaction.</p> <p>Beware of “stepping on one another’s toes.”</p>

Frequently Asked Questions About Co-Teaching

Questions	Possible Answer(s), Solutions, Ideas
How much planning time do co-teachers need?	
How do you schedule for co-teaching?	
Do all students with special needs, need to be in a co-taught classroom?	
What percent of students eligible for special education should be in co-taught classrooms?	
How long should co-teaching teams stay together?	
Will co-teaching eliminate pull-out services?	
Should general educators, specialists, and other educators who co-teach have the same level of curriculum content mastery?	

Is co-teaching a voluntary act?	
How can administrators promote co-teaching?	
Who can co-teach?	

What other questions do you have about co-teaching?

Strategies for Expanding Time for Planning

BORROWED TIME

1. Rearrange the school day so that there is a 50-60 minute block of time before or after school for co-teachers to plan.
2. Lengthen the school day for students by 15 to 30 minutes on four days, allowing for early student dismissal on the fifth, thus gaining a long (i.e. 1 to 2 hour) time block for co-teachers to meet.

COMMON TIME

3. Ask co-teachers to identify when during the day and week they prefer to plan and redesign the master schedule to accommodate this with a block for common preparation time.

TIERED TIME

4. Layer preparation time with existing functions such as lunch and recess.

RESCHEDULED TIME

5. Use staff development days for co-teachers to do more long-range planning.
6. Use faculty meeting time to problem solve common co-teaching issues of either immediate or long-range importance.
7. Build into the school schedule at least one co-teacher planning day per marking period or month.
8. Build in time for more intensive co-teacher planning sessions by lengthening the school year for teachers but not for students, or shortening the school year for students, but not teachers.

RELEASED TIME

9. Go to year-round schooling with three-week breaks every quarter; devote four or five of the 3-week intersession days to co-teacher planning as professional development days.

FREED-UP TIME

10. Institute a community service component to the curriculum; when students are in the community (e.g. Thursday afternoon), co-teachers meet to plan.
11. Schedule "specials" (e.g. art, music, physical education), clubs, and tutorials during the same time blocks (e.g. first and second period) so that co-teachers have at least that extra time block to plan.
12. Engage parents and community members in conducting half-day or full-day exploratory, craft, hobby (e.g. gourmet cooking, puppetry, photography), theatre, or other experiential programs to free up time for co-teachers to plan.
13. Partner with colleges and universities; have their faculty teach in the school, provide demonstrations, or conduct university-campus experiences to free up time for co-teachers to plan.

PURCHASED TIME

14. Hire permanent substitutes to free up co-teachers to plan during the day rather than before or after school.
15. Compensate co-teachers for spending vacation or holiday time planning with pay or compensatory time during noninstructional school-year days.

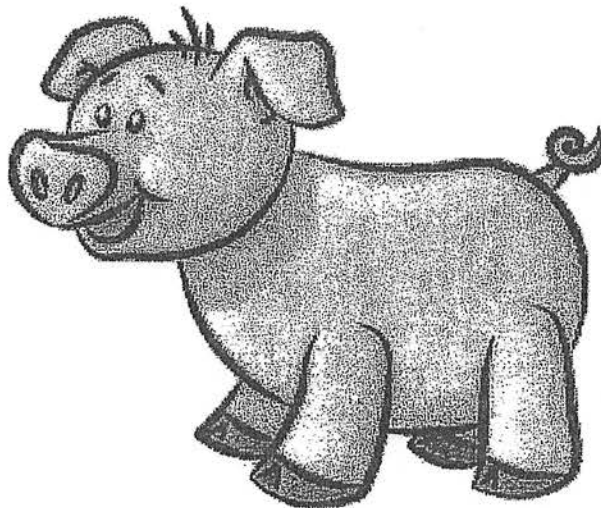
FOUND TIME

16. Strategically use serendipitous time that occasionally occur (e.g. snow day, student assembly) to plan.

NEW TIME

17. In what ways might the school administration provide co-teachers with incentives that would motivate the use of their own time to plan?

Positive Interdependence
Individual Accountability
Group processing
Social Skills
FACE-to Face Interaction



Creating Positive Interdependence?

