

Overview of Models

Models	Description	Pros	Cons
Duet	Both teachers share the entire instructional process.	Most integrated for students Fully utilizes all expertise	Most time intensive
Lead and Support	Teacher A does up front planning in isolation. Teacher B is fully involved in daily planning, implementation and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Speak and Add/Chart	Teacher A leads and Teacher B adds visually or verbally.	Little co-planning time Almost anyone can do this	Can step on toes Underutilization of Teacher B's expertise
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Multiple readiness levels are addressed Focused expertise	Possible feel of "tracking"
Station Teaching	Teacher A leads the class while Teacher B pulls a small group of students to the side of the room for direct instruction.	Intense, direct instruction for a small group of students	May be embarrassing for students who are pulled aside
Learning Style	Teachers plan lesson and divide responsibilities by learning modalities. Teacher A might plan a visual and auditory component, while Teacher B plans a tactile/kinesthetic component.	Insures that all learning modalities are incorporated into instruction	Assumes that teachers will tolerate activity in the lesson
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group.	Increased participation rates due to smaller group size Effective for limited materials	Requires equal expertise if used for direct content delivery
Complementary Instruction	Teacher A focuses on curriculum. Teacher B focuses on access or complementary skills through mini-lessons or input.	Sets up clear expectation that specialized instruction will be provided in general education setting	May slow down pacing
Adapting Model	Teacher A leads, while Teacher B wanders the room, providing adaptations as needed.	Very little co-planning time Focused expertise	Instructional changes are superficial rather than foundational

Co-Teaching Practices

1. How will we introduce ourselves to our students? To parents?
2. How will we handle correspondence: parents, newsletters, emails, report cards?
3. Where will we keep confidential information regarding students?
4. What format will we use for lesson planning?
5. Will there be a designated space (desk, storage) in the room for Teacher B?
6. How will we arrange the room?
7. How will sub plans reflect our co-teaching relationship?
8. How will we handle disruptions (phone calls, visitor at the door, student behavior)?
9. How will we handle copying and other materials?
10. What classroom routines do we want to establish (restroom breaks, students late to class, missing assignments, attendance, pencil sharpening)?
11. What behavior management practices will we have in place? How will we respond to inappropriate behavior?
12. What will be our approach to homework?
13. What formative and summative assessment data will we collect? Where will we keep this information?
14. Which methods of communication will work best for us (email, text, wikis, phone, face-to-face, online)?
15. When and where will we meet for co-planning and reflection?
16. What pet peeves do we each have?

Collaborative Teaching Responsibilities

Directions: Discuss the following questions with your partner and reach a conclusion in each case regarding who will bear the responsibility for the tasks.

<i>Who will be responsible for:</i>	Classroom Teacher	Special Educator	Other	Shared
Identifying goals and objectives for the course?				
Designing IEP objectives for the special education students?				
Planning instructional activities to achieve the goals?				
Selecting and organizing instructional materials?				
Teaching specific class content?				
Teaching study skills and learning strategies?				
Collecting data on student performance?				
Establishing and implementing grading procedures?				
Establishing and implementing a classroom management plan?				
Maintaining home contact?				
Modifying curriculum and materials as necessary?				
Designing tests, homework assignments, etc.?				
Providing individual assistance to students?				
Taking care of daily routines (e.g. attendance, lunch counts)?				
Directing paraeducators, parent volunteers, and or other support personnel?				
Communicating to all appropriate parties regarding the special education students?				

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Ideas for Inclusion: The School Administrator's Guide