



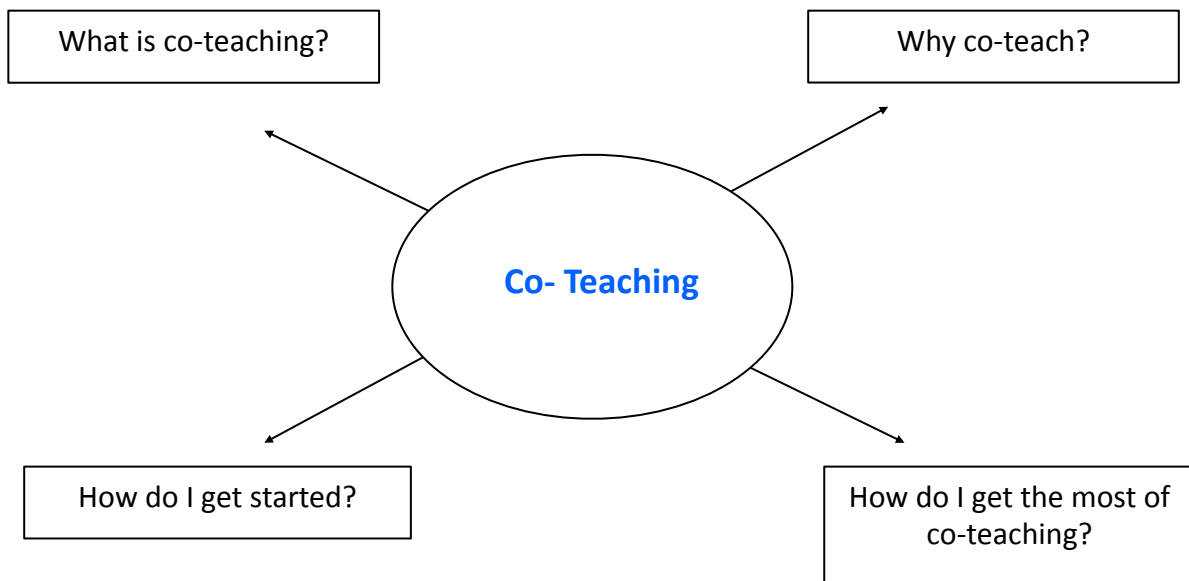
Co-Teaching: Myth or Reality?

Objectives:

- Introduce co-teaching to support ELLs
- Describe challenges and strategies
- Model different co-teaching structures
- Provide take-away tools for teachers to use

➤ Activity: Discuss the situation which involves cooperation:

What helps?	What hinders?



Exploring the Myth of Co-teaching

- THE MYTH: Just put two teachers together and “Bingo!” you’ve got co-teaching.
- THE REALITY: It takes a lot of hard work and most teachers face at least one of the following challenges. Recognizing these concerns can help to address them.

Some Co-Teaching Challenges

ISSUES	CONCERNS	POSSIBLE STRATEGIES
Time	<ul style="list-style-type: none"> ➤ <i>I don't have enough time to co-plan with my cooperating teacher before every lesson.</i> 	Be strategic. Meet once a month to go over the next unit and choose specific lessons to co-plan and co-teach.
Control	<ul style="list-style-type: none"> ➤ <i>It is hard to “invade” another teacher’s space – after all it is her classroom.</i> ➤ <i>I don't like feeling as if I'm being observed and evaluated.</i> 	<p>Be informed. Start by discussing classroom routines and preferred approaches. It helps to know how you each view noise level, student cooperation, bathroom passes, etc.</p> <p>Be intentional. Discuss what you'd both like to get out of co-teaching and what you're concerned about.</p>
Relationship	<ul style="list-style-type: none"> ➤ <i>I don't know the ESOL teachers very well- how can I co-teach with them?</i> 	Be patient. It takes time to develop co-teaching, but with mutual good will and common experiences, it is worth the risk.
Students	<ul style="list-style-type: none"> ➤ <i>It stigmatizes my ELLs to have a special “helper” in the class with them.</i> ➤ <i>The regular students don't like to think they are stuck in the “ESOL class.”</i> 	<p>Be creative. Explore other co-teaching structures than the “TA” model.</p> <p>Be open. Talk to students about how <i>two heads are better than one</i> and get their feedback. One study found that “mainstream” students enjoyed co-teaching the most.</p>
Content	<ul style="list-style-type: none"> ➤ <i>I don't know math very well, so I can't co-teach in math.</i> ➤ <i>How do I know that the ESOL teacher understands the content?</i> 	<p>Be brave. We can learn along with students.</p> <p>Be realistic. Each of us is a specialist in our own field. We can learn from each other and add our own perspective, but need not be an authority on every topic.</p>

