Foundations of Co-Teaching

Competency

The educator will explore the use of co-teaching as an instructional framework.

Key Method

The educator creates a vision by analyzing the benefits of co-teaching for students. They also assess their own personality traits and analyze at least four co-teaching models.

Method Components

What is Co-Teaching?

Every co-teaching partnership is unique and varies based on learners' ages, the content being taught, and the teachers' personalities and strengths.

Co-Teaching is two teachers working together to achieve student learning growth. They share preparation, organization, delivery, and assessment of student learning. In traditional settings, co-teachers also share the physical space. In virtual settings, the timing is also divided.

An important aspect of co-teaching is ensuring equitable access to content while accommodating language proficiency, cultural diversity, and educational backgrounds so that all students can be successful.

An intentional pairing of teachers is important to ensure cultural diversity and increased growth for both teachers while fostering shared learning. When teachers are paired effectively, positive collective efficacy is built (Hattie, 2017; Wong-Fillmore, 2015), and this framework is approved, recommended, or mandated in many school districts across the nation.

Foundations of Co-Teaching

Co-teaching is not a practice. “The simple placement of two teachers in the same classroom does not constitute an instant teaching partnership.” (Honigsfeld & Dove, 2021). The co-teaching relationship has been referred to as a “marriage,” and in many ways this is true. The importance of teaching partners being able to communicate, whether in agreement or disagreement, is essential to creating a thriving partnership.

Co-Teaching Models

There are various models of co-teaching. Throughout your learning, take time to research and discover various models that include:

- Team Teaching
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- One Teach, One Assist
- One Teach, One Observe

Establishing a Co-Teaching Relationship

Effective co-teaching pairs work to establish and maintain their relationship through strong communication and shared visions that are centered on student growth. Co-teaching pairs delineate roles and responsibilities for an effective partnership. Using co-teaching planning guides and agendas, the relationship can be productive and help the learning team meet student goals.

Supporting Rationale and Research

Bacharach, N., Heck, T., Dahlberg, K., (2010). *Changing the Face of Student Teaching Through Coteaching.* St. Cloud, MN: St Cloud State University. Retrieved January 15, 2023. https://icoteach.com/wp-content/uploads/2019/10/Changing-the-Face-of-Student-Teaching-Through-Co-Teaching-Action-in-Teacher-Education.pdf

Brendle, Joanna (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. Ed. Eric Files. Retrieved January 12, 2023. https://files.eric.ed.gov/fulltext/EJ1184155.pdf

Dieker, L (1998). Rationale for Co-Teaching. Ed. Eric Files. Retrieved January 12, 2023. https://eric.ed.gov/?id=EJ565786

Fearon, Katherine (2008). A Team Teaching Approach to ESL: An Evaluative Case Study. ProQuest. Retrieved January 12, 2023

https://www.proquest.com/openview/0d3582ab500a21e3e13605092f7d4fb2/1?pq-origsite=gscholar&cbl=18750

Honigsfeld, A., Dove, M., (2014). Co-Teaching: A Look-Back, a Look-Ahead, and the Look-Fors. Minnesota Teachers of English to Speakers of Other Languages. Retrieved January 12, 2023. https://docs.steinhardt.nyu.edu/pdfs/metrocenter/xr1/CoTeaching/Articles_and_PPTs/2014_co-teaching_a_look-back_a_look-ahead_and_the_look-fors.pdf

Rabin, C. (2019). Co-Teaching: Collaborative and Caring Teacher Preparation. Journal of Teacher Education: Sage Journals. Retrieved January 12, 2023. https://journals.sagepub.com/doi/full/10.1177/0022487119872696#:~:text=Put%20simply%2C%20co%2Dteaching%20is,et%20al.%2C%202010).

