

Co-Teaching in the Mathematics Classroom

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Warm-up

What do you picture when you hear the term “co-teaching?”

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Defining Co – Teaching?

- Requires general educators and special service providers (i.e. special education teachers, speech pathologist and ESOL teachers)
- Collaborating to support students, in the areas of:
 - Planning for instruction
 - Instructing
 - Assessing for instruction
 - Reflecting

A definition

- Two (or more) educators or other certified staff
- Contract to share instructional responsibility
- For a single group of students
- Primarily in a single classroom or workspace
- For specific content (objectives)
- With mutual ownership, pooled resources, and joint accountability
- Although each individual's level of participation may vary

Rationale/Benefits of Co-Teaching

- Aligns with philosophy of inclusive practices
- Develops a more heterogeneously-based classroom community
- All students can receive improved instruction
- Support teachers & assistants have a better understanding of the curriculum being addressed as well as expectations
- Fosters a cohesive and supportive environment
- Expands professional expertise

Models of Co-Teachings

- Team Teaching
- Shadow Teaching
- Support Teaching
- Parallel Groups
- Needs Groups
- Interest Groups
- Station Groups

Models of Co-Teaching

Model	How it looks
Team Teaching	<ul style="list-style-type: none">• Two or more teachers simultaneously share instruction• Each teacher takes a turn leading instruction• Shared commitment of the teachers is evident• May include:<ul style="list-style-type: none">• Role playing• Modeling• Clarifying or paraphrasing concepts
Shadow Teaching	<ul style="list-style-type: none">• One teacher takes the lead during the class; the other teacher reinforces or reteaches the lesson at another time of day using different strategies or materials

Model of Coteaching

Model	How it looks
Support Teaching	<ul style="list-style-type: none">• One teaching leads the lesson while the other adapts assignments, gives feedback, gathers data on progress, monitors participation, or provides small group/individual assistance• The teaching roles and student groupings are alternated regularly
Parallel Groups	<ul style="list-style-type: none">• Both teachers plan and deliver the EXACT instruction simultaneously• The class is divided into two, separate smaller groups
Needs Groups	<ul style="list-style-type: none">• One teacher conducts a review or reteaches the materials to a small group of students• The other teacher provides extension or enrichment• The teaching roles and student groupings are alternated regularly

Models of Coteaching

Model	How it looks
Interest Groups	<ul style="list-style-type: none">• The two teachers share the role of selecting and preparing instructional materials for multiple topics• The students choose a topic of interest• The teachers share the role of supporting the student groups
Station Groups	<ul style="list-style-type: none">• The content of the lesson is divided into two or more independent segments• The class is divided into equal student groups• Each student group is provided equal time and opportunity to address all content• The teacher coplan, but each is responsible for presenting a specific segment• Instruction may be structured so that students independently address on segment

What Just Happened?

- Use of the warm-up to establish a common background knowledge for all participants
- Acknowledge and honor current level of understanding
- Confirm/adjust current conceptions for upcoming information/connection

Co-teaching is a tool that can
be used in a differentiated
mathematics classroom

Group Work

- **PreK-Grade 2**
 - 1.OA.1 Use addition and subtraction within 20 to solve word problems . . . [Table 1 from the CCSS]
- **Grade 3-5**
 - 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number . . . [Table 3 from CCSS]
- **Grade 6/7**
 - 6.RP.3 Use ratio and rate reasoning to solve . . . problems . . .
- **Grade 8/Algebra 1**
 - 8.F.2 Compare properties of two functions each represented in a different way . . .
- **Geometry/Algebra 2**
 - G.CO.5 given a geometric figure and a rotation, reflection, or translation, draw the transformed figure . . .