- ★ **Common Goal**

- ★ **Distributed Leadership**

- ✓ roles

- ✓ division of labor

- ✓ natural diversity

- ★ **Common Rewards and Responsibilities**

- ✓ administrative incentives

- ✓ norms – no scape goats

- ✓ celebrate

SAMPLE ROLE RESPONSIBILITIES

The **TIME KEEPER** lets the team know how much time has elapsed, how much time they have spent on particular items, and when it is time to process.

The **RECORDER** writes down answers to the questions or keeps notes on the team meeting. Before recording, they ensure that ALL team members agree.

The **ENCOURAGER OF PARTICIPATION** ensures that all team members participate in the discussion, asks people what they are thinking, might say "we haven't heard from....," etc.

The **CHECKER OF UNDERSTANDING** ensures that all team members understand what is being said or agreed to. Pays careful attention to non-verbal signs that individuals are confused or have questions, may ask a team member(s) to explain further their point, why they think or feel that way or ask another team member to put something into their own words and see if there is agreement.

The **SUMMARIZER** summarizes what has been said by paraphrasing ("what you are saying is....," or "so we all agree that..."). After summarizing, be sure to check with each member that they think it captures the main ideas, etc.

The **REPORTER** reports back to the large group the work of the small team. They can always ask for help.

The **BRAIN-STORM RULE ENFORCER** reminds people of the rules governing brainstorming: that all ideas are accepted and recorded, that during brainstorming, discussion of ideas is not allowed (might say, "We are brainstorming now, not discussing," or "Let's remember what the brainstorming rules are.")

The **CONSENSUS CHECKER** ensures that consensus has in fact been achieved by asking each team member if they agree or if they can live with the decision, etc.

The **STANDARD SETTER** reminds and applies standards the team has identified associated with task and relationship behaviors.

The **JARGON BUSTER** signals when a jargon term is used and asks for a definition and/or another term that means the same thing.

The **BUT-WATCHER** monitors the behavior of the group during brainstorming and signals when someone is judging or evaluating ideas prematurely.

The **EQUALIZER** assures equal participation of all members.

Individual Accountability

Ground Rules/Norms

Roles

Follow-through

Commitment to goals

Conflict Resolution

POSITIVE GROUP BEHAVIORS

Task Behaviors	Relationship Behaviors
Offer Information	Encourage Participation
Acts as Information Seeker	Be a Communication Helper
Acts as Summarizer	Be a Process Observer
Diagnose Group Difficulties	Be an Active Listener
Act as Recorder	Offer Support to Ideas
Act as Timekeeper	Offer Personal Support
Give Help	Be a Praiser
Ask for Help	Be a Compromiser
Ask Questions	

Stages of Group Development

1. **Forming – Building Trust**
 - ❖ **Trusting**
 - ❖ **Trustworthy**

2. **Functioning**
 - ❖ **Communication**
 - ❖ **Leadership –
Task and Relationship**

3. **Formulating**
 - ❖ **Creative Problem Solving**

4. **Fermenting**
 - ❖ **Conflict Resolution**
(Negative feedback, negotiation)

Individual and group Assessment of Collaboration Skills

Name: _____
 Team Name: _____

Directions for Individual Assessment:

Reflect on your behavior while working as a member of your team. On a 5-point scale (1=I never do, 5=I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

Directions for Group Assessment:

Reflect on your team's functioning. On a 5-point scale (1=We never do, 5=We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 to 4 skills to improve. Place an arrow next to the skills your team has selected.

