**CO-TEACHING IN CLINICAL PRACTICE**



**GETTING THE PARTNERSHIP STARTED**

**Session for Co-Teaching Partners**

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**Getting the Partnership Started**

**Greetings**

 In the Cal State San Marcos Clinical Practice program, all Cooperating Teachers and Teacher Candidates partners come together at the beginning of the semester for the GPS session. The On-Site Liaison schedules and facilitates this hour-long session at the school site during the first couple of weeks of the semester. The session is dedicated to supporting Cooperating Teachers and Teacher Candidates in getting their partnership started. It can be helpful if the Cooperating Teacher brings one of his/her curricular teacher’s guides to this session. University Supervisors are encouraged to collaborate with the OSL in facilitating the GPS session. Please print out enough copies of this packet so that each set of partners share one during the GPS session.

 To begin developing an effective partnership, partners communicate with one another in order to:

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| --- | --- |
|  | We get to know one another and learn each other’s strengths, talents, joys, aspirations, concerns and expectations. |
|  | We clarify how we will work together as partners within the context of the Clinical Practice mentoring relationship. |
|  | We begin to converse about classroom and instructional issues such as time for planning & reflection, classroom management, assessment, curriculum and instruction, logistics, goals… |
|  | We become familiar with the *Co-Teaching in Clinical Practice* tools that support planning together for co-teaching.  |
|  | The Cooperating Teacher, On-Site Liaison, University Supervisor and Teacher Candidate communicate about their roles. |

Suggested AGENDA

Welcome (5 minutes)

* TCs & CTs sign in and sit together
* Facilitators (OSL, University Supervisor) introduce themselves to group and invite TCs & CTs to introduce themselves to each other
* Facilitators share goals for the session
* Facilitators engage partners in the “Game to Review Co-Teaching Approaches in 2 Minutes”
* Facilitators remind partners about the role differentiation in each co-teaching approach “Role Differentiation: If one is…, then the other is…”

Partner Talk (25 minutes)

* Facilitators encourage partners to talk to one another to get to know each other: “Getting to Know My Partner”
* Facilitators introduce “The Conversation about Issues for Instruction and Planning”
* Facilitators encourage partners to talk to one another to begin conversing about the issues.

Planning & Reflection (20 minutes)

* Facilitators explain how to use the “Co-Teaching Planning Tool Graphic Organizer” to support them in adding co-teaching considerations to their instructional planning
* Facilitators encourage partners to try using the planning tool. They can use the curricular teacher’s guide that the CT brought.

Shift happens (10 minutes)

* Facilitators briefly review the timeline of gradual release of responsibility to the TC in the Co-Teaching Model.
* Facilitators talk about TC responsibilities during the first 8 weeks of observation and second 8 weeks full time:How will TC take on more responsibility within the co-teaching context when they transition into full-time student teaching during second 8 weeks? Supervisors share with CT salient features of the handbook.

Closure

* Facilitators ask partners how OSL and University supervisors can support their partnership. What questions or concerns do they have about co-teaching in clinical practice?
* OSL sets up first lunch meeting (at his/her lunchtime) with all TCs together sometime during the first couple of weeks of full time clinical practice.

**GAME TO REVIEW CO-TEACHING APPROACHES… in 2 minutes**

*Classify Which Co-Teaching Approach Each Represents*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **If one is doing this….** | **The other could be doing this…** | **Supportive, Parallel, Complementary, Team?** |
| 1 | Lecturing | Modeling note taking on the board/overhead |  |
| 2 | Giving instructions orally | Writing instructions on board |  |
| 3 | Checking for understanding with large heterogeneous group of students | Checking for understanding with small heterogeneous group of students |  |
| 4 | Circulating, providing one-on-one support as needed | Providing direct instruction to class |  |
| 5 | Prepping half of the class for one side of a debate | Prepping other half for the opposing side of the debate |  |
| 6 | Facilitating an activity | Circulating, checking for comprehension |  |
| 7 | Circulating, using proximity for behavior management | Providing large group instruction |  |
| 8 | Considering differentiation, and enrichment needs | Considering differentiation, and enrichment needs |  |
| 9 | Re-teaching or pre-teaching with a small group | Monitoring large group as they practice with materials |  |
| 10 | Monitor cooperative groups | Monitoring cooperative grps |  |
| 11 | Reading a test aloud to a group of students | Proctoring a test silently with a group of students |  |
| 12 | Creating basic lesson plans for standards, objectives, and content curriculum  | Providing suggestions for modifications, accommodations, and differentiation for diverse learners |  |
| 13 | Facilitating stations or grps | Facilitating stations or grps |  |
| 14 | Explaining new concept | Conducting role play or modeling concept |  |

