Collaborative Teaching is defined as:

The Triad Model for Successful Collaborative Teaching

What are the remaining challenges you and your partner face in creating an effective collaborative teaching partnership?

Course Objectives

Component 1

Collaborative Planning
1. How do we find the time to meet for planning our lessons and instructional delivery?
2. How can we use the planning time we do have to our best advantage?

Component 2

Collaborative Teaching Roles
3. When we do create a shared lesson plan, what format should we use?
4. How do we designate our roles for delivering instruction?

Component 3

Difficult Conversations & Quality Standards
5. How do we effectively handle disagreements between the two of us?
6. How do we know what quality collaborative teaching looks like? What characteristics should be observable in our classroom? What practices should we consistently use?
Component 1: Finding the Time for Collaboration and Using it Well

Describe how your planning time with your co-teaching partner or partners is integrated into your schedule:

<table>
<thead>
<tr>
<th>Special Education Teachers...</th>
<th>General Education Teachers...</th>
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<tbody>
<tr>
<td>› May find themselves unprepared when entering the classroom due to lack of planning time</td>
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<tr>
<td>› Look to the general education teaching partners for directions, often in the middle of instruction</td>
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<tr>
<td>› May find duties to be similar to those of a paraeducator might be assigned</td>
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<td>› May feel the your partnership without pairing will result in unclear roles</td>
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<tr>
<td>› Inequitably shared instruction</td>
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<tr>
<td>› Lost instructional time in the classroom</td>
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</table>

Common Planning Time:

Protected Planning Time:

Creative Option #1

Schedule For Substitute Teacher Planning Time

Who needs to plan together?

Jim & Lynn

Sue & Juanita

When each teacher can plan together?

Either 3rd or 5th period

Either 1st or 2nd period

What is the purpose for the planning period?

Instructional lesson planning for co-teach

Planning for co-teach

Creative Option #3

Collaborative teachers can utilize the same planning period each week if the students served by the special education teacher do not require daily in-class support.
Describe one option that may exist for creating protected planning time for two teaching partners, and how you envision it would be applied in your school.

Quick Quiz!

Co-Teaching partners may not need any planning time if they have each taught for several years and are familiar with their subject matter.

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<tr>
<th>TRUE</th>
<th>FALSE</th>
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Common planning time requires forethought so that the planning period is built into the master schedule.

Common planning time is easily possible when the special education teacher serves as a co-teacher with several general education teachers each semester.

Protected planning time requires that each partner value the necessity for shared planning enough to be flexible and creative.

In choosing the use of substitute teacher planning periods, it is important to be sure that the substitute does not need that time for fulfilling his or her duties as a substitute.

When you recognize how difficult it is to find joint planning time for co-teaching partners, we should be even more committed to using the time effectively and efficiently.

What are some descriptors that characterize poor use of planning time? List 2 behaviors that reduce the value of shared planning time in the box below.
How can we use our planning time more effectively?

- Identify prime meeting time for partners and groups
- Planning time should be a sustained interval
- Provide training and models for collaboration

Click on the links to find more information on planning time!

- Establish and periodically review group norms

What are some additional group norms?

- Protect the time you have created
- Identify three or four questions each planning session should address
Component 2: Collaborative Teaching Roles

When do we create a shared lesson plan, and what format should we use? How do we designate our roles for delivering instruction?

INSTRUCTIONAL DESIGN TOOL

1. Learner Objective/Unit Objective: (What am I teaching?)

2. Pre-Assessment Tool/Information: (What do the students know about this learning objective? Their interests? Motivations?)

<table>
<thead>
<tr>
<th>Instructional Strategies/Activities</th>
<th>Grouping</th>
<th>Assessment/Product</th>
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<tbody>
<tr>
<td></td>
<td>Whole Group</td>
<td>Individual</td>
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<td>4.</td>
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</table>

Additional Instructional Decisions:
If needed, determine instructional supports for individual students.

<table>
<thead>
<tr>
<th>Students who Require Instructional Supports:</th>
<th>Instructional Accommodations?</th>
<th>Curricular Modifications?</th>
<th>In-Class Support?</th>
<th>Differentiated Assessment?</th>
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Accommodation: A change made in teaching or testing procedures in order to increase the student’s access to information and to create an equal opportunity to demonstrate knowledge and skills. It is “how” instruction is delivered and/or learning is assessed.

Modification: A change in what the student is expected to learn and/or demonstrate. It is “what” the student is expected to learn.

In-Class Supports include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.


1. What are we teaching? Consult your district-wide curriculum and include the learner objectives.
2. What do our students know about the learner objectives? Select a pre-assessment strategy to determine prior knowledge and interests related to the topic or objective.
3. What instructional strategies will we use to convey the information or enable students to build their own meaning? Create lessons that promote student engagement, active participation, meaningful work and student success.
4. What grouping strategy will we use? Options: whole group, individual student work, pair or partner work for two students to work together, and finally small group options.
5. How are we going to assess the extent to which our students have mastered the content of this lesson? What assessment approaches will we use? Should we use more than one approach to assess knowledge gained in order to accommodation various student styles and needs?
Are there any students who may require additional assistance in order to benefit from the lesson we have designed?

**One-Teach/One Observe**
One teacher takes responsibility for teaching the lesson while the second teacher observes what is going on in the classroom.

**Station Teaching**
Students and teachers are arranged in stations and rotate so all students work with each other and if appropriate, independently.

**Parallel Teaching**
Half the class works with one teacher while the other half works with the other teacher on the same instructional content for a predetermined period of time.

