



How do Teachers Effectively Collaborate
in Co-teaching Classrooms and Create
Successful Relationships:
A Review of the Literature

Presented by: Bethany Hagberg



Why Did I Choose Co-Teaching?

Because I Didn't Believe it Could Work.

- ❑ Occupational Course of Study, Hendersonville High School
 - ❑ Hendersonville, North Carolina
- ❑ Self-contained Work Program
 - ❑ 9-12 Grade, Multiple Disabilities
- ❑ 4 year program
 - ❑ Modified Diploma

My First Teaching Job



What Did I Know About Co-teaching?

- ❑ Nothing; I had never seen it in a classroom
- ❑ Special education teachers treated like assistants
- ❑ Extra work for everyone
- ❑ No Home/Classroom to call your own
- ❑ Nightmare teaching partners



My Question:

How do teachers effectively collaborate in co-teaching classrooms and create successful relationships?

Related Questions:

What is needed to create a successful co-teaching relationship?

What are the best practices for co-planning, communication, and reflection?

What Changed in Special Education that we needed Co-teaching?

Individuals with Disabilities Act (IDEA) in 1997

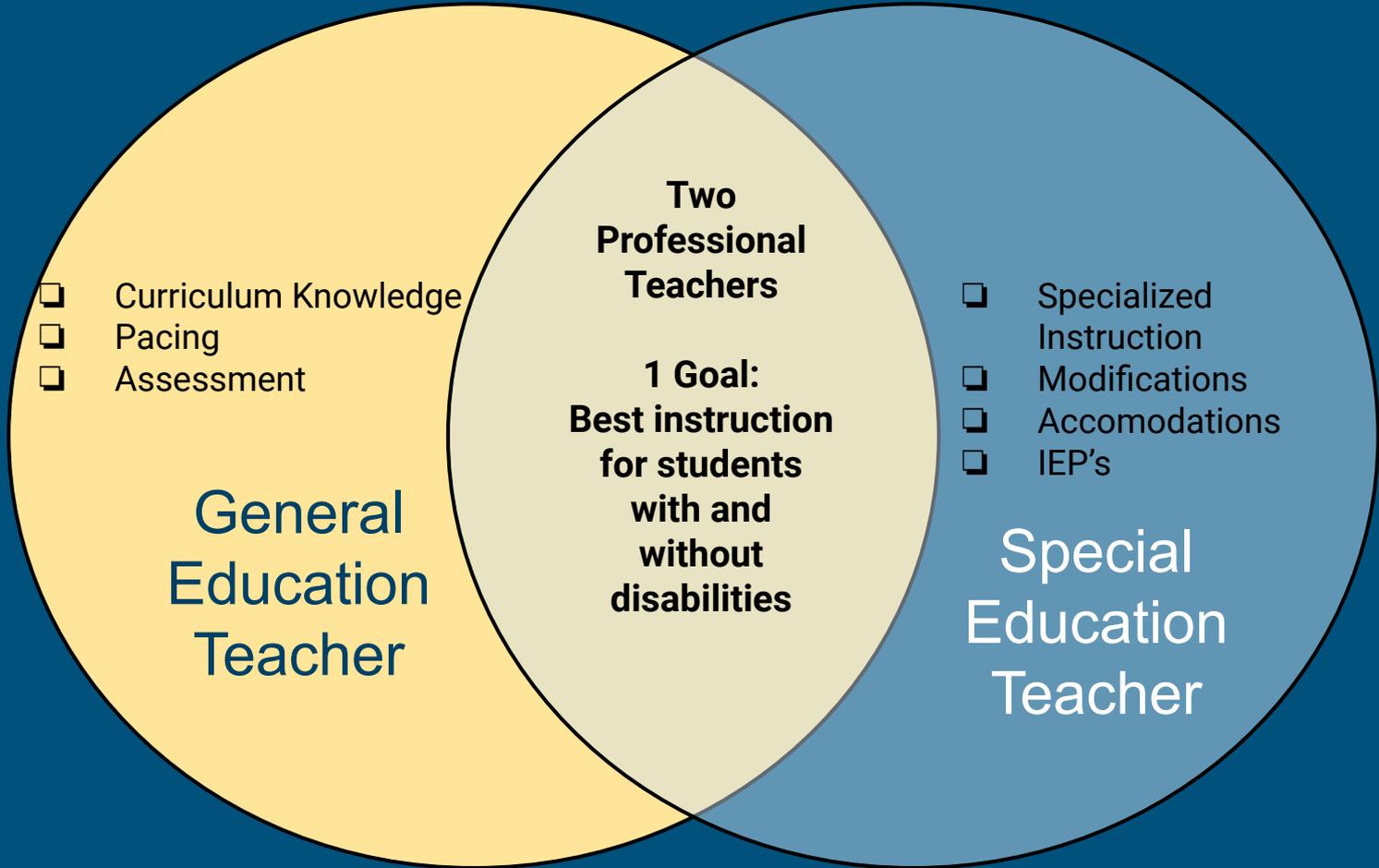
Required high expectations for Students with Disabilities and access to the General Curriculum.