**Answers:** 1. Complementary, 2. Complementary, 3. Parallel, 4. Supportive, 5. Parallel, 6. Supportive,

 7. Supportive, 8. Team; 9. Parallel; 10. Parallel; 11. Parallel; 12. Complementary; 13. Parallel,

 14. Complementary

Modified from Murawski, W., & Dieker, L. (2004). Tips and strategies for co-teaching at the secondary level (p.57) *Teaching Exceptional Children*, *36*(5), 53-58. [http://www.dldcec.org/pdf/teaching\_howtos/murawski\_36-5.pdf](http://www.dldcec.org/pdf/teaching_how-tos/murawski_36-5.pdf)

 **EXAMPLES of Role Differentiation: If one is… then, the other is…**

|  |  |  |
| --- | --- | --- |
| **Co-Teaching** **Approach** | **If one is.…** | **The other could be ….** |
| **Supportive** | Providing direct instruction to whole class  | Circulating, providing one-on-one support as needed |
| Supportive |  Facilitating an activity | Circulating, checking for comprehension |
| Supportive | Providing large group instruction | Circulating, using proximity control for behavior management |
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| **Parallel** | Prepping half of the class for one side of a debate | Prepping the other half for the opposing side of the debate |
| Parallel | Re-teaching or pre-teaching with a small group | Monitoring large group as they work on practice materials |
| Parallel | Facilitating stations or groups | Facilitating stations or groups |
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| **Complementary** | Giving instructions orally | Writing down instructions on board |
| Complementary | Lecturing | Modeling note taking on the board/overhead |
| Complementary | Explaining new concept | Conducting role play or modeling concept |
|  |  |  |
|  |  |  |
| **Team** | Considering differentiation, modification and enrichment needs | Considering differentiation, modification and enrichment needs |
| Team | Guiding students through odd steps of a procedure | Guiding students through even steps of a procedure |
| Team | Planning the lesson, assessment, and individual student adaptations | Planning the lesson, assessment, and individual student adaptations |
|  |  |  |

**GETTING TO KNOW MY PARTNER**

My partner’s name

My partner’s special strengths & talents

Activities my partner enjoys doing

My partners hopes, dreams and aspirations

My partner’s concerns

My partner’s expectations for the year in teaching

**CONVERSATION**

**About Issues for Instruction & Planning**

What are issues for discussion?

Time for Planning

* How much time do we need?
* Where will we find the time that we need?
* When will we plan together?

Instruction

* What content will we be teaching?
* How will the content be presented?
* How will we share the teaching responsibility?
* How will we assess the effectiveness of our instruction?

Student Behavior

* If we could each have only three class rules, what would those be?
* Who carries out the disciplinary procedures and delivers the consequences?
* How will we be consistent in dealing with 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?
* What types and frequency of communication do we each like to have with students?
* How will we ensure regular communication with each other?

Evaluation

* How will we monitor students' progress?
* How will we assess and grade student performance?
* Who evaluates which group 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?

Other?

*

**CO-TEACHING PLANNING TOOL GRAPHIC ORGANIZER**

When co-teachers plan for instruction for each block of instructional time, they also plan the co-teaching approaches they will use based upon the differentiation needs of their students. This graphic organizer is a tool designed to facilitate the planning conversation for co-teaching. Writing in the graphic organizer is not necessary and *optional*. The tool prompts co-teachers to:

1) identify what content is being taught and how content is being taught in each instructional block;

2) identify differentiation needs of students

3) identify the co-teaching approach(es) that best allow for instruction and differentiation;

4) describe what the actions of each co-teacher will be in their co-teaching role during instruction

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **For each time block, what/how are we teaching?** | **What are differentiated instructional needs of our students?** | **Which** **co-teaching approach(es) will we use?** | **COOPERATING****TEACHER** **What will I do?****(If one is doing this…)** | **TEACHER****CANDIDATE** **What will I do?****(The other is doing this…)** |
|  |  | SupportiveParallelComplementaryTeam |  |  |
|  |  | SupportiveParallelComplementaryTeam |  |  |
|  |  | SupportiveParallelComplementaryTeam |  |  |
|  |  | SupportiveParallelComplementaryTeam |  |  |
|  |  | SupportiveParallelComplementaryTeam |  |  |
|  |  | SupportiveParallelComplementaryTeam |  |  |

