



COLLABORATIVE TEACHING

Session **B**

Collaborative Teaching Roles & Responsibilities



Partners on the Flight Deck— It Takes Two to Fly

PURPOSE



In this session, the facilitator works with teaching teams to examine the impact of effective collaborative planning on instructional delivery and assessment. *Session B* includes activities to support teachers as they clarify, plan, maintain, and refine their individual roles and responsibilities throughout the collaborative teaching process.

The 90-minute agenda includes four activities and objectives:

Activities



Activity 1: A Dreadful Flight (5 minutes)—to provide an awareness of the importance and implications of collaborative planning

Activity 2: Flight School (12 minutes)—to identify and define those responsibilities that teachers currently have, those they share, and those that *can be enhanced or added* to fulfill their roles as effective collaborative teachers

Activity 3: The Flight Simulator: Who's at the Controls? (50 minutes)—to provide an in-depth examination and analysis of the specific roles of collaborative teaching in inclusive classrooms

Activity 4: Taking Flight (20 minutes)—to identify and plan for individual and shared teacher roles within a variety of instructional activities

Materials



- Chart paper and markers
- Name tags
- Sign-in sheets
- Handout 1: *Flight School Worksheet Directions*
- Handout 1a: *Flight School Worksheet*

Materials, *continued*

- Handout 2: *The Flight Simulator*
- Self-addressed, stamped return envelope—one per collaborative team
- Handout 2a: *The Power of Two: Collaborative Teaching Approaches*
- Handout 3: *Taking Flight*
- Handout 3a: *Taking Flight Sample*
- Team Follow-Up Form*
- Video/DVD: *The Power of 2*

PREPARATION

Before the session:



- Contact the school administrator(s) to:
 - Review and discuss previous team meeting action plans and outcomes.
 - Confirm the meeting and designate a meeting room and furniture arrangement.
 - Confirm attendance by the teaching teams.
 - Discuss funding sources for substitute teachers or stipends (if needed).
- Copy and organize all participant handouts.
- Gather all facilitator materials.
- Send reminder notices to teams (purpose of meeting, location, date, time).

The day of the session:

- Arrive early to set up room and greet participants.
- Provide name tags for each participant.
- Instruct participants to sit with their teaching partners.
- Prepare charts as noted for the following activities.

Activity Directions

Welcome and Introductions

3 min.

Introduce yourself and ask team members to introduce themselves. Ask them to state their current role (e.g., third grade ESE teacher).

ACTIVITY 1: A Dreadful Flight

Total time: 5 minutes



Materials: none

Activity Steps

1

2 min.

Begin this session by asking the participants to imagine the following scenario: “You are boarding a large jetliner, getting ready to take a long and well-deserved vacation. Prior to taking off you notice teams of people working on top of the plane: drilling holes, riveting the fuselage, painting the tail, adjusting the ailerons, etc. You wonder why the passengers are boarding, as it appears that the plane is still under construction. After the ‘fasten seat belt’ sign comes on, the captain announces ‘We’ve been cleared for take-off!’ As the plane ascends into the clouds, the workers are miraculously hanging on while feverishly trying to complete their tasks. Incredibly, the sound of drilling and hammering continues throughout the trip! The plane lands safely at your destination with the outside workers intact yet disheveled, exhausted, and thankful that the plane did not disintegrate in mid-air! The passengers disembark in shock and disbelief, vowing never to use this airline again!”

2

3 min.

Debrief this scenario by asking participants to respond to the two following questions with their partner:

- “How might this scenario relate to your collaborative planning as it is now?”
- “What implications does this scenario have for the students (passengers) in your classroom?”

Time permitting, ask one or two teams to share their thoughts. The activities that follow are designed to help teachers avoid “flying by the seat of their pants”.





Materials:

- Handout 1: *Flight School: Our Roles and Responsibilities Worksheet Directions*
- Handout 1a: *Flight School: Our Roles and Responsibilities*
- Highlighters (one per team)

Activity Steps:

1 _____ 2 min.