“BIG MOVES”

(Adapted from Friend, 2003)

LOW PLANNING TIME	MEDIUM PLANNING TIME	INTENSIVE PLANNING TIME
<p>One Teach, One Observe * Monitor a specific student</p> <p>One Teach, One Assist * Share expertise * Reinforce content * Target specific students</p>	<p>Station Teaching (activity centers, groups) * Scaffold complex content * Cover several topics</p> <p>Parallel Teaching (same content, same time, different methods) * Differentiate instruction * Engage more students in small groups * Share assessment</p>	<p>Team Teaching * Share experience * Demonstrate interaction * Share/moderate assessment</p>

“LITTLE MOVES”

Adapted from Murawski & Deiker (2004)

One teacher can...	While the other teacher can...
Take attendance	Hand out papers, set up technology
Lecture, give directions	Record, take notes on the board / overhead Repeat or clarify difficult concepts and words
Facilitate the large group	Re-teach or pre-teach with a small group
Facilitate silent reading	Read aloud quietly with a small group
Present a lesson	Record the presentation using camera or iSight
Consider remediation needs (simplify)	Consider enrichment opportunities (extend)
Explain new concepts	Draw a picture or model on the board, Ask clarifying questions

FIRST STEPS - If you haven't started co-teaching but would like to....

- Identify ELLs and their proficiency levels
- Discuss co-teaching with your building administrator
- Identify possible co-teachers and/or ask for volunteers
- Ask co-teachers if you can observe a lesson
- Initiate conversations about norms, expectations, teaching agreements
- Try sending some of following questions via email or on paper, then meet to discuss

Before we start co-teaching, it will helpful for us to discuss:

1. How would you describe your teaching style?
2. What are your classroom rules (explicit and implicit)?
3. How do you get students' attention?
4. What classroom procedures/routines do you use? (starting/finishing class, homework, etc.)
5. How do you think responsibility can be shared in co-teaching? Planning? Assessing?
6. What co-teaching styles do you feel comfortable using? (look at big moves/small moves)
7. If either of us has a concern about how things are going, what do you think should happen?

NEXT STEPS - If you are already co-teaching but want to maximize your talents...

✓ Get some feedback:

Could you please give me some honest feedback as a co-teacher?

Specifically, I'm wondering about...

1) Impact on students:

- Do you think our co-teaching is serving ELLs in your class? If so, how?
- Do you think native English speakers benefit? If so, how?

2) Impact on you as a co-teacher:

- What has been most successful?
- What has been challenging?

3) Any other feedback for me - observations, suggestions or requests?

- Please continue...
- Please consider....

✓ Some other ideas to jump-start your co-teaching:

- Share some specific co-teaching strategies (a "menu" for co-teaching)
- Create materials or an activity and offer to teach a mini lesson
- Do long-term planning with your co-teacher and identify challenging units/lessons
- Use in-class time strategically (e.g. Do you need to be there the entire lesson?)

✓ Reflect - Where can I go from here?

Peer Coaching



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Purpose: The purpose of peer coaching is to provide a non-evaluative forum for reflection and to support collegial dialogue. This process is non-judgmental and involves active listening.