Types of learning disabilities

- Visual Perceptual Disability
- Auditory Perceptual Disability
- Language Learning Disability
- Perceptual Motor Disability
- Hyperactivity
- Impulsivity
- Distractibility
- Abstraction

High Incidence Educational Disabilities

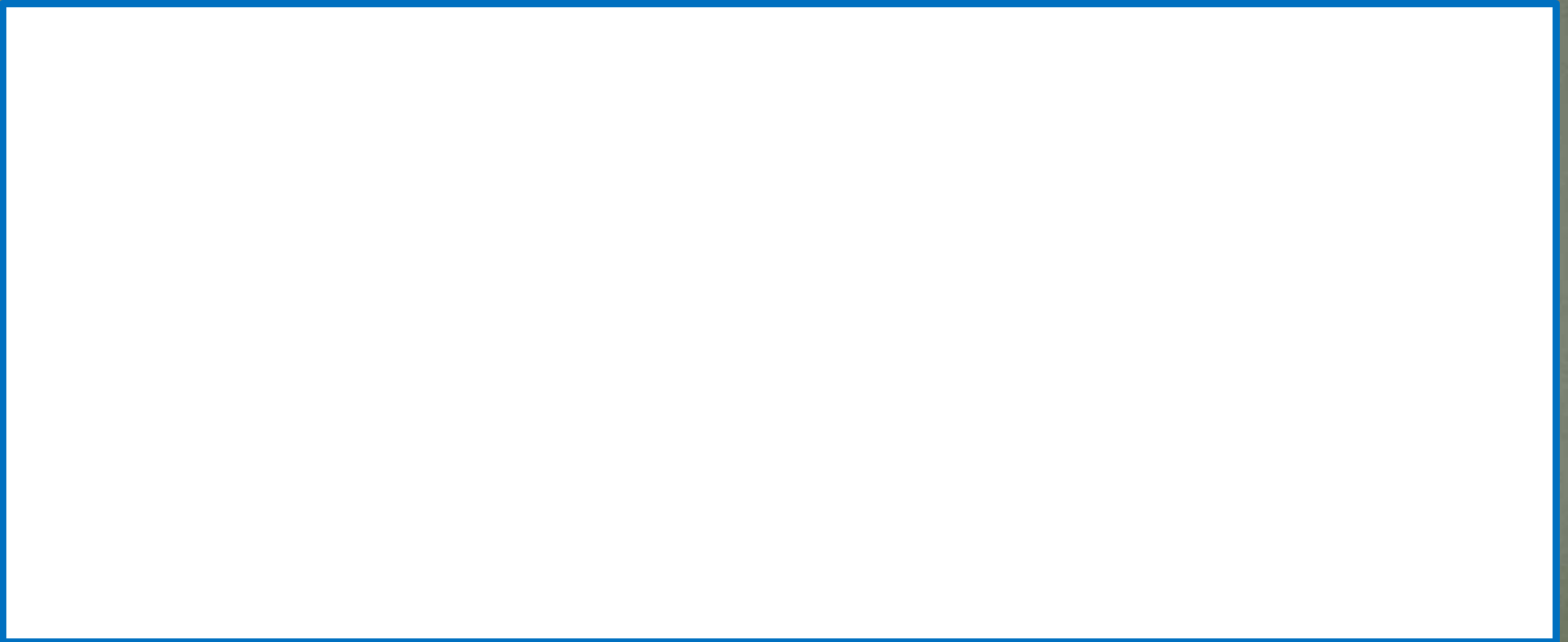
- Specific Learning Disability
- Speech or Language Impairment
- Autism
- Other Health Impaired