Tell participants that the following activity will help them work together to define and refine their collaborative teaching roles and responsibilities. They will be completing *Handout 1* both individually **and** with their partner(s). Review the directions in steps 2 - 5 below with the whole group, checking for understanding.

It is recommended that you review the directions on *Handout 1* prior to giving teams *Handout 1a*.

2 _____ 2 min.

Read each responsibility listed in the column on the left side of *Handout 1*. Next to **each** responsibility, place your first initial in the "I am responsible for this" column if you **currently** hold that responsibility.

3 _____ 3 min.

Compare your "I am responsible for this" list with your partner's. Highlight and discuss those responsibilities that are **NOT** currently **shared** by both partners. *What do the responsibilities that are highlighted tell you?*

4 _____ 1 min.

Take note of responsibility "gaps," placing an asterisk (*) next to those items that are not initialed by **either** partner. What do the "gaps" tell you?

5 _____ 2 min.

After comparing your responses, work with your partner to determine which teacher role(s) listed vertically on the right (*collaborative planning, collaborative instruction, and/or collaborative assessment*) are associated with the responsibilities listed on the left and place a check in the appropriate column(s) where the association applies.

Debrief



2 min.

Tell participants: "It is important that ALL of the responsibilities listed on *Handout 1* be shared by each partner in a collaborative teaching relationship. Although all these responsibilities will not **always** be shared by both teachers, it is important to remember that their roles should rotate and be flexible (e.g., the special education teacher can design lessons and activities within the general education curriculum and standards).

"*Session B* is designed to help teams make decisions about how and when they will share **specific** responsibilities throughout their teaching relationship."

As they work through the activities in this session, partners will gain a sense of how they can work more effectively together.

Ask participants to share their response to the following question with their partner: "How will this information assist you as you define/refine your collaborative teaching roles?"

Time permitting, ask for volunteers to share their ideas with the whole group.

ACTIVITY 3: The Flight Simulator: Who's at the CONTROLS?

Total time: 50 minutes



Materials:

- Handout 2: *The Flight Simulator—Analyzing Collaborative Teaching Models*
- Handout 2a: *The Power of 2—Collaborative Teaching Approaches*
- Video: *The Power of 2*
- Chart paper and markers

Activity Steps

1

5 min.

Introduce the video/DVD, *The Power of 2*, as one of a series of successful programs related to inclusive practices such as collaborative teaching. The segment of the video/DVD teams will be viewing highlights six co-teaching practices currently used in schools throughout Florida and the U.S. *The Power of 2* describes co-teaching as "two licensed professionals, a general education and a special education teacher, who share physical space in order to actively instruct a blended group of students, including students with disabilities." For the purpose of this session, we will use the terms "co-teaching" and "collaborative teaching" interchangeably.



- Provide each person with a copy of *Handout 2* and *2a* and review the directions.
- Begin the segment of the video/DVD titled *Classroom Practices*.

2

12 min.

- After viewing (7 min.) the first two co-teaching practices—**One teach and one observe**, and **Station teaching**—stop the video and ask partners to complete the first two sections of *Handout 2*.
- Ask partners to discuss and write one example of how these two collaborative teaching approaches may be used in *their* classroom(s).
- Encourage the participants to think about upcoming lessons and instructional activities where these approaches could be applied, e.g., a math test review, a language arts vocabulary lesson, a lecture on the Civil War.
- Tell participants to consider the students in their classroom as they discuss the use of each model.
- Inform teams that *Handout 2a* is provided to help them review examples of various approaches.

3

12 min.

- REPEAT STEP 2, viewing (7 min.), discussing, and recording ideas (5 min.) on the segments **Parallel teaching** and **Alternative teaching**.

4

12 min.

- REPEAT STEP 2, viewing (7 min.), discussing, and recording ideas (5 min.) on the segments **Teaming** and **One teach, one assist**.



Whole group discussion question:

3 min.