Challenges: Teaching has been called a lonely profession, and it could be said that as teachers our greatest hope and our greatest fear that people will find out what actually happens in our classrooms! There are days when we want to share a wonderful lesson and other days when we are glad no one witnessed a total disaster. Peer coaching addresses these concerns by providing a safe, predictable format through which teachers can reflect on their own practice.

Process: There are many variations of peer coaching, and this process can be adapted to fit a particular teaching context. However, it is essential to establish the format in advance since it allows teachers to have common expectations. This predictability is essential for creating a safe environment. Peer coaching involves two phases: 1) the **visit** and 2) the **conference**.

1. During the **visit**, the peer coach observes and takes notes on what happens: specifically what the students say and do, and what the teacher says and does. A two-column note chart is helpful during this observation. The visited teacher may want to acknowledge the visitor and explain to the class why he/she has come, but the peer coach should try to be as unobtrusive as possible.
2. During the **conference**, the peer coach will try to prompt the teacher in reflecting on the lesson and may add some additional observations. Note: *the purpose of the conference is not necessarily for the peer coach to comment on the lesson from his/her perspective, but to facilitate a self-analysis from the teacher's point of view.* The conference should follow a predictable format with the peer coach prompting the teacher to reflect in these areas:
 - a) Lesson objectives
 - b) ELL successes & teacher strategies which helped students to succeed
 - c) ELL challenges & teacher strategies to help students with challenges
 - d) Teacher summary

A final note:

The conference should not attempt to "fix" the lesson - it is finished. In the context of discussing the lesson, the teacher should be guided towards planning for the future. That is:

- What was so successful with your ELLs that you want to continue/expand on it?
- What is something new you'll try to support ELLs?

Timing: The peer coach should visit one whole lesson. The conference should last 30-40 minutes and should be held as soon after the lesson as possible. The same day is best since the lesson is fresh, although this is not always possible. The next day is good, but if there is too much time after the lesson then discussion becomes difficult.

Getting started: Here are a few ideas for starting a peer coaching program-

- Most administrators are very supportive of a proposal to introduce this kind of peer support and dialogue. Ask for release time or coverage to participate in peer coaching.
- In proposing the peer coaching program to a group of teachers, first explain the purpose and process - a video or demonstration can be helpful.
- Distribute the observation/conference note chart to see what the peer coach will be writing.
- Allow volunteers to sign up both the visit and the conference at the same time and to indicate class location and timing.
- After modeling peer coaching with colleagues, encourage them to use the process with one another.

Further reading:

- Benedetti, T. (1997). Enhancing teaching and teacher education with peer coaching. *TESOL Journal, Autumn 1997*.
- Galbraith, P. & Anstrom, K. (1995). Peer coaching: An effective staff development model for educators of linguistically and culturally diverse students. *Directions in language & education*. National Clearinghouse for Bilingual Education.
- Garmston, R. Linder, C & Whitaker, J. (1993). Reflections on cognitive coaching. *Educational Leadership, October 1993*.

STUDENTS TEACHER

Peer Coaching - Conference Notes

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- Conference guidelines:
 1. Review process of conference and confirm the time frame.
 2. What were your objectives for this lesson?
 3. What did ELLs do well during this lesson? What positive behavior did you notice?
 4. What did you do to facilitate this behavior? What was your role in your students' success?
 5. What challenged ELLs in this lesson? Where did they have difficulties?
 6. What could you do to help ELLs with these challenges? How could you address their difficulties?
 7. What is one thing that you are already doing that is so helpful for your ELLs that you want to continue?
 8. What is one new thing you might try to further support your ELLs?

Language objectives	Content objectives
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ELL performance (+)	ELL performance (-)
Teacher strategies (+)	Teacher strategies (-)
Teacher summary – one idea to reinforce or build on	Teacher summary – one new idea or different approach