Forming Skills
 (Trust Building)

<u>Self</u>	I/We arrive at meetings on time. _____
	I/We stay for the duration of the meeting. _____
	I/We participate(d) in the establishment of the group's goal. _____
	I/We shared individual personal goals. _____
	I/We encourage everyone to participate. _____
	I/We use members' names _____
	<u>Group</u> _____

Functioning Skills
 (Communication & Distributed Leadership)

<u>Self</u>	I/We share ideas. _____
	I/We share feelings when appropriate. _____
	I/We share materials for resources. _____
	I/We volunteer for roles which help the group accomplish the task (e.g., timekeeper) _____
	I/We volunteer for roles which help maintain a harmonious working group. (e.g., encourage everyone to participate). _____
	I/We clarify the purpose of the meeting. _____
	I/We set or call attention to time limits. _____
	I/We offer suggestions as to how to effectively accomplish the task. _____
	I/We ask for help, clarification, or technical assistance when needed. _____
	I/We praise team members' contributions. _____
	<u>Group</u> _____

	<u>Forming Skills</u> (Trust Building)		<u>Functioning Skills</u>
<u>Self</u>	<u>Group</u>	<u>Self</u>	<u>Group</u>
___ I/We look at the speaker.	___	___ I/We ask team members' opinions.	___
___ I/We do not use "put-downs".	___	___ I/We use head nods, smiles, and other facial expressions to show interest/approval.	___
___ I/We use an appropriate volume and voice tone.	___	___ I/We offer to explain or clarify.	___
		___ I/We paraphrase other team members' contributions.	___
		___ I/We energize the group with humor, ideas, or enthusiasm when motivation is low.	___
		___ I/We relieve tension with humor.	___
		___ I/We check for other's understanding of the concepts discussed.	___
		___ I/We summarize outcomes before moving to the next agenda item.	___

From: Thousand, J.S., & Villa, R.A. (2000). Collaborative teams: A powerful tool in school restructuring. In R.A. Villa & J.S. Thousand, (Eds.), Restructuring for caring and effective education: piecing the puzzle together. Pps.254-292. Baltimore: Paul H. Brookes Publishing.

Formulating Skills
(Decision-Making & Creative Problem Solving)

<u>SELF</u>	I/We seek accuracy of information by adding to or questioning summaries.	_____
_____	I/We seek elaboration by relating to familiar events or asking how material is understood by others.	_____
_____	I/We ask for additional information or rationale.	_____
_____	I/We seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, mnemonic devices, public agendas).	_____
_____	I/We ask other members why and how they are reasoning.	_____
_____	I/We encourage the assigning of specific roles to facilitate better group functioning (e.g., process observer).	_____
_____	I/We ask for feedback in a non-confrontational way.	_____
_____	I/We help to decide the next steps for the group.	_____
_____	I/We diagnose group difficulties regarding tasks.	_____
_____	I/We diagnose group difficulties regarding interpersonal problems.	_____
_____	I/We encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies.	_____

Fermenting Skills
(Conflict Management)

<u>SELF</u>	I/We communicate the rationale for ideas or conclusions.	_____
_____	I/We ask for justification of others' conclusions or ideas.	_____
_____	I/We extend or build on other members' ideas or conclusions.	_____
_____	I/We generate additional solutions or strategies.	_____
_____	I/We test the "reality" of solutions by planning and assessing the feasibility of their implementation.	_____
_____	I/We see ideas from other persons' perspective.	_____
_____	I/We criticize ideas without criticizing people.	_____
_____	I/We differentiate differences of opinion when there is a disagreement.	_____

OBSERVATION FORM

-----Names of Team Members-----

Collaborative Skills								

Creativity represents a miraculous
coming together of
the uninhibited energy of the child
with
its opposite and enemy –
the sense of order imposed on the
disciplined adult intelligence.

Norman Podhoretz

(On the divergent and convergent
components of the creative act)

BLOCKS TO CREATIVITY

PERCEPTUAL

1. *Delimit too much* - extra rules, unnecessary limits
2. *Stereotype* - can't picture "doing it" a different way
3. *Not isolate the "real" problem* - incomplete or incorrect "facts," information, perceptions

CULTURAL

4. *Taboos* - some ideas are just not "acceptable"
5. Problem solving is *serious business* - no room for *fun/humor/play*
6. *Logic* valued over *intuition*
7. *Tradition* favored over change

8.

EMOTIONAL

8. *Fear* - of taking risks, chaos of the unknown
9. *Judging* (e.g. "yes, but...") instead of generating
10. *Not incubate* - must solve immediately
11. *Not challenging* enough (i.e., boring)

LANGUAGE

12. *Culturally-bound* - no common language
13. Not have the *correct "language"* (e.g. visual, auditory, mathematical) to conceive a solution

ARE WE REALLY AN EFFECTIVE PLANNING TEAM?