**EXAMPLE Co-Teaching Differentiation Lesson Planning Matrix Fourth Grade** Example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **For each time block, what/how are we teaching?** | **What are differentiated instructional needs of our students?** | **Which** **co-teaching approach(es) will we use?** | **COOPERATING****TEACHER** **What will I do?****(If one is doing this…)** | **TEACHER****CANDIDATE** **What will I do?****(The other is doing this…)** |
| Review Math Homework  | Several students are easily distracted; several students need further clarification on math procedures and concepts | ***Supportive***ParallelComplementaryTeam | I am leading.I go over the answers for the math homework and clarify concepts and procedures, as needed. | I am supporting.I make sure children are listening and “tutor” and redirect as needed to be sure questions are answered. |
| Math mini-lesson: multiplying fractions | Four students in the class need visual and concrete representations, (i.e., manipulatives) to construct their understanding  | SupportiveParallel***Complementary***Team | I am leadingI teach the mini-lesson on the concept and skills of multiplying fractions | I am complementing.I provide illustrations and fraction models while my co-teacher is teaching the concept/skills |
| Differentiated Guided Practice of Fraction Multiplication  | Students have different levels of support needs, so homogeneous small group work with manipulatives provides targeted support to student with needs | Supportive***Parallel*** ComplementaryTeam | I work with a group of struggling students who need pizza pie manipulatives to practice multiplying fractions. | I work with and monitor the rest of the groupings of students who are ready to use drawings, paper & pencil to multiply fractions. |
| Reading Fluency using iPods | Students benefit from close monitoring, in order to note any student struggling with iPod recording process or with evaluation of their recording. | ***Supportive***ParallelComplementaryTeam | I am leading. I facilitate students reading the section of text into their iPods and then evaluating their fluency based on our criteria | I am supporting.I listen in as they read/record and support those struggling. I make sure they use each criteria when they are prompted to evaluate |

**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE I**

**for Systematic Release of Responsibility during Clinical Practice Co-Teaching**

**Clinical Practice I**

|  |  |  |
| --- | --- | --- |
| **Timeline** | **Cooperating Teacher (CT) Actions** | **Teacher Candidate (TC) Actions** |
| **Beginning CPI** | CT takes the lead. CT leads instruction, planning and reflection.*Supportive*: CT in lead role*Parallel*: CT plans for all groups*Complementary:* CT leads*Team:* likely not yet used | TC follows the lead of CT.TC actively participates in all instruction, planning and reflection.*Supportive*: TC in support role*Parallel*: TC teaches CT plans*Complementary*: TC complements, as directed*Team:* Likely not yet used |
| **Early to****Middle of****CPI** | CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.*Supportive*: CT leads and supports *Parallel*: CT plans for most groups*Complementary:* CT usually leads*Team*: CT prompts TC role | TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.*Supportive*: TC leads and supports*Parallel*: TC plans some instruction for groups*Complementary*: TC complements*Team:* TC team teaches with guidance from CT |
| **Middle to****End of** **CPI** | CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom. *May* provide TC with solo teaching experiences.*Supportive:* CT in lead and support roles*Parallel*: CT plans for some groups*Complementary*: CT leads, complements*Team:* CT and TC jointly instruct | TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. TC *may* have solo teaching experiences.*Supportive*: TC in lead and support roles*Parallel*: TC designs, teaches own plans for groups*Complementary*: TC leads, complements*Team:* CT and TC jointly instruct |

NOTE: During Clinical Practice I, Teacher Candidates *may* have solo teaching experiences toward the end of the semester at the Cooperating Teacher’s discretion. But solo teaching experiences are *not* required in CPI.