**Alternative Teaching**
One teacher is instructing the majority of students in the class and the other teacher pulls a small group of students from the large group to accomplish a specific instructional task.

**Team Teaching**
Both teachers share equal responsibility for providing instruction during the lesson, activity or class.

**One Teach/One Assist**
One teacher is responsible for class instruction while the other teacher provides support to students during instruction.

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**Instructional Design Tool**

Learner Objective/Unit Objective

What am I teaching?

Pre-Assessment Tool/Information:
What do the students know about this learning objective? Their interests? Motivations?

Instructional Strategies/Activities

Grouping
Whole Group
Individual
Partner
Small Group

As Designed

Additional Instructional Decisions:
If needed, determine instructional supports for individual students.

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In-Class Supports include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.


**DON’T FORGET TO TAKE A LOOK AT MARILYN FRIEND’S RESOURCES!**
Component 3: Difficult Conversations and Quality Standards

CO-TEACHING BENEFITS

"Someone has your back."

"I learn a lot from my teaching partner—especially how to connect with students."

"When I must miss school, I don’t worry. My student’s won’t miss a beat because my co-teacher will be there."

"Our instructional plans have steadily improved because two heads are better than one."

"Teaching is now a close relationship with a colleague that benefits students and makes teaching more fun."

Co-Teaching Continuum of Concerns

What are the benefits of conducting difficult conversations?
# Notes for a Difficult Conversation

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Meeting Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who? Individual/Group</strong></td>
<td>1. <strong>Lay out your current view of the problem</strong></td>
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<tr>
<td><strong>How much time required?</strong></td>
<td><em>Set the context and how the issue you are raising fits into the larger context.</em></td>
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<td><strong>Best location?</strong></td>
<td><em>Clarify your intentions for the conversation.</em></td>
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<td><em>Be specific and non-judgmental.</em></td>
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<td><em>Provide feedback re: how the problem is impacting the students/goals/your relationship.</em></td>
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<td></td>
<td><em>Own your own part of the problem/issue.</em></td>
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<tr>
<td><strong>Questions to be Addressed/Problem to be Solved</strong></td>
<td>2. <strong>Listen carefully to the other person’s view of the problem</strong> (don’t interrupt-let them have space to explore the issue out loud)</td>
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<tr>
<td><strong>Share in advance? Or no?</strong></td>
<td>3. <strong>Ask clarifying questions to be sure you understand the other person’s opinion.</strong></td>
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<td>4. <strong>Find out what each of you wants to consider the problem solved.</strong></td>
</tr>
</tbody>
</table>

*From: Sanderson, Barbara E., Talk it out: The educator’s guide to successful difficult conversations. Larchmont, NY, Eye on Education, 2005.*
### Page 2: Action Plan

<table>
<thead>
<tr>
<th>Persons Responsible</th>
<th>Tasks</th>
<th>Timelines</th>
<th>Resources/Training Needed</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Check back when?</td>
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</table>


Format by Stetson & Associates, Inc.
## Conclusion

### Collaborative Teaching Observation Protocol

<table>
<thead>
<tr>
<th>Class/Grade</th>
<th>Teacher</th>
<th>Start Time</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>End Time</th>
</tr>
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</table>

**Instructional Objective:**

**Activity:**

**# Students Engaged in Discrete Activities:**
1. 
2. 
3. 

**Grouping:**
- Whole
- Small Group
- Individual

**Evidence of “phased-in” role of special populations teacher due to subject/content?**

<table>
<thead>
<tr>
<th># mins.</th>
<th>1 Teach-1 Observe*</th>
<th>1 Teach – 1 Assist*</th>
<th>Parallel Teaching*</th>
<th>Station Teaching*</th>
<th>Alternative Teaching*</th>
<th>Team Teaching*</th>
<th>1 Teach-1 Sit!</th>
</tr>
</thead>
</table>

**Observed** | **Not Observed** | **Reverse Observed**

1. Both teachers participate in the presentation of the lesson.
2. Students share questions and concerns with both teachers.
3. Teachers are not identified as assigned to specific students.
4. Both teachers are engaged in classroom management.
5. Teachers jointly share and use classroom space.
6. Instructional resources are shared equitably.
7. Student seating is intentionally interspersed.

**Interview Questions (specific descriptions requested):**

1. Do you have a scheduled time for planning?
2. Do you debrief your teaching partnership on a regular basis?
3. How do you address the occasional conflict that is natural in most partnerships?
4. Have you received training regarding the roles of collaborative teachers?
5. What evidence do you have the students benefit from your partnership?
6. How do you benefit from your partnership?

1. Collaborative teaching is defined as:

2. True or False: Paraeducators can be collaborative teachers.

3. What are the three major aspects of co-teaching?

4. Planning time that is scheduled for the same time every day or week is: ____________

5. Students and teachers are arranged in stations and rotate so that all students work with each other and, if appropriate, independently: ____________
   
   Half the class works with one teacher while the other half works with the other teacher on the same instructional content for a predetermined period of time: ____________
   
   Both teachers share equal responsibility for providing instruction during the lesson or activity or class: ____________
   
   One teacher is responsible for class instruction while the other teacher provides support to students during instruction: ____________

6. True or False: By discussing these issues in advance of sharing instructional roles, most disagreements can be avoided.

7. What is the last thing you should do when you have had a difficult conversation with your collaborative teacher?

8. On the Collaborative Teaching Protocol Tool there is a place to record:

   __________________________________________________________________________
   __________________________________________________________________________

9. True or False: When planning with a collaborative teacher, both teachers are responsible for planning the instructional lessons they will teach and determining the roles for each partner.

10. Teachers can increase planning time by: ________________________________