Effective Collaborative Planning Team Meeting Questionnaire

Directions: Circle the points to the right of each question only if all group members answer "yes" to the question. Total the number of points circled. The maximum score is 100 points. Use to set goals for improving future planning team meetings!

	<u>POINTS</u>
1. Do we meet in a comfortable environment?	4
2. When we meet, do we arrange ourselves so we can see each other's faces?	4
3. Is the size of our group manageable (6 or fewer members)?	3
4. Do we have regularly scheduled meetings held at times and locations agreed upon in advance by teammates?	4
5. Do needed members:	
receive an invitation (Note: Needed members may change from meeting to meeting based upon the agenda items)?	2
attend?	2
arrive on time?	2
stay until the end of the meeting?	2
6. Do we start our meetings on time?	3
7. Do we end our meetings on time?	3
8. Do we update tardy members at a break or following the meeting rather than stopping the meeting midstream?	3
9. Do we have a communication system for:	
absent members?	2
people who need to know about our decisions, but who are not regular members of the team (e.g., administrator, paraeducator)?	2
10. Have we publicly discussed the group's overall purpose?	3
11. Have we each stated what we need from the group to be able to work toward the group goals.?	3
12. Do we distribute leadership responsibility by rotating roles (e.g., recorder, timekeeper, encourager, facilitator)?	3
13. Have we established ground rules of behavior during meetings (e.g., all members participate, no "scapegoating")?	3
14. Do we explain the group's ground rules to new members?	3
15. Do we feel safe to express our genuine feelings (negative and positive) and to acknowledge conflict during meetings?	3

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

16.	Do we consciously attempt to improve our communication skills (e.g., giving and receiving constructive feedback, perspective taking, creative problem solving, conflict resolution) by:	
	setting time aside to discuss our interactions and feelings?	3
	developing a plan to improve our interactions next time we meet?	3
	arranging for coaching or training to improve our skills?	3
17.	Do we use a structured agenda format that prescribes that we:	
	identify agenda items for a meeting at the prior meeting?	2
	set time limits for each agenda item?	2
	rotate leadership roles?	2
	devote time for positive comments and celebration?	2
	have public minutes?	2
	discuss group effectiveness in accomplishing tasks, communicating, abiding ground rules, and coordinating actions?	2
18.	Do we consciously identify the decision-making process (e.g., majority vote, consensus, unanimous decision) we will use for making a particular decision?	3
19.	Do we summarize the discussion of each topic before moving on to the next agenda item?	3
20.	Do we refocus attention when the discussion strays from the agenda?	3
21.	Do we generally accomplish the tasks on our agenda?	4
22.	Do we distribute among ourselves homework and action items?	4
23.	Have we identified ways for "creating" time for meetings?	4
24.	Do we have fun at our meetings?	4
	Total possible points = 100	Our score = _____

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Sample Co-Teaching Planning Meeting Using Agenda Format

<i>People Present</i>	<i>Absentees</i>	<i>Others Who Need to Know</i>
Ms. Gilpatrick, Science	None	No one
Ms. Nugent, Ed. Specialist		
Ms. Hernandez, Paraprofessional		
<i>Roles</i>	<i>This meeting</i>	<i>Next meeting</i>
Timekeeper	Ms. Nugent	Ms. Hernandez
Recorder	Ms. Gilpatrick	Ms. Nugent
<i>Agenda</i>		
<i>Agenda Items</i>	<i>Time</i>	
1. Review agenda and positivos!	5 minutes	
2. Identify CONTENT objectives/standards	3 minutes	
3. Identify differentiation needs of students	5 minutes	
4. Identify PROCESS sequence/methods: Co-teaching parallel stations – number and types of stations	7 minutes	
5. Discuss PRODUCT assessment options	5 minutes	
6. Complete Co-Teaching Lesson Plan: Who does what?	20 minutes	
7. Group Process: How did we do?	5 minutes	
<i>Minutes of Outcomes</i>		
<i>Action Items</i>	<i>Persons Responsible</i>	<i>By When?</i>
1. Division of labor	Refer to lesson plan	
<i>Agenda Building for Next Meeting</i>		
Date: Following day	Time: 7:45 am	Location: Ms. Gilpatrick's room
Expected agenda items 1. Review previous day's lessons 2. Brainstorm and make any necessary adjustments		

