




# **Co-Teaching in Higher Education**

Within Discipline, Between Universities

Mary Morningstar, *University of Kansas*

Mandy E. Lusk, *Wichita State University*

Co-Teaching Model	Presenter/Co-Teacher	Presenter/Co-Teacher
Within Discipline/Between Institution	Mary Morningstar, University of Kansas (special education)	Mandy Lusk, Wichita State University (special education)
Within Discipline/Within Institution	Professor in Special Education Georgia Regents University (special education)	Kathleen Hogan, Georgia Regents University (special education)
Within Discipline/Within Institution	Kelly Carrero Shippensburg University (special education)	Calli Lewis Shippensburg University (special education)
Within Discipline/Between Course Formats/ Within Institution	Donna Sayman Wichita State University (special education)	Mary Spencer, adjunct Wichita State University (special education)
Between Discipline/Within Institution	Catherine Howerter Georgia Southern University (special education)	Professor in Education Georgia Southern University (general/teacher education)
Within Discipline/Among All Institutions	Staci Zolkoski University of North Texas (special education/ general education)	

A photograph of a classroom interior, showing several white plastic chairs arranged in rows on a wooden floor. A blackboard is mounted on the wall in the background. The photo is pinned to a blue textured wall with two silver pushpins.

**Social interaction and  
cooperative learning are  
paramount in positive  
learning experiences**

*~Vygotsky, 1978*

# Presentation Overview

- o Overview of Co-Teaching in Higher Education
- o Our Model of Co-Teaching in Higher Education
  - o KU + WSU = Collaboration
  - o Blackboard
  - o Adobe Connect
  - o Teaching Strategies
  - o Student Data



# Overview of Co-Teaching in Higher Education

# Defining Co-Teaching

- o “Two or more professionals delivering substantive instruction to a diverse, or blended group of students in a physical space”

Cook & Friend, 2005; p. 5

- o Wenzlaff et al. (2002) adds that co-teaching should enhance what cannot be done alone

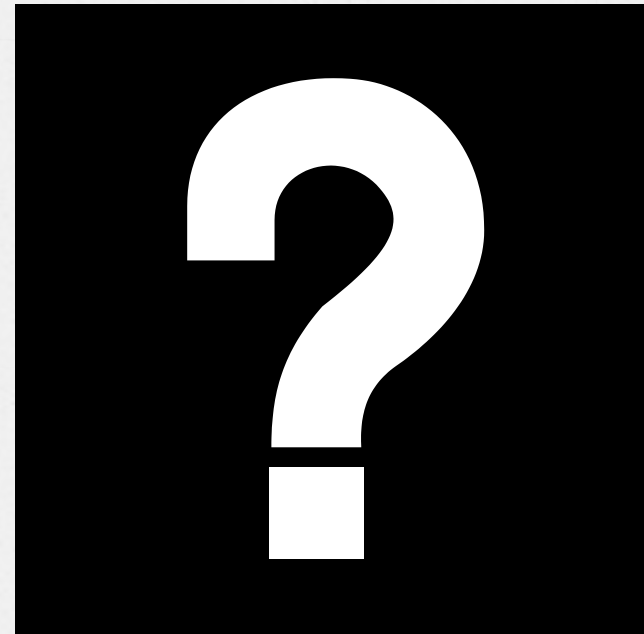
# Co-Teaching Models

Strategy	Definition/Application
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information to students. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.
One Teach, One Drift	One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate.
Station Teaching	Co-teaching pair divide the instructional content into parts and each instructs one of the groups. Groups then rotate or spend a designated amount of time at each station.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material. The greatest benefit to this approach is the reduction of student to teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials remediated
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority.
Alternative (Differentiated) Teaching	Alternative teaching strategies provide two different approaches to teaching the same information.

# Benefits of Co-Teaching

- Encourages educators to grow collaboratively rather than feeling isolated (Cook & Friend, 2005)
- K-12 students receive increased attention and receive answers to questions in a timely manner
- Students build meaningful relationships with teachers, which increases student success (Birrell & Burrough, 2005)

In your professional opinion and experience, what are some benefits to co-teaching in higher education?



# Benefits to Co-Teaching in Higher Education

- o Illustrates effective co-teaching models for teacher candidates
- o Improves higher education instructional strategies
- o Crow & Smith (2003) found that professors
  - o trust diverse opinions
  - o valued others knowledge base as a result of co-teaching

# Benefits to Co-Teaching in Higher Education

- Encourages teacher candidates to safely take risks with their instruction (Birrell & Burrough, 2005)
- Illustrates effective special education and general education inclusion models
- Roth & Tobin (2002) found that educators cannot truly appreciate co-teaching until they participate in the process

Historically, teacher educators have not been co-teaching? Why do you think we are not modeling this approach for our students?



# Co-Teaching in Higher Education

o ADD TABLE OF LITERATURE SEARCH

# Issues Related to Co-Teaching in Higher Education

- Limited research conducting on co-teaching in higher education
- Typically, faculty collaborate on research but not on teaching Ferguson and Wilson, 2009
- Personality conflicts
- Students may feel confused on which professor to communicate with



Our Model of Co-Teaching  
in Higher Education

# Collaboration

Project LIFE (University Partnership) Grant  
funded by U.S. Department of Education, Office of Special Education Programs



# Course Participants

- o14 KU students
- o14 WSU students
- o1 KU professor in special education
- o1 WSU professor in special education
- o1 graduate teaching assistant from KU
- o1 technology specialist from KU

# Course Format

- o Mondays from 4:30 to 6:30 pm, CST
- o Synchronous Course – online, live
- o Course hosted through KU's
  - o Black Board
  - o Adobe Connect



BlackBoard

- SPED 844: Nonsymbolic and Symbolic Communication (Spring 2013) (SPED844-001)
- Announcements
- Faculty Information
- Course Information
- Project Requirements
- Weekly Sessions
- Discussion Board
- Tech Support
- Adobe Connect Link
- Tools
- Research Help
- Websites
- Assessments
- Case Study

COURSE MANAGEMENT

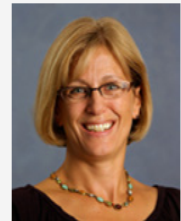


**DR. Mary Morningstar**

Email [mmorningstar@ku.edu](mailto:mmorningstar@ku.edu)  
Work Phone 785-864-0682 (w) 785-218-3305 (cell)  
Office Location 546 JR Pearson Hall  
Office Hours By appointment  
Personal Link <http://transitioncoalition.org>

Notes

I am an associate professor in the Department of Special Education and Director of the Transition Coalition, a research and training center for the transition to adulthood and secondary special education for youth with disabilities. The Transition Coalition is designed to maximize transition professional development at national, state and local levels through online training and technical assistance. Most of the work we currently do is using a variety of online methods. Before coming to KU, I was director of a small community-based non-profit that provided state-of-art services for individuals with disabilities. Before moving to Kansas, I was a teacher of students with severe disabilities in a variety of setting from segregated to inclusive school environments. Currently, I direct several federally funded grants including those that support the Transition Coalition. I also co-direct the KU Transition Masters program and the KU Secondary Special Education and Transition Program, a doctoral program that focuses on transition policy development and secondary school reform. I spend most of my free time busy with my 3 kids - Alexis 17 and in 11th grade; Ellie is 15 in 9th grade and Mariah is 12 in 8th grade. My husband, Peter, is retired and now works part-time for the school district as a Health Aid (after 25 years in emergency medical services). He does most of the driving around with the kids after school. In what little free time I have, I try to run every other day, walk my dog, and read (at least one a month in time for my book club).



**Dr. Mandy Lusk**

Email [mandy.lusk@wichita.edu](mailto:mandy.lusk@wichita.edu)  
Work Phone (316) 978-6367  
Office Location Corbin Education Building Office# 116  
Office Hours Mondays 2:00 - 4:00 p.m. Thursday 3:30 - 4:30 p.m.

Notes

I, Dr. Mandy Lusk, always dreamed of being a special educator. In fact, I earned my undergraduate and master's degree in special education from Mississippi State University. I served as a teacher of students with exceptionalities for seven years before I continued on to earn my doctorate in special education at the University of North Texas. I currently serve as program chair and assistant professor at Wichita State University. My research, teaching



- SPED 844: Nonsymbolic and Symbolic Communication (Spring 2013) (SPED844.001)
- Announcements
- Faculty Information
- Course Information
- Project Requirements
- Weekly Sessions
- Discussion Board
- Tech Support
- Adobe Connect Link
- Tools
- Research Help
- Websites
- Assessments

### Course Information

Build Content | Assessments | Tools | Publisher Content

#### Get to Know your Classmates!

Attached Files: student wikis2013.docx (1.148 MB), student wikis2013short.docx (1.137 MB)

You might want to download and print this document, it's a paper copy of the wiki, so you can get to know your classmates... one is the version with picture and description, other is just pics and names. Might be helpful for breakout sessions on Connect!

#### Welcome Letter

Attached Files: SPED844 LetterSp1-11-2013.doc (45 KB), Adobe Connect Checklist SPED 844 sp2013.docx (79.254 KB)

This was emailed to students but in case you didn't see it, we've posted it here as well!!

#### Syllabus



Adobe Connect

**Attendee List (1)**

Hosts (1)

- Mandy Lusk

Presenters (0)

Participants (0)

**Camera and Voice**

Start My Webcam

**Notes 44**

11 [Text] [Text] [Text] [Text] [List]

Welcome

Present...

SMALL...

**4 chat (Everyone)**

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

Everyone Robin Shoemaker

Tech Support

11 [Text] [Text] [Text] [Text] [List]

Need Tech Support?

**Specific Strategies for Teaching Symbolic Communication.pptx** Full Screen

Specific Strategies for Teaching Symbolic Communication

CI 819/SPED 844 Spring, 2013

Sync

**How do you promote symbolic, soc...**

Prepare View Votes Close

How do you promote symbolic, social communication in your work with students with significant exceptionalities?

<input type="checkbox"/> Social scripts using communication device		30% (6)
<input type="checkbox"/> Interactions with typically functioning peers		75% (15)
<input type="checkbox"/> Prompt a request for attention		35% (7)

Attendee List (2)

Hosts (2)

- Mandy Lusk
- Mandy Lusk 2

Presenters (0)

Participants (0)

Camera and Voice

Start My Webcam

Notes 44

14 [Text] [Text] [Text] [Text]

Mary, Elizabeth Bell has a question about a strategy you just discussed.

4 chat (Everyone)

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

Specific Strategies for Teaching Symbolic Communication.pptx

Full Screen

Specific Strategies for Teaching Symbolic Communication

CI 819/SPED 844 Spring, 2013

Welcome

Present...

SMALL...

Everyone Robin Shoemaker

Tech Support

11 [Text] [Text] [Text] [Text]

Need Tech Support?

Navigation icons: back, forward, search, sync

Attendee List (2)

Hosts (2)

- Mandy Lusk
- Mandy Lusk 2

Presenters (0)

Participants (0)

Camera and Voice

Start My Webcam

chat (Everyone)

Elizabeth Bell 2: That's a good idea

Gina Debarthe: The student might be taught these receptively, then they can also use them if they want to change the topic.

John White: Is there class today???

844welcome notes

Welcome to SPED 844/CI 819  
April 29, 2013

Today's Announcements

- Presentations/handouts/additional resources are in BB
- Next week's class (May 6th) will not be live on Connect

**Bell Work:**

- 1) Identify any topics from the readings you have questions.
- 2) Answer question (POLL on Right).

Which of these Training Styles Beha...

Prepare View Votes Close

Which of these Training Styles Behaviors do YOU possess?

<input type="checkbox"/> Excessive questioning	33.33% (8)
<input type="checkbox"/> Modeling communication	79.17% (19)
<input type="checkbox"/> Verbal commands	45.83% (11)
<input type="checkbox"/> Conversational Agenda	41.67% (10)
<input type="checkbox"/> Emphasize expression	16.67% (4)
<input type="checkbox"/> Emphasize receptive	33.33% (8)
<input type="checkbox"/> Foster	66.67% (16)

Help

Welcome

Present...

SMALL...

Notes 44

Mary, Elizabeth Be question about a st discussed.

# Collaboration and Teaching Strategies

- o Samples of instructional practices uploaded to “co-teaching in higher education” website
- o Each professor brought positive additives to the course format and students
  - o e.g., Mary has taught course for 7 years previously
  - o e.g., Mandy observing students in field experience placements



Mary Morningstar, KU

[http://specialedu.soe.ku.edu/  
mary-morningstar](http://specialedu.soe.ku.edu/mary-morningstar)

<http://www.transitioncoalition.org/>

Mandy E. Lusk, WSU

[https://sites.google.com/site/  
mandyelusk/](https://sites.google.com/site/mandyelusk/)

Thank you for  
coming!

Questions/Comments



# References

- o Birrel, J.R., & Bullough, R.V., Jr. (2005). Teaching with a peer: A follow-up study of the first year of teaching. *Action in Teacher Education*, 27(1), 72-81.
- o Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children* (26), 3.
- o Crow, J., & Smith, L. (2003). Using co-teaching as a means of facilitating interprofessional collaboration in health and social care. *Journal of Interprofessional Care*, 17(1), 45-55.
- o Ferguson, J. & Wilson, J.C. (2009). The co-teaching professorship: Power and expertise in the co-taught higher education classroom. *Scholar-Practitioner Quarterly*, (5), 1.

# Reflections

- o Roth, W. M., & Tobin, K.G. (2002). *At the elbow of another: Learning to teach by coteaching*. New York: Peter Lang.
- o Wenzlaff, T., Berak, L., Wieserman, K., Monroe-Baillargeon, A., Bacharach, N., & Bradfield-Kreider, P., (2002). Walking our talk as educators: Teaming as a best practice. In E. Guyton & J. Ranier (Eds). *Research on Meeting and using Standards in the Preparation of Teachers*. (pp. 11-24). Dubuque, IA: Kendall-Hunt Publishing.
- o Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.