**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE II**

**for Systematic Release of Responsibility during Clinical Practice Co-Teaching**

**Clinical Practice II**

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| --- | --- | --- |
| **Timeline** | **Cooperating Teacher (CT) Actions** | **Teacher Candidate (TC) Actions** |
| **CPII****Beginning** | CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.*Supportive*: CT leads and supports *Parallel*: CT plans for most groups*Complementary:* CT usually leads*Team*: CT prompts TC role | TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.*Supportive*: TC leads and supports*Parallel*: TC plans some instruction for groups*Complementary*: TC complements*Team:* TC team teaches with guidance from CT |
| **CPII****Middle** | CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom.*Supportive:* CT in lead and support roles*Parallel*: CT plans for some groups*Complementary*: CT leads, complements*Team:* CT and TC jointly instruct | TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. TC should have solo teaching experiences*Supportive*: TC in lead and support roles*Parallel*: TC designs, teaches own plans for groups*Complementary*: TC leads, complements*Team:* CT and TC jointly instruct |
| **CPII****End** | CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. CT *should* provide TC some solo teaching experiences.*Supportive*: CT supports*Parallel*: CT teaches own group(s)*Complementary*: CT complements *Team*: CT and TC jointly instruct | The TC takes the lead (and shares the lead in team co-teaching) in co-teaching roles. TC leads most or all planning and reflection. TC *should* have solo teaching experiences.*Supportive*: TC in lead role*Parallel*: TC teaches own plans/groups*Complementary*: TC leads*Team*: CT and TC jointly instruct |

NOTE: During Clinical Practice II, Teacher Candidates *must* have some opportunities for solo teaching experiences, especially toward the end of the semester. These solo teacher experiences do *not* have to be on consecutive days back to back.

**SIMPLE BASIC LESSON PLAN FORMAT MULTIPLE SUBJECTS**

*(Supervisors May Modify as Needed)*

|  |
| --- |
| **Teacher Candidate Name:** |
| **Date of Lesson** |
| **Lesson Topic** |
| **Standards:** |
| **Lesson Objective(s):** |
| **Co-teaching approach(es):** |

|  |  |
| --- | --- |
| **Phases of** **the lesson** | **How you plan to deliver instruction, teach the students, using each phase of the lesson.** |
| **Anticipatory Set** |  |
| **Teach to Objective** |  |
| **Guided Practice** |  |
| **Closure** |  |
| **Independent Practice** |  |
| **Assessment** |  |

**What Does Co-Teaching Look Like? Four Approaches**

Co-teaching has many faces. In a national survey, teachers experienced in teaching in a diverse classrooms reported that they used four approaches to co-teaching – supportive, parallel, complementary, and team co-teaching (National Center for Educational Restructuring and Inclusion, 1995).

**SUPPORTIVE**

 Supportive co-teaching is when one 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. Teachers new to co-teaching or who are short of planning time often begin with this approach.

**PARALLEL**

 Parallel co-teaching is when two or more people work with different groups of students 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. Teachers new to co-teaching often begin with this approach. Key to parallel co-teaching is that each co-teacher eventually works with every student in the class.

**COMPLEMENTARY**

 Complementary co-teaching is when co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example one co-teacher might paraphrase the other co-teacher’s statements or model note-taking skills on a transparency. Sometimes, one of the complementary co-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 lesson taught by the other co-teacher. As co-teachers gain in their confidence and acquire knowledge and skills from one another, complementary co-teaching becomes a preferred approach.

**TEAM CO-TEACHING**

 Team co-teaching is when two or more people do what the traditional teacher has always done – plan, teach, assess, and assume responsibility for all of the students in the classroom. Team co-teachers share leadership and responsibility.

Team co-teachers share lessons in ways that allow students to experience each teacher’s expertise. For example, for a lesson on inventions in science, one co-teacher with interests is history explains the impact on society. The other, whose strengths are with the mechanisms involved, explains how inventions work.

In team co-teaching, co-teachers simultaneously deliver lessons and are comfortable alternately taking the lead and being the supporter. The test of a successful team teaching partnership is that the students view each teacher as equally knowledgeable and credible.

**The Many Faces of Parallel Co-Teaching**

**Activity - “In what ways might we use this parallel structure?”**

 **“How could this structure help differentiate 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. Either students or teachers my rotate among stations. If teacher’s rotate they may teach different components of a lesson.

**MONITORING OF COOPERATIVE GROUPS OR LABORATORY GROUPS**

Each co-teacher monitors a given number of cooperative groups of students or lab groups,

providing guided instruction or assistance and feedback, as needed.

**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.

**COOPERATING TEACHER SIGN IN**

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| --- | --- | --- |
| **COOPERATING TEACHER****NAME** | **Cooperating Teacher Signature** | **Date** |
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**TEACHER CANDIDATE SIGN IN**

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| --- | --- | --- |
| **TEACHER CANDIDATE****NAME** | **Teacher Candidate Signature** | **Date** |
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