Co-Teaching Planning Meeting Agenda Format

<i>People Present</i>	<i>Absentees</i>	<i>Others Who Need to Know</i>
<i>Roles</i>	<i>This meeting</i>	<i>Next meeting</i>
Timekeeper		
Recorder		
Other Roles (Jargon buster; energizer):		
<i>Agenda</i>		
Agenda Items	Time	
<i>Minutes of Outcomes</i>		
Action Items	Persons Responsible	By When?
1. How to communicating to absent members:		
2. Division of labor		
<i>Agenda Building for Next Meeting</i>		
Date:	Time:	Location:
Expected agenda items:		
1.		
2.		
3.		

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Administrator Actions to Promote Co-Teaching:

What is it? What has been done? What's next?

Directions: First classify each of the 11 actions in terms of the *Vision + Skills + Incentives + Resources + Action Planning = Change* formula (Label each item a V, S I, R, &/or A). Then think about what **could/needs** to be done next in your co-teaching action plan to move co-teaching forward!

- ✓ Publicly articulate the rationale for co-teaching.
- ✓ Redefine staff roles (e.g., in job descriptions of classroom teachers and support personnel) so that all are expected to participate in collaborative planning and teaching.
- ✓ Assess the staff's need for collaboration (e.g., With whom do I need to collaborate to successfully adapt instruction? From which colleagues can I acquire skills through modeling and coaching?)
- ✓ Create a master schedule that allows for collaboration (e.g., common planning and lunch periods).
- ✓ Change length of the workday or school year (e.g., early release of students one day per week; increase teacher's contracted days to allow for co-planning).
- ✓ Establish professional support groups (e.g., Professional Learning Communities) to help staff learn about and begin to practice co-teaching.
- ✓ Provide time for co-teachers to meet by relieving them from non-instructional duties that other staff that are not co-teaching are required to perform (e.g., bus duty, lunchroom supervision).
- ✓ Provide training in collaborative planning (e.g., courses and workshops, mentoring and peer coaching systems, job shadowing, clinical supervision, and the pairing of new co-teaching teams with veteran co-teaching teams).
- ✓ Educate school and community members about the accomplishments of collaborative planning and teaching teams.
- ✓ Periodically provide additional time for co-teaching teams to meet (e.g., hire substitutes, use inservice time, provide release time).
- ✓ Provide incentives for co-teaching (e.g., recognize *co-teaching teams accomplishments*, offer additional training, provide release time for co-teaching teams to observe one another teaching, attend conferences, and make presentations about their accomplishments).

STUDENT COLLABORATION QUIZ

1. How often were you expected to support the academic and social learning of other students as well as be accountable for your own learning by working in cooperative groups?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
2. Were you, as a student, given the opportunity and training to serve as an instructor for a peer?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
3. Were you, as a student, given the opportunity to receive instruction from a trained peer?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
4. Were you, as a student given the opportunity to co-teach a class with an adult?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
5. How often were you taught creative problem solving strategies and given an opportunity to employ them to solve academic or behavioral challenges?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
6. How often were you asked to evaluate your own learning?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
7. How often were you given the opportunity to assist in determining the educational outcomes for you and your classmates?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
8. How often were you given the opportunity to advocate for the educational interests of a classmate or asked to assist in determining modifications and accommodations to curriculum?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
9. How often were you involved in a discussion of the teaching act with an instructor?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
10. How often were you asked to provide your teachers with feedback as to the effectiveness and appropriateness of their instruction and classroom management?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
11. Were you, as a student, given the opportunity and training to serve as a mediator of conflict between peers?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
12. How often were you, as a student, encouraged to bring a support person to a difficult meeting to provide you with moral support?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
13. How often were you provided the opportunity to lead or facilitate meetings that were addressing your academic progress and/or future (e.g., developing personal learning plans, student-parent-teacher conferences, an IEP meeting)?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------
14. How often did you participate as an equal with teachers, administrators, and community members on school committees (e.g., curriculum committee, discipline committee, hiring committee, school board)?