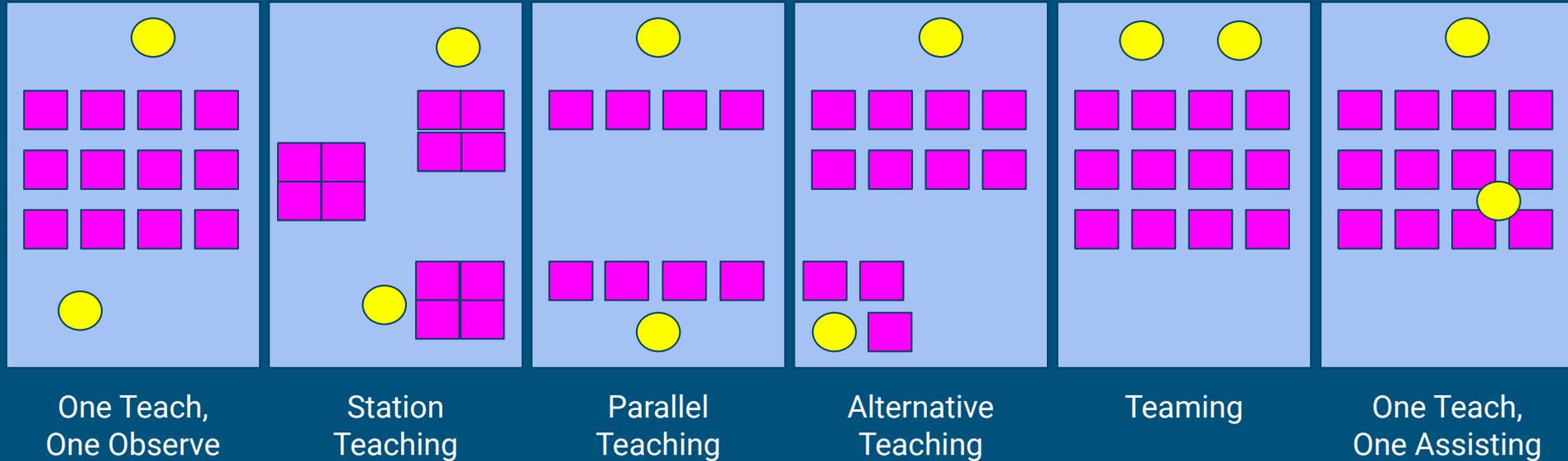
Co-Teaching becomes leading instruction model.

A general education teacher delivers expertise in curriculum and the special education teacher delivers specialized instruction and modifications.

Co-Teaching



Co-teaching Models



Co-Teaching = Marriage

- ❑ Trust
- ❑ Commitment
- ❑ Compromise
- ❑ Flexibility



Co-Teaching = Marriage

- ❑ Personalities
- ❑ Control Issues
- ❑ Distrust of partner's expertise



How to Nurture Co-Teacher Relationships

- ❑ Getting to Know Each Other
- ❑ Create the Co-Teaching Plan
 - ❑ Define the Roles
 - ❑ Communication
 - ❑ Co-Planning
- ❑ Reflection and Disagreement
 - ❑ Self-Reflection and Debriefing
 - ❑ Identify Challenges and Response to Disagreements



Getting to Know Each Other

❑ Personal

- ❑ Likes and Dislikes
- ❑ Pet Peeves
- ❑ Life outside of school

❑ Teaching Philosophy

- ❑ Classroom Management
- ❑ Teaching Strengths and Weaknesses

1. I would describe my personality as:
2. From my co-teacher, I would appreciate:
3. I will find co-teaching rewarding if:
4. In front of students, I would prefer that you do/do not:
5. My communication style with adults is:
6. I tend to deal with conflict by:
7. I will be embarrassed in class if you:
8. My approach for decision making is:
9. You can tell when I am stressed because I will:
10. Typically, when I am upset I:

Suggestions:

