

# Team-Teaching at Post-Primary

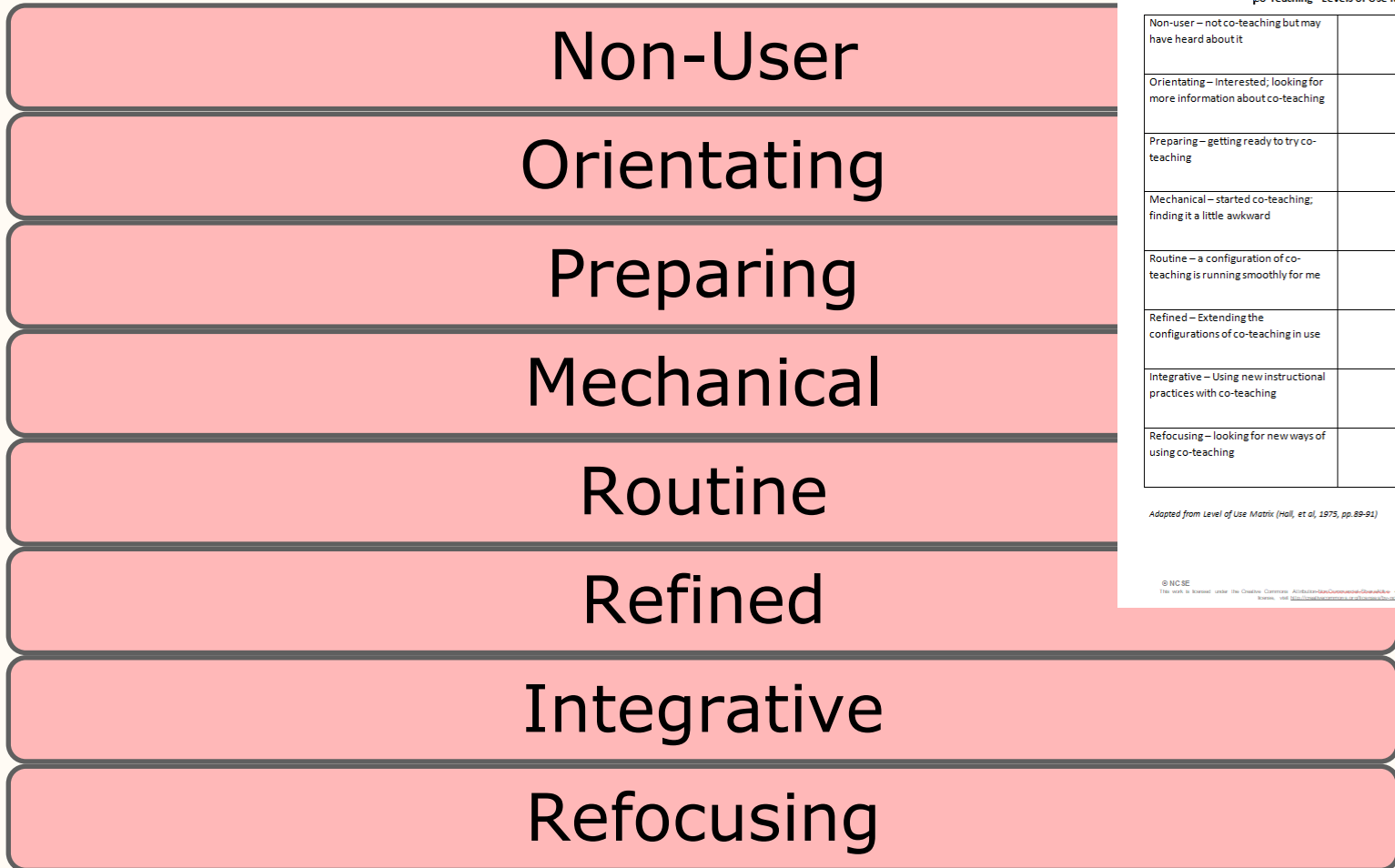
## ILSA Autumn Conference 2019

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# Co-Teaching - Levels of Use



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Co-Teaching - Levels of Use Matrix