Never	Rarely	Sometimes	Often	Very Often
-------	--------	-----------	-------	------------

CO-TEACHING PLANNING GRAPHIC ORGANIZER

When Co-Teaching Partners plan for instruction for each section of their instructional time, they also plan the Co-Teaching approaches they will use. This graphic organizer is a tool designed to facilitate the planning conversation for co-teaching. Writing in the graphic organizer is *optional*. The tool prompts co-teachers to: 1) identify what content is being taught and how; 2) **identify student learning challenges and differentiation needs**; 3) identify the co-teaching approach(es) that best supports student differentiation needs and content demands; and 4) describe what each co-teacher does in his/her co-teaching role.

Instructional Content: In each section of instructional time, what are we teaching & how?	What learning differences do students experience? What differentiation is needed that co-teaching supports?	Which co-teaching approach(es) do we plan on using?	CO-TEACHER	CO-TEACHER
			What will I do? (If I do this...)	What will I do? (I will do this...)
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Middle Level Math Example Using the Co-Teaching Planning Graphic Organizer

Instructional Content: In each section of instructional time, what are we teaching & how?	What learning differences do students experience? What differentiation is needed that co-teaching supports?	Which co-teaching approach(es) do we plan on using?	CO-TEACHER	CO-TEACHER
			What will I do? (If I do this...)	What will I do? (I will do this...)
Review math homework	Several students are easily distracted; several students likely will need clarification and redirection	<u>Supportive</u> Parallel Complementary Team	I am leading. I go over the answers for the math homework and clarify concepts as needed.	I am supporting. I make sure students are attending and tutor as needed to be sure questions are answered.
Math mini-lesson: Absolute value (use of number line)	Four students need visual and concrete modalities to help construct understanding	Supportive Parallel <u>Complementary</u> Team	I am leading content instruction. I teach the mini-lesson on the concept and skills of absolute value	I am complementing; I provide graphic illustration and models on the board while my co-teacher teaches the concept/skills.
Guided practice of determining absolute value (in teacher-designated table groups)	Small group application, with manipulatives (for all tables) provides target students support	Supportive <u>Parallel</u> Complementary Team	I monitor 3 groups that included students who need paper number line strip manipulatives to determine absolute value.	I monitor the rest of the groups of students who are ready for paper and pencil problems (with number lines also provided)

CO-TEACHING LESSON PLAN FORMAT #1 (BEFORE-DURING-AFTER)

Co-Teachers: _____ Date: _____

(Names)

Content Area(s): _____ Common Core Standard(s) Addressed: _____

Lesson Objectives: _____

Circle the Co-Teaching Model(s) Used: Supportive Parallel Complementary Team Teaching

What is the room arrangement? Will other spaces outside of the classroom be used? (Draw a picture of the room arrangement.)

What varying materials do co-teachers need?

In what varying ways do co-teachers assess student learning?

What additional differentiated material, teaching methods, assessment methods, or supports, do select students need?

What does each co-teacher do before, during, and after the lesson?

Co-Teacher Name:				
What are the specific tasks that I do BEFORE the lesson?				
What are the specific tasks that I do DURING the lesson?				
What are the specific tasks that I do AFTER the lesson?				

Where, when, and how do co-teachers debrief and evaluate the outcomes of the lesson?

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

CO-TEACHING LESSON PLAN FORMAT #2 (DIRECT INSTRUCTION "If one does..., the other can...")

