Collaboration and Co-Teaching from a Regular Education Perspective

**Shared Responsibility:**
- Choose for students to learn new ways of thinking about classroom perspectives.
- Benefits to ALL students and teachers involved.

**IS NOT:**
- The teacher and one other.
- The social teacher and one other teacher.
- Should not produce the same results.

**What is co-teaching and what is NOT:**
- IS
  - Shared responsibility.
  - Choose for students to learn new ways of thinking about classroom perspectives.
  - Benefits to ALL students and teachers involved.

**SO HOW DO YOU MAKE A BAD CO-TEACHER GOOD?**
Watch this example and list ways this is NOT co-teaching.
Develop ways to alleviate the situation.
Collaboration and Co-Teaching from a Regular Education Perspective

REG ED PERSPECTIVE - what co-teaching is and what it IS NOT!

IS:
- Shared Responsibility
- Chance for students to hear two ways of thinking about things/two perspectives.
- A benefit to ALL students and teachers involved

IS NOT:
- One teacher and one helper
- One vocal teacher, one silent teacher.
- Should not produce the same results without or without two teachers.

SO HOW DO YOU MAKE A BAD CO-TEACHER GOOD?

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Develop ways to alleviate the situation.

The following data was collected from a school district with a large co-teaching initiative.

Data Data Data
The following data was collected from a school district with a large co-teaching initiative.
I have received the training I need to successfully use co-teaching.
I believe students with disabilities can receive an appropriate education in an inclusive regular education classroom.
I have seen evidence of improved academic outcomes for students with disabilities in inclusion classrooms.
I find it difficult to modify my instructional strategies and my teaching style to meet the needs of students with disabilities.
I have sufficient resources to implement inclusion effectively.
I believe student without disabilities can receive an appropriate, challenging education in an inclusive regular education classroom.
I have had input in the development of a inclusive program at my school.
I have the time to individualize instruction for students with disabilities
I believe that special educators working in inclusion generally take a subordinate role in the classroom.
I have found that inclusion has encouraged me to experiment with new teaching methodologies.
I do not have enough time to communicate and collaborate with my co-teacher
I have the necessary cooperation and assistance from colleagues to implement inclusion successfully.
In the inclusion classroom, my co-teacher and I consistently work with all students, including those with disabilities and those without disabilities.
The students with disabilities in my inclusion classroom work separately from their classmates without disabilities a majority of the time.
In my inclusion classroom students with disabilities and students without disabilities receive equal access to the same general curriculum.
“Co-teaching is analogous to a professional marriage... regrettably, many instances co-teachers are carelessly placed together and therefore, completely miss out on the development stages critical in a relationship,” (Sileo, 2011)
REG ED PERSPECTIVE - what co-teaching is and what it is not!

IS:

- Shared Responsibility

-Chance for students to hear two ways of thinking about things/two perspectives.

-A benefit to ALL students and teachers involved

IS NOT:

-One teacher and one helper

-One vocal teacher, and one silent teacher.

-Should not produce the same results without or without two teachers.
What you’ll find in the egg...

- Different scenarios that you and your partner will definitely come across!

What you’ll do when you get an egg...

- Crack it open
- Read the scenario out loud
- Give your initial reactions as to what you might do in that situation

What I’ll do...

- Give advice as to what has worked best for me in the past!
SO HOW DO YOU MAKE A BAD CO-TEACHER GOOD?

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Develop ways to alleviate the situation.
Co-Teaching: General and Special Educators Working Together

October 2011 | Links updated, August 2012

Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of a metasynthesis of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie (2007) and summarized in NICHCY’s Structured Abstract 81.

To help you co-teach effectively, we’ve developed this companion page of additional resources on co-teaching. We’ve grouped the resources into these sections:

- Different approaches to co-teaching
- Short and sweet reads
- Setting up shop together | Tips, strategies, & checklists
- Professional development modules on co-teaching
- Co-teaching blogs
- Resources from your state department of education