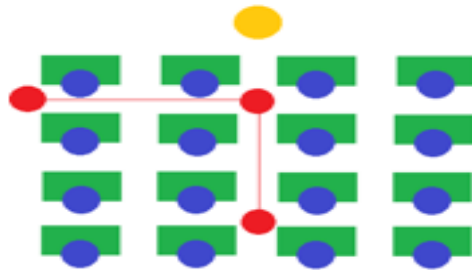
Non-user – not co-teaching but may have heard about it	
Orientating – Interested; looking for more information about co-teaching	
Preparing – getting ready to try co-teaching	
Mechanical – started co-teaching; finding it a little awkward	
Routine – a configuration of co-teaching is running smoothly for me	
Refined – Extending the configurations of co-teaching in use	
Integrative – Using new instructional practices with co-teaching	
Refocusing – looking for new ways of using co-teaching	

Adapted from *Level of Use Matrix* (Hall, et al, 1975, pp.89-91)

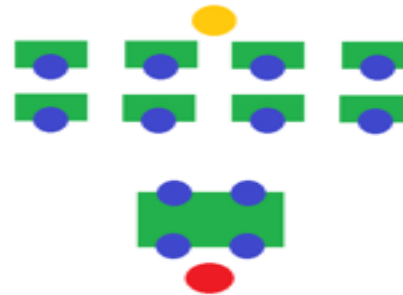
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# Models of Co-Teaching

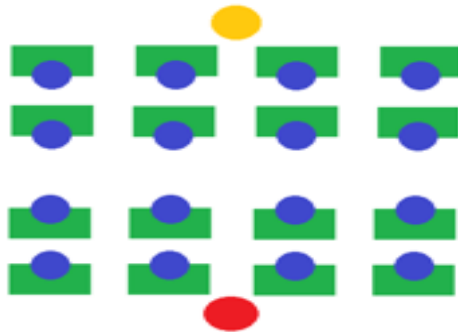
**One Lead and One Support**



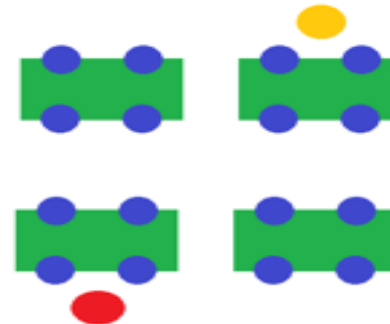
**Alternative Teaching**



**Parallel Teaching**



**Station Teaching**



**Teaming Teaching**



# 3 Step Process to Support Pupils with SEN

## Step 1

How can we identify needs?

## Step 2

How can we meet needs?

## Step 3

How can we monitor and record outcomes for students with special educational needs?

# Considering the 3-Step Process, where is co-teaching most effective?

Differentiation

Inclusion

Behavioural  
Support

Assessment  
and Feedback

Supporting  
Parents

Teacher  
Professionalism  
and Wellbeing

Literacy

Numeracy

Child Protection

Transition from  
primary

Evaluation and  
Planning

Student and  
Teacher  
Learning

# WORKSHOPS

## Workshop - Recent Research

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Research Study 1	Research Study 2	Research Study 3
<p>In a case study of the adoption of co-teaching practice in a middle school in Pennsylvania, authors are identifying the significant factors that impact on effectiveness including the relationships between teachers, administrative support and validation and clearly defined roles and responsibilities. They stated that the first step for effective co-teaching is giving central focus on facilitating Teacher Voice in the planning process (from the outset) and that there must be a "vision" supporting co-teaching throughout the school, set by the leader of the school. As well, the authors stress the importance of developing agreed goals and having the opportunity to share and reflect upon individual's beliefs about teaching. The study emphasises the importance of taking on board the teachers' views throughout the entire process.</p>	<p>In a case study focusing on co-teaching specifically in relation to its use with students with SEN, the authors identify as critical the importance of teachers building "a strong and parity based relationship". The research base for co-teaching is briefly reviewed with the authors stating that research on student outcomes is as yet not conclusive. Nevertheless, post-primary students who surveyed in general seem positive about co-teaching and recognise its benefits.</p>	<p>In a case study of teachers' and students' perceptions of co-teaching, the authors refer to the uneven research in the area of student outcomes. This study used academic and behavioural data to measure student outcomes in their sample (SATs, attendance and referrals pre and post a one year experience of co-teaching. Authors found that there was a statistically significant improvement in both students reading and math as well as in their records of attendance and discipline referrals. Teachers were also surveyed in the study. 100% stated that a common planning period each week was necessary for co-teaching to be properly implemented. Interestingly, 90% of general education teachers and 93% of special education teachers surveyed thought that is the co-teaching setting that they were "primarily responsible for monitoring students' behaviour".</p>

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# What does recent research tell us about...



Models of co-teaching



Benefits of co-teaching



Planning for co-teaching



Whole school policies



Teacher partnerships

# Co-Teaching Map