Class:
Lesson Topic:
Standards Addressed:
Date of Lesson:

	CONTENT INSTRUCTION (If one is doing this...) <i>Example: Explaining a new concept</i>	WHO	DIFFERENTIATED INSTRUCTION (The other will be doing this...) <i>Example: Conducting role-play, modeling concept, asking clarification questions</i>	WHO
Anticipatory Set				
Instruction				
Guided Practice				
Closure				
Independent Practice				

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

CO-TEACHING WITH DIFFERENTIATED INSTRUCTION PLANNING TOOL GRAPHIC ORGANIZER (LESSON PLAN FORMAT #3)

This graphic organizer is a tool designed to facilitate the planning conversation for differentiation and co-teaching. Writing in the graphic organizer is *optional*. The tool prompts co-teachers to identify 1) what is being taught in each instructional block; 2) student learning differences and differentiation needs; 3) ways to differentiate materials and expectations, 4) ways to vary assessment, 5) ways to vary instructional interaction, and 6) the co-teaching approach(es) and actions/roles taken by each co-teacher.

STANDARD In this block of instruction, what are we focusing on & teaching?	STUDENT NEEDS What are students' learning differences and needs?	CONTENT VARIATION How can/do we vary materials & expectations?	PRODUCT VARIATION In what ways can students show what they learn?	PROCESS VARIATION <i>Format:</i> Activities; spiced up lecture <i>Arrangements:</i> Cooperative groups, partners, whole group; independent <i>Environment:</i> Norms, use of space, social skills instruction/expectations, behavior supports/contracts			What CO- TEACHING approach(s) do we plan to use?	Co-Teacher: My behaviors (When I am doing this...)	Co-Teacher: My behaviors (I will be doing this...)
						Supportive Parallel Complementary Team			
						Supportive Parallel Complementary Team			
						Supportive Parallel Complementary Team			

Instructional Observation Form

Instructor(s):	Observer:	Date:	Room #:	Period/Time:	Scheduled: <input type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject:	# of Students: present	# of Students: absent	# of IEPs:	# of Students learning English:

Content & Materials

Instructional Objective/Learning Outcome(s):		
Language Objective:		
<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening		
Objective(s) Referenced <input type="checkbox"/> Yes <input type="checkbox"/> No	Objective(s) Posted <input type="checkbox"/> Yes <input type="checkbox"/> No	Rational Provided for or Solicited from Students <input type="checkbox"/> Yes <input type="checkbox"/> No
Differentiated Materials <input type="checkbox"/> Yes <input type="checkbox"/> No		
Examples:		

Products & Assessment

<input type="checkbox"/> Yes <input type="checkbox"/> No Learning outcomes demonstrated
<input type="checkbox"/> Yes <input type="checkbox"/> No Learning outcomes demonstrated in multiple ways Examples:
<input type="checkbox"/> Yes <input type="checkbox"/> No Criteria for success explained
<input type="checkbox"/> Yes <input type="checkbox"/> No Criteria for success measured
<input type="checkbox"/> Yes <input type="checkbox"/> No Learning outcomes measured in a variety of ways

Processes of Learning

<i>Co-Teaching Approaches</i>	<i>Multiple Intelligences Theory/ies</i>	<i>Discourse</i>
<input type="checkbox"/> Supportive	<input type="checkbox"/> Logical/Mathematical	<input type="checkbox"/> Primarily teacher talk
<input type="checkbox"/> Parallel	<input type="checkbox"/> Verbal/Linguistic	<input type="checkbox"/> Equal teacher & student talk
<input type="checkbox"/> Complementary	<input type="checkbox"/> Intrapersonal	<input type="checkbox"/> Primarily student talk
<input type="checkbox"/> Team	<input type="checkbox"/> Interpersonal	
<input type="checkbox"/> None	<input type="checkbox"/> Visual/Spatial	
	<input type="checkbox"/> Bodily/Kinesthetic	
	<input type="checkbox"/> Musical/Rhythmic	
	<input type="checkbox"/> Naturalist	

Instructional Observation Form

<i>Learning Arrangements</i>			
<input type="checkbox"/> Whole Group	<input type="checkbox"/> Partner	<input type="checkbox"/> Formal Cooperative Groups	<input type="checkbox"/> Stations
<input type="checkbox"/> Independent	<input type="checkbox"/> Small Group	<input type="checkbox"/> Teacher-Directed Groups	<input type="checkbox"/> Quick Cooperative Structures