Resources

Co-Teaching

Establishing an Effective Co-Teaching Relationship

6 Models of Co-Teaching | Understood

Establishing Sustained Collaborative Co-teaching Relationships with Drs. Michelle Damiani & Alicia Drelick

Co-Teaching: Strategies that Work in Hybrid Models and Beyond – BetterLesson

Create a Co-Teaching Vision Board

How to Choose a Co-Teaching Model | Edutopia

Readiness Framework – Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners

Roles and Responsibilities with SPED Co-Teacher

National Association for Co-Teaching

Setting Goals -- The Co-Teacher's Playbook: What It Takes to Make Co-Teaching Work for Everyone by Angela

Seven Models of Co-Teaching – Maria Dove, Ed.D., and Andrea Honigsfeld, Ed.D.

Personality Inventories

[Cattell's 16 Personality Factors Test]

[Enneagram Test]

[Free Personality Test | 16Personalities]

[Free Big Five Personality Test - Accurate scores of your personality traits]

Vision Statements

[A Guide to Vision Statements (with Examples) | Indeed.com]

[Simple Guide To Creating A Compelling Mission And Vision Statement]

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250-500 words)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.
Please answer all the following questions:

1. How is co-teaching substantively better for and different than what one teacher provides?
2. Multiple models are included in this micro-credential. Explain the model you are currently using and how it impacts student learning.
3. What do you need to be mindful of when participating in a co-teaching relationship?

Passing:
Educators provide answers to the above questions that reflect their current or past experience with co-teaching and its impact on student learning.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Co-Teaching Vision
Formulate a concise, aspirational Co-Teaching Vision Statement that defines the partnership's purpose, operational foundation, and systemic value within the school.

Submit a single document containing:

1. The formal Co-Teaching Vision Statement (1-3 declarative sentences).
2. A brief Rationale (2-4 sentences) explaining how the vision addresses the three guiding questions below.
    - What are the benefits to your students?
    - What roles and responsibilities are important for success?
    - How might co-teaching be a good fit in your building?

Artifact 2: Co-Teaching Models and My Lessons
Create a graphic organizer for the information on the co-teaching models.

- Identify the strengths and challenges of at least four co-teaching models.
- Describe lessons that you would teach using each model.

Artifact 3: Your Personality Type
Find a “personality” inventory or questionnaire that you can take to learn more about yourself. Write a reflection to answer these questions:

- What was your “score,” “personality” type, or ‘style” that was identified as a strength?
- How can you leverage this strength in a co-teaching relationship?
- What did you learn about yourself?

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Co-Teaching Vision	The written response outlines a clear and aspirational Vision Statement. The required Rationale fully and adequately addresses all three guiding questions: 1) The instructional benefits for students 2) How co-teaching is a good fit for your building 3) Roles and responsibilities necessary for success	The written response outlines a vision, but it does not fully address one of the three guiding questions.	The written response does not adequately outline a vision or lesson, and one of the guiding questions remains unanswered.
Artifact 2: Co-Teaching Models and My Lessons	The graphic organizer delineates the strengths and challenges of at least four models, and each description includes example lessons.	The graphic organizer delineates the strengths and challenges of at least three models, or Four models are included, but not all have an example lesson.	The graphic organizer has fewer than three models or corresponding lesson examples.
Artifact 3: Your Personality Type	The written reflection includes the name of the personality inventory used	The written reflection includes the name of the personality inventory used	The written reflection includes the name of the personality inventory

	and describes the insights gained, including what was learned about oneself and how it applies to this micro-credential.	and details the insights gained, but it does not describe how it applies to this micro-credential.	used. It also details the insights gained, but does not describe how they apply to this micro-credential.

Part 3 Reflection

(100 - 250 words)

For tips on writing a good reflection, review the following resource:
How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

Answer all the following questions:

1. What are the strengths you bring to a co-teaching partnership?
2. What are some areas of growth?
3. How might this influence collaborative instruction?

Passing:

- Reflection provides evidence that the educator understands the foundations of co-teaching and has identified strengths and challenges as well as the impact on student learning.