- ❑ Collaborative Style Inventories
- ❑ Meet before School Starts

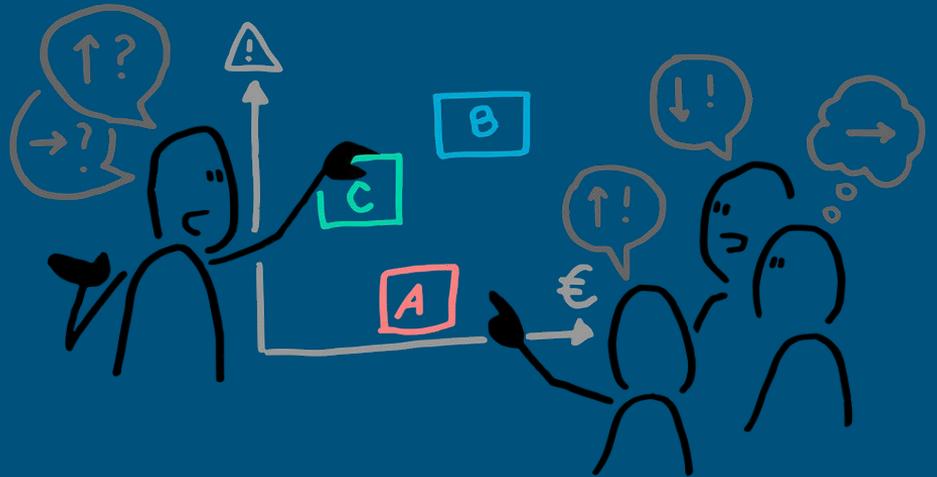
(Conderman et al., 2009)

Create the Co-Teaching Plan: Defining the Roles

- ❑ Instruction
- ❑ Grading/Gradebook
- ❑ Assessment
- ❑ Parent Communication
- ❑ Discipline

Suggestions:

- ❑ Create a working document of the plan.
- ❑ Adjust the plan as needed.



Communication

- ❑ Daily, Weekly, Monthly
- ❑ Figure out what works best
 - ❑ In-person, texting, Google-Docs,
 - ❑ Before class, after class
- ❑ What does each partner need?



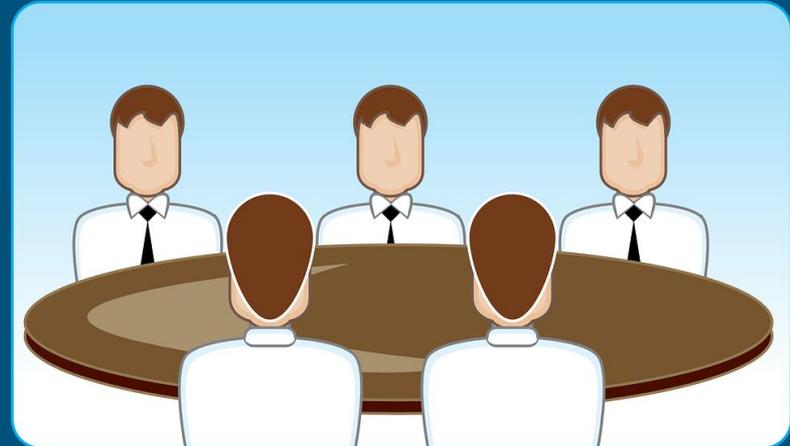
Co-Planning

- ❑ Have the same planning time (Ideal)
- ❑ Needs to happen often
- ❑ Have agenda with cut-off time
 - ❑ Planning Template
- ❑ Curriculum Adjustments
- ❑ Modifications/Accommodations



Self-Reflection and Debriefing

- ❑ What is working? Not working? Can we do better?
- ❑ Need to change directions or slow down?
- ❑ Does someone need extra help?
- ❑ Do we need to change the co-teaching model to better suit the students?
- ❑ Constructive criticism and feedback



Identifying Challenges and Response to Disagreements

- ❑ Have a plan before a disagreement happens
 - ❑ Talk about how you will to approach each other if you don't agree
- ❑ Have a moderator in place, if needed



Mary Baldwin University Graduate Program

ED 622 Characteristics of Exceptionality

ED 625 Classroom and Behavior Management

ED 631 Technologies to Advance Learning

IN 620 Foundations and Legal Issues of Special Education Law

IN 627 Contemporary Learning Theory for Diverse Learners

IN 629 Leadership in Education

IN 630 Methods of Professional Inquiry



Limitations

- ❑ Inclusion definition vague
- ❑ How effective is Inclusion to begin with?
- ❑ Pre-service and ongoing training, Professional Development
- ❑ Administrative Support



Conclusion

- ❑ No Magic formula = Perfect Relationship
- ❑ Best Practices to nurture the Co-teaching Relationship
- ❑ My Suggestions:
 - ❑ More Studies to Find the Right Partner
 - ❑ Create a Co-Teaching Instructional Coach Position
 - ❑ More Training (dependent on Administration)



Co-Teaching at Atlee High School

- ❑ Algebra 1
- ❑ English 12
- ❑ Resource 9
- ❑ Resource 9 & 10
- ❑ Resource 12



Atlee High School

Home of the Raiders

References

Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and Collaborating in Co-Taught Classrooms. *TEACHING Exceptional Children Plus*, 5(5) 1-17.

Thank
You