<i>Directly Related Teacher & Student Behaviors</i>	
<i>Teacher Behavior</i>	<i>Student Behavior</i>
<input type="checkbox"/> Teaches clear and evident academic behavioral procedures	<input type="checkbox"/> Follow clear and evident academic behavioral procedures
<input type="checkbox"/> Provides think time	<input type="checkbox"/> Engage in think time activity
<input type="checkbox"/> Provides clear directions	<input type="checkbox"/> Demonstrate understanding of directions
<input type="checkbox"/> Checks for understanding of directions	<input type="checkbox"/> Correctly explain directions
<input type="checkbox"/> Checks for understanding of concepts/principles/facts	<input type="checkbox"/> Multiple students respond correctly
<input type="checkbox"/> Calls on students who do not volunteer	<input type="checkbox"/> Students who did not volunteer answer correctly
<input type="checkbox"/> Require answers in complete sentences	<input type="checkbox"/> Speak in complete sentences
<input type="checkbox"/> Provides graphic organizers	<input type="checkbox"/> Use graphic organizer
<input type="checkbox"/> Uses 21 st Century technology	<input type="checkbox"/> Use 21 st Century technology
<input type="checkbox"/> Teaches academic language	<input type="checkbox"/> Use academic language

<i>Additional Teacher Behaviors</i>	<i>Additional Student Behaviors</i>
<input type="checkbox"/> Provides nonlinguistic representation	<input type="checkbox"/> Transition times are smooth
<input type="checkbox"/> Monitors all students throughout the lesson	<input type="checkbox"/> Present/read/share with classmates
<input type="checkbox"/> Bell-to-bell instruction	<input type="checkbox"/> Perform pencil/paper tasks
<input type="checkbox"/> Purposeful monitoring	<input type="checkbox"/> Generate and test hypotheses
<input type="checkbox"/> Transitions between co-teachers are smooth	<input type="checkbox"/> Identify similarities and differences
<input type="checkbox"/> Provides prompts, cues, redirection, re-teaching	<input type="checkbox"/> Summarize and take notes
<input type="checkbox"/> Provides specific feedback	
<input type="checkbox"/> Reinforces effort	
<input type="checkbox"/> Reinforces behavior	
Feeling/Tone/Climate <input type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative	

	Cognitive Levels		Student Engagement	
	<i>Teacher Initiated</i>	<i>Student Response</i>	<i>Lowest level of engagement</i>	<i>Highest level of engagement</i>
Remembering/Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 - 29% of students	<input type="checkbox"/> 0 - 29% of students
Applying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 30 - 49% of students	<input type="checkbox"/> 30 - 49% of students
Analyzing/Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 50 - 69% of students	<input type="checkbox"/> 50 - 69% of students
Creating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 70 - 89% of students	<input type="checkbox"/> 70 - 89% of students
Metacognating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 90 - 100% of students	<input type="checkbox"/> 90 - 100% of students

<i>Notes</i>

Post-Instructional Observation Conference Form

<u>Date:</u>	<u>Time:</u>	<u>Length of time co-teaching:</u>
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<p>Teacher(s) identified “things” that went well:</p>	<p>Teacher(s) identified “things that they would do differently”:</p>	<p>Length of time co-teaching:</p> <p>Teacher Identified Approaches Used: Supportive Parallel Complementary Team</p> <p>Observer Identified Approaches Used: Supportive Parallel Complementary Team</p> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;">Planning Time</p> <p>Length: _____</p> <p>Frequency: _____</p>
<p>Observer wonderings:</p>	<p>Observer identified things that went well:</p>	
<p><u>Suggestions:</u></p>	<p><u>Teacher(s) identified next steps/ “take aways”:</u></p>	

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Our Co-Teaching Credo of Support: From Surviving to Thriving!

As caring and responsible members of this co-teaching team, we commit to ...

Commitment 1: ...hold sacred time to plan on a regular basis.
Commitment 2:
Commitment 3:
Commitment 4:
Commitment 5:
Commitment 6:
Commitment 7: ...hold ourselves and one another accountable for our commitments.
Commitment 8: ...reflect upon our co-taught lessons, celebrating successes, and identifying ways we could be even better next time.
Commitment 9:
Commitment 10:
Commitment 11:
Commitment 12: