



# Collaboration & Co-Teaching within Discipline and Institution

TED Post Conference  
November 9, 2013

Dr. Kathleen Hogan  
Georgia Regents University

# Definition

- Collaboration
  - According to Friend and Cook (2009) “... collaboration is a *style of interaction* between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal” (p. 72)
- Co-Teaching
  - Co-teaching is a *service delivery model* that is used to teach students with disabilities in the least restrictive setting, where both general and special educators are responsible for planning, delivering, and evaluating instruction for all students (Sileo, 2011).
- Co-Teaching within Discipline and Institution
  - Two professionals who both work at the same institute and who both teach in the same discipline (for our example, it will be two SPED professors @ GRU)
  - Depending upon institutional barriers it could be a service delivery model or a style of interaction



# Barriers to Co-teaching within Discipline and Institution



- Line-item budget
- Buy-In from administrators and faculty
- Scheduling of course time
- Qualified faculty
- Teacher of record for grading purposes
- Course load credit
- Faculty attitudes/personalities
- Joint planning time
- Office hour availability

# Solutions In Our Experience



- Line-item budget
  - Splitting line item 50/50
- Buy-In from administrators and faculty
  - Highly variable
  - Some look the other way
  - Just do it...make a new trend with research backing
- Scheduling of course time
  - Compromise between two professors co-teaching
  - Which days, nights or day classes, etc.
- Qualified faculty
  - Make sure each faculty member has an equal amount of expertise to contribute based on course description and title
- Teacher of record for grading purposes
  - Requires intervention from IT, especially with web-based software like D2L and grading
  - 1 faculty member has to be the teacher of record, even though both are providing assessment

# Solutions In Our Experience



- Course load credit
  - 50/50 split
  - 1 professor volunteers time
- Faculty attitudes/personalities
  - Voluntary
  - Faculty members highly motivated
- Joint planning time
  - Faculty members have to adjust or extend office hours to find joint planning time
- Office hour availability
  - Is it necessary for both faculty members to be available at the same time?
  - How is communication facilitated if they have differing office hours?

# The 8 Components of the Co-teaching Relationship



- In their 2001 article, Gately and Gately describe the eight components of the co-teaching relationship that contribute to the development of the collaborative learning environment. These eight components are:

1. Interpersonal Communication
2. Physical Arrangement
3. Familiarity with the Curriculum
4. Curriculum Goals and Modifications
5. Instructional Planning
6. Instructional Presentation
7. Classroom Management
8. Assessment

# Interpersonal Communication



- The use of verbal, nonverbal, and social skills
- **In Practice: Model & Discuss...**
  - Respect
  - Nonverbal cues
  - Communicating during class time
  - Disagreements
  - Equitable teaching minutes
  - Video self-assessment
- “Co-teachers should model effective communication styles and become positive role models of effective communication skills for students (Gately & Gately, 2001).”

# Physical Arrangement



- The placement and arrangement of students, teachers, and materials
- **In Practice:**
  - Using your physical presence to add support, equity, or to dominate the person speaking
  - Discuss ahead of time
    - How will we collect materials
    - Assigned seating vs. not assigned
    - Who is in charge of bringing materials
- “In a collaborative classroom, students’ seating should be intentionally interspersed throughout the classroom for whole group lessons. Co-teachers should control the space, be fluid in their positioning, and be cognizant of each other’s position in the room (Gately & Gately, 2001).”

# Familiarity with the Curriculum



- Acquiring a knowledge of the scope and sequence and a solid understanding of the content of the curriculum
- **In Practice:**
  - Develop syllabus...determine each other's strengths and weaknesses...choose who will be lead which days
  - Model for students how to effectively ask for knowledge expertise from others
- “Both co-teachers should be confident of the curriculum and the specific competencies they bring to the content (Gately & Gately, 2001).”

# Curriculum Goals and Modifications



- The planning of specific goals and objectives for each student
- **In Practice:**
  - Create syllabus together
    - How will we assess?
    - Who will grade what assignments?
  - Develop lessons/lectures/activities together
  - Focus on certification test, CAEP standards, CEC standards, etc.
- “Co-teachers should differentiate concepts that all students must know from concepts that student should know (Gately & Gately, 2001).”

# Instructional Planning



- On-the-spot, day-to-day, week-to-week, and unit-to-unit planning of coursework
- **In Practice:**
  - Outside Classroom
    - Weekly meetings
    - Debriefing sessions
  - Inside Classroom
    - Develop signals to each other to indicate *we don't understand*, or *it's my turn*, etc.
      - Are we okay interrupting? Do I need to raise my hand?
    - Who answers student questions?
- “Co-teachers should continually plan and collaborate. Planning should also include the “mini-caucus”. A mini-caucus takes place when both teachers decide during a lesson to accommodate learners who may not be grasping a concept (Gately & Gately, 2001).”

# Instructional Presentation

- The presentation of lessons and structuring of classroom activities
- **In Practice:**
  - Model & discuss each of the co-teaching models at least one model per class/week
    - Team Teaching
    - Station Teaching
    - Parallel Teaching
    - Alternate Teaching
  - Models do not have to be used the entire period – could be activity specific
  - Not all models fit with all courses – use model that best fits course/content
  - Do both professors have to be present the entire class time?
- “Co-teachers should both participate in the presentation of the lesson, provide instruction, and structure learning activities. Students should address questions and concerns with both teachers (Gately & Gately, 2001).”



# Classroom Management



- Structure and relationships
- **In Practice:**
  - How will we handle...
    - Students who come in late?
    - Students having side conversations?
    - Students using technology inappropriately?
    - Assignments turned in late?
    - Extensions for assignments?
    - Off-topic questions/conversations
    - Other issues?
  - “Co-teachers should both be involved in developing a classroom management system that benefits all students including: individual behavior plans, use of contracts, tangible rewards and reinforcers, and community-building and relationship building activities (Gately & Gately, 2001).”

# Assessment



- Systems for evaluating individual students, adjusting expectations for performance to meet individual needs, while maintaining course integrity
- **In Practice:**
  - What types of assessments will be used?
  - Who will grade the assessments?
  - Who will develop the assessments?
  - What is important to assess?

# The 6 Strengths of an Effective Co-teacher



- According to Rice, Drame, Owens, and Frattura (2007), the most effective co-teaching relationships were between teachers who had strengths in the following areas:
  - Professionalism
  - Articulate and model instruction to meet student needs
  - Accurately assess student progress
  - Analyze teaching styles
  - Work with a wide range of students
  - Knowledge of course content



Thanks for  
Coming!

Dr. Kathleen Hogan  
khogan3@gru.edu

# References



- Friend, M., & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5th ed.). Upper Saddle River, NJ: Pearson.
- Gately, S.E. & Gately, F.J. (2001). Understanding coteaching components. *TEACHING Exceptional Children*, 33(4), 40-47.
- Rice, N., Drame, E., Owens, L., & Frattura, E.M. (2007). Co-instructing at the secondary level: Strategies for success. *TEACHING Exceptional Children*, 39(6), 12-18.
- Sileo, J.M. (2011). Co-teaching: Getting to know your partner. *TEACHING Exceptional Children*, 43(5), 32-38.