

# Co-Teaching in the Duluth Public Schools

## CO-TEACHING MODELS REFERENCE SHEET

### **One Teaching/One Observing**

This model allows one teacher to teach the lesson, and the other teacher to conduct careful student observations and systematic documentation of those observations. This allows both teachers to gain a very sophisticated understanding of their students' academic, behavioral, and social functioning, relative to the lesson and the dynamics of the classroom community.

### **One Lead Teach/One Support Teach**

This model encourages one teacher to assume the lead role in the teaching while the other teacher supports individual students (or small groups) in the classroom during instruction. Teachers can even trade off this role at different points in the same lesson in order for students (and teachers!) to avoid seeing one of you as the "real" teacher and one of you as the "aide."

### **Station Teaching**

This model encourages the teachers to each take responsibility for planning and teaching a portion of the instructional content. Students move from one station to another for work with each teacher. Stations can also include independent work, peer tutoring, or parent-led activities. Each station constitutes its own lesson with unique goals and objectives, even if all of the stations are working together under a Big Idea (an overall learning goal that ties together all of the station lessons).

### **Parallel Teaching**

In this model teachers plan and teach the same exact lesson at the same time, but to two different groups of children. This can be helpful in reducing the teacher-student ratio for lessons where you want to strengthen your ability to assess each student's understanding, for example.

### **Alternative Teaching**

This model recognizes that at times some children require different instruction than the larger group. Sometimes this may mean that small(er) group instruction is used to "pre-teach" a concept, to "re-teach" a concept, to provide enrichment, or to conduct an authentic assessment. Sometimes this can *look* like parallel teaching, but is not considered as such since all of the children are not engaged in the same lesson.

### **Team Teaching**

This is a more generic term that describes teachers who plan collaboratively and share in the instruction of all students. It can incorporate multiple forms of co-teaching.

Source:

[www.ped.state.nm.us/seo/library/qtrtrly.0404.coteaching.lcook.pdf](http://www.ped.state.nm.us/seo/library/qtrtrly.0404.coteaching.lcook.pdf)

## Co-teaching 2009-2010

School	Class	Teacher(s)
Morgan Park	PE	L. Puglisi/A. Ek
Morgan Park	English	C. Johnson/T. Kolenda
Morgan Park	Math 6	K. Woodfill/J. Sims
Morgan Park	English 7	K. Johnson/W. Teresi
Morgan Park	Science 7	P. Davis/B. Teresi
Morgan Park	Math 7	J. Jubenville/S. Nyback
Morgan Park	Math 8	C. Johnson/R. Starks
Morgan Park	Band	K. Sandor/M. Roermhildt
Denfeld	Algebra 1A	Cheselski/Men
Denfeld	Pre-Algebra	Plesko/Moen
Denfeld	Pre-Algebra	Plesko/Jordan
Denfeld	English 10	Priest/Harbson
Denfeld	English 9	Ransom/Stauduhar
East	English 10	J. Grombacher/C. Karich
East	Algebra 1	J. Knutsen/B. Laurila
East	American History	L. Kruger/J. Flaa
East	English 9	J. Grombacher/L. Tryggsted
East	Biology	H. Lyle/E. Holmstrom
Central	WBL Seminar	E. Stein/S. Hagge

*Team Teaching*

*Denfeld High  
School Pilot*

# What is teaming teaching?

- Teaching that incorporates shared instruction, planning and coordinated activities.
- Based on trust, commitment, personality and compatibility is a must.
- Two teachers must have similar teaching philosophy, support and time to plan together. (Fitzell, 2003)

# *Continuum of Placement Options*

- Regular classes-Co-teaching happens here
- Special classes
- Special schools
- Home instruction
- Hospitals and Institutions.

# *IDEA Foundations*

## **Inclusion**

- An opportunity to interact, socialize, and learn with “regular” students, thus minimizing the tendency to become stigmatized and isolated from the schools regular education delivery model.
- There is also inherent value in providing students without a disability an opportunity to increase awareness of the many challenges faced by children with disabilities and to sensitize them to their unique needs.

(Essex 2005)

# Analysis of the Program

- Effective training of how to team teach
- Teacher compatibility
- Teachers report professional growth, personal support, and enhanced motivation.
- Students demonstrated academic and social skill improvements.
- Student's benefit from teachers' strengths.



# Concerns:

- Common planning time
- Scheduling
- Maintaining natural proportions
- Need for more teaming
- Adhering to the team model
- Not everyone passes
- Alternative classes vs. Co-teaching
- Need for longitudinal support