Addressing Disabilities

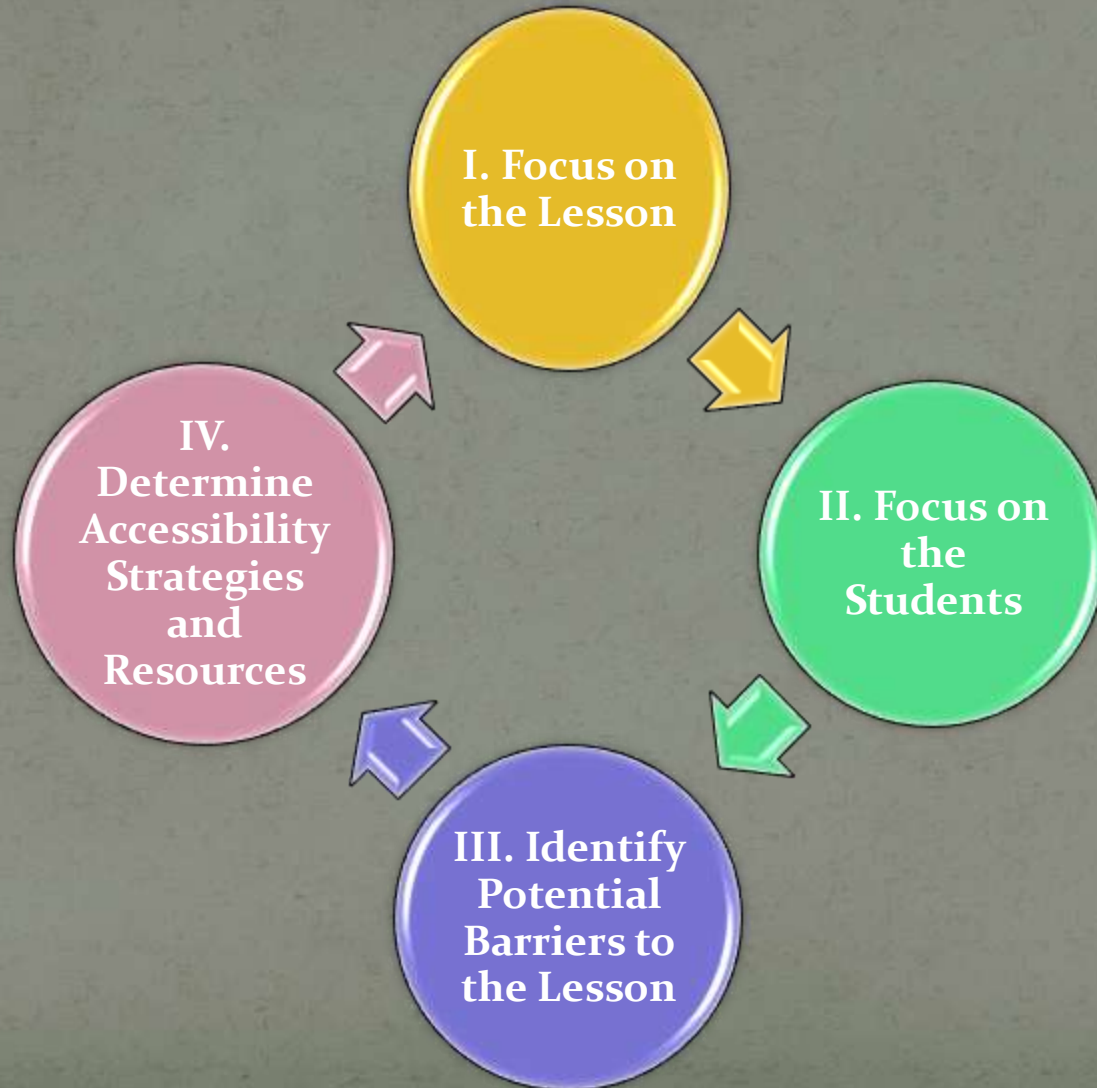


Role of Co-Teaching

- So how does co-teaching provide an avenue to help students with disabilities access standards?



Accessibility Planning Process



Accessibility Planner

Accessibility Planner

Enduring Understanding
Essential Question
Indicator(s)

Lesson or Unit Demands-*What are students expected to know and do? Consider tasks and content.*

Checking for Understanding-*How will students demonstrate their learning?*

Students' Strengths and Needs	Potential Lesson or Unit Barriers What difficulties do you anticipate?	Accessibility Strategies	
		What resources, strategies, and scaffolds are included in the instructional guide?	What additional resources, strategies, and scaffolds are needed?

Planner Processing

What did you notice about the sequence of activities that ended in completing the Accessibility Planner?

Jigsaw Sharing

- Now, a member from each group meet with members from the other groups and share what you learned.
 - What commonalities do you see?
 - What differences do you see?
 - How can the commonalities and differences help in planning?

General Feedback



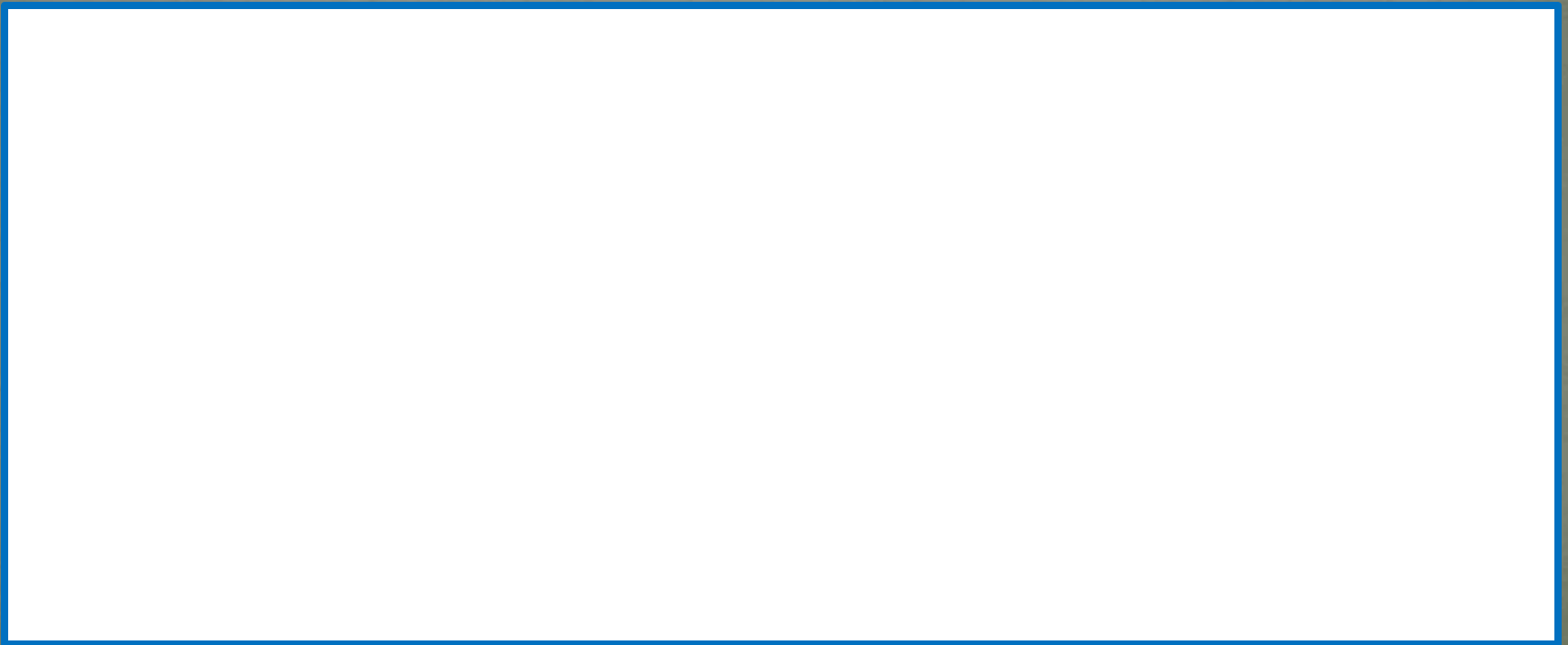
Jigsaw Reflection

- What are some of the benefits to using the jigsaw strategy?
- What are some of the challenges?



Closure

What was a key idea that you are taking away with you today?

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