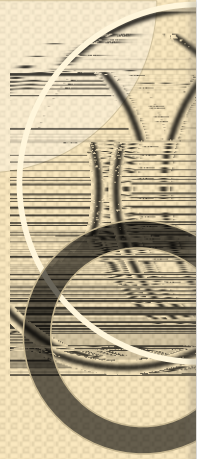
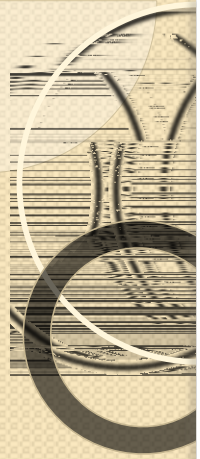


Agenda & Objectives

I. Introductions
II. Developing a Common Understanding of Co-Teaching
III. Components of a Successful Co-Teaching Model
IV. Role of the Administrator
V. Common Models of Co-teaching
VI. Confidence-Competence Paradigm of Co-Teaching
VII. Planning & Supporting Teachers

Developing a Common Understanding:
Co-teaching in an ENL Program

In ENL programs co-



Components of a Successful Co-teaching Model - *Implementation*

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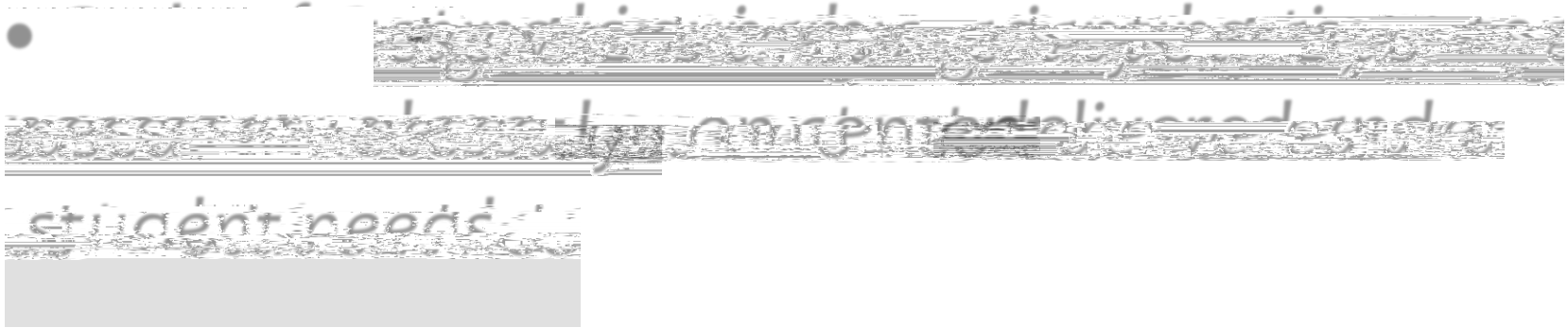
Shared delivery of instruction

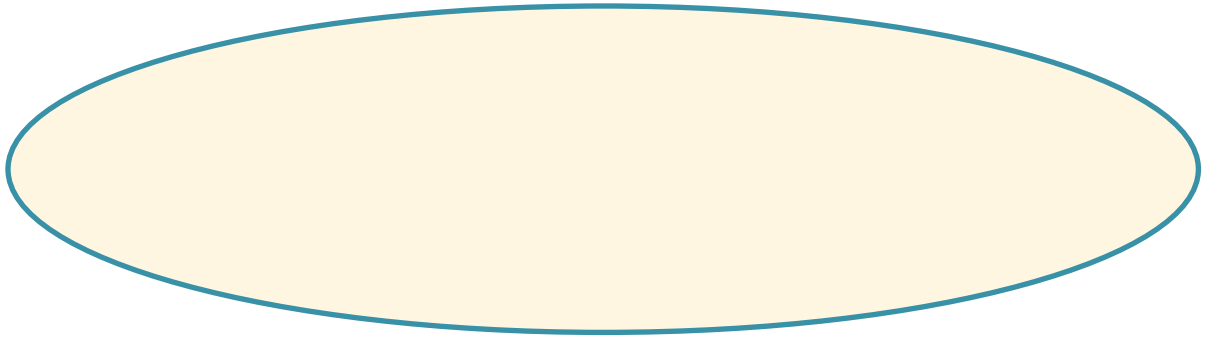
Mutual responsibility and ownership of class

- 

Martinsen Holt, N. (2004).

Administrative Challenges

- Identifying the specific needs of each school
- Developing a common understanding with building principals of the goals and expectations of the model
- Offering appropriate support for teachers willing to take on co-teaching challenges
- Establishing a sense of priority for ELL programs and successful implementation of the co-teaching model
- Encouraging teacher leadership roles



Common Models of Co-Teaching:

One Lead Teacher, One Assesses (or observes)

http://www.youtube.com/watch?v=6IlQCG8QhBE

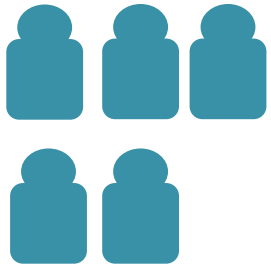
https://www.schooltube.com/video/0a1032b428784dd1af66/Team%20Teaching%20One%20Teach,%20One%20Observe%202

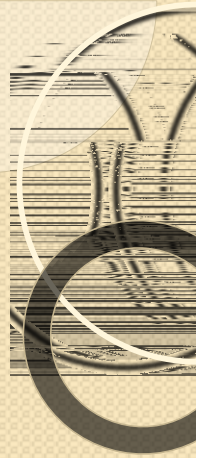
- One heterogeneous group of students
- One teacher takes the lead delivering instruction

Common Models of Co-Teaching:

One Lead Teacher, One "Teach"

- One heterogeneous group of students
- Lead teacher delivers whole class instruction
- Second teacher purposefully provides individualized instruction, mini-lessons or conferences for individuals or small groups
- Teachers switch roles throughout the lesson

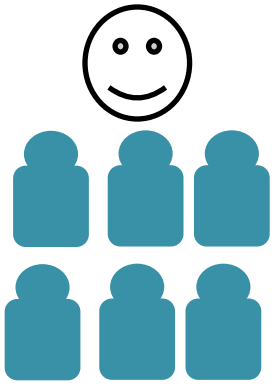


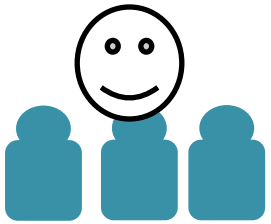


Common Models of Co-Teaching:

Re-Teach Teaching

- Two semi-equal groups of students grouped according to their needs
- One teacher reinforces concepts, previously learned skills to students not ready to move on
- Second teacher teaches alternative material or enrichment to those who are ready to move on
- Group assignment is flexible and temporary





Most Effective (but least commonly observed) Model of Co-Teaching

- Teacher A & B co-lead instruction
- Teacher A & B are seen as equals by all students in the class
- Teacher A& B share the responsibility and have time to plan and develop appropriate materials, supports and scaffolds for ELLs, struggling learners and higher achieving students

"Confidence-Competence" Paradigm of Co-Teaching

Adapted from "Understanding Technology Confidence" http://blog.atomiclearning.com/understanding-technology-confidence

Supporting Teacher in a Co-Teaching Model

Expectations for planning and sharing of all resources must be set early and reinforced periodically

Teachers may have to be guided or coached during the beginning stages of co-teaching

Each teacher brings knowledge and their own unique instructional style to the partnership

Uniform planning templates and collaboration logs help set and reinforce expectations

Next Steps

Self Assessment Tools

- Collaborative Planning Logs

- Reflective Logs after Instruction

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