Ask the question:

“Can any of these models be used without collaborative planning?”

NO!

For example, with **One teach, one assist**, you must have a purpose for assisting such as determining which students may need re-teaching and/or re-grouping for the next day. *It is essential that all collaborative teaching approaches be planned and purposeful.*

Important Note: *“One teach, one assist should not be the ONLY approach used during any given period of collaborative teaching. If this is the only approach used, the teacher assisting will soon begin to assume the role of a paraprofessional, rather than that of a skilled, certified teacher.”*

Debrief

3 min.



Ask the teams to discuss their responses to the following three questions posted on a chart:

- Which of these models would you use more frequently? Why?
- Which of these models would you use less frequently? Why?
- What might be the downside of using the same approach on a regular basis?



Tell participants that they have just engaged in a level of collaborative planning that is essential to a successful and lasting relationship. They made decisions about the collaborative approach they would use, the classroom instruction and content, the roles and responsibilities of each partner, and the needs of their students. They will now engage in a process that will help them clearly delineate their roles while working together in the classroom.

ACTIVITY 4: Taking Flight!

Total time: 20 min



Materials:

- Handout 3: Taking Flight
- Handout 3a: Taking Flight Sample
- Self-addressed (your office address), stamped envelope (one per person)
- Follow-Up Forms (one per collaborative teaching team)

Activity Steps

1

3 min.

Read the following three paragraphs aloud to the whole group:

“When airline companies put a new plane into service, planning a successful and safe flight requires testing, adjusting, and checking by a team of confident, skilled workers. The job of the engineer is equally as important as the job of the riveter. Additionally, two highly trained pilots are responsible for making sure the plane arrives safely at its destination. All of the passengers’ safety relies upon the coordinated efforts of a number of competent individuals.

“Likewise, our students rely on us to teach them in such a way that establishes their trust and encourages a sense of safety, belonging, confidence, and competence in their own learning. When we think about Maslow’s Hierarchy, we know that these elements provide the foundation of healthy self-esteem and self-actualization.

“During the two previous activities, we learned how important it is to define our roles and what those roles might look like. How then, do we go about embedding those roles into our daily teaching practices?”

2

2 min.

Tell the participants that the following activity will help them determine their specific roles in coordination with their partner(s). Ask them to think about how their roles might **alternate** depending on the **instructional activities** for each lesson they conduct. Stress that their roles should always be **shared** as their relationship evolves over time (e.g., both the ESE and general education teacher can share the roles of lecturing, student observation, assessment, classroom management, etc.).

3

10 min.

Review the directions on *Handout 3*. Ask partners to complete the worksheet by first reading the teacher role listed in the shaded column: *When Teacher A is doing this...* Partners then discuss and establish a role for *Teacher B* that reflects the collaborative teaching approach checked in the columns on the left, writing their ideas in the column labeled *Teacher B could be doing this...* Refer partners to *Handout 2a* as a helpful resource for this activity. Tell them they will have ten minutes to complete items 1–8.



Debrief



3 min.

Distribute a copy of Handout 3A, *Taking Flight*, marked “SAMPLE ROLES.” Encourage partners to read and compare the sample roles with those they generated on *Handout 3*.

Remind the teaching partners that *“It is important to alternate roles when appropriate so that one teacher isn’t always performing the same role(s). For example, the ESE teacher can conduct a lecture on how to solve a math problem after learning the content and strategy from the general education math teacher. On the other hand, the general education teacher may conduct a small-group mini-lesson on how to use math manipulatives.”*

Ask partners to think about how they can apply what they learned today as they plan and conduct instruction and assessment.

Session Follow-Up

2 min.

Review the *Team Follow-Up Form* with the whole group. A *Follow-Up Form* will be returned to you by each collaborative teaching team to share (1) how they have applied what they learned today and (2) student performance outcomes related to their collaborative planning, instruction, and assessment.

Ask teams to designate a date for the form to be returned to you and write that date in the appropriate section. Provide a self-addressed, stamped envelope for each team to mail their follow-up form to you or use school mail if available. Remind the teams that they should keep one copy of the form for their file, provide one copy to their school administrator, and send one copy back to you.

Send a reminder e-mail to each team one week prior to their designated return date.



COLLABORATIVE TEACHING

SESSION B:

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HANDOUTS



Handout 1

Flight School: *Worksheet directions*

Step 1 Read each responsibility listed in the column on the left. Place your first initial in the box under the “I am responsible for this” column if you **currently** hold this responsibility. If you do not hold that responsibility, leave the box blank.

Step 2 Compare your “I am responsible for this” list with your partner’s. Highlight and discuss those responsibilities that are currently **not shared** by **both** partners. *What do the responsibilities that are highlighted tell you?*

Step 3 Take note of responsibility “gaps,” placing an asterisk (*) next to those items that are **not initialed** by **either** partner. What do the “gaps” tell you?

Step 4 After comparing your responses, work with your partner to determine which teacher role(s) (i.e., *collaborative planning, collaborative instruction, and/or collaborative assessment*) are associated with each responsibility and place a check (✓) in the appropriate column(s). *See sample below:*

RESPONSIBILITY	I am responsible for this:	Collaborative Planning	Collaborative Instruction	Collaborative Assessment
Scheduling students	K	✓		
Designing lessons		✓	✓	✓
Knowing yourself	K	✓	✓	

COLLABORATIVE TEACHING SESSION B: Partners on the Flight Deck—
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Handout 1a

RESPONSIBILITY	I am responsible for this: (please initial)	Collaborative Planning	Collaborative Instruction	Collaborative Assessment
Scheduling students				
Designing lessons				
Knowing yourself				
Knowing your partner				
Knowing your students				
Using co-teaching models				
Varying instructional groupings: small group, centers, etc.				
Determining accommodations				
Implementing accommodations				
Determining modifications				
Implementing modifications				
Using differentiated strategies				
Sharing responsibility for ALL students				
Getting buy-in from administrators				
Getting buy-in from parents				
Advocating for inclusive practices				
Obtaining needed resources				
Participating in professional development activities				
Providing disability awareness activities for students				
Building community in the classroom				
Demonstrating instructional methods (e.g., interactive note-taking, using manipulatives)				
Problem-solving				
Grading				
Classroom management (e.g., review of class norms)				
Developing behavior plans				
Implementing of Positive Behavior Supports				
Communicating with parents				
Supervising paraprofessionals, interns, or volunteers				
<i>What other responsibilities can you add? Use the rows below:</i>				



The Power of 2: *Collaborative Teaching Approaches*

One Teach/One Observe: Teacher A presents the lesson while Teacher B actively observes specific students. For example, Teacher B collects data and takes note regarding students' on/off task behavior, academic engagement, patterns of response, and IEP objectives.

Station Teaching: Centers are developed for instruction or application activities. Both Teacher A and Teacher B develop, monitor, and manage centers or stations for small groups of students. Students rotate from one center to another and receive instruction or assistance from one of the teachers located at each center. In addition to centers, both teachers may also manage a small group of students working independently on specific tasks. On-task behavior and task completion can be better managed with small groups.

Parallel Teaching: The class is split into two groups with both Teacher A and Teacher B teaching the *same* content/lesson. The advantage of having smaller numbers of students to work with enhances on-task and social behavior and allows for more individualized instruction and assessment.

Alternative Teaching: While Teacher A is working with a large group of students, Teacher B works—for a short period of time—with a targeted small group of students for remedial, enrichment, or other targeted instruction. Specific students can learn and review the content or skills they need without having unnecessary review or distractions for other students in the class. This also allows for a select group of students to receive individualized instruction based on ability, interest, or learning style and gives students who have been absent a chance to “catch up.” Groups of students should always remain flexible and varied.

Teaming: Teaming occurs when both Teacher A and Teacher B present a lesson together—each presenting, interjecting, and taking equal responsibility for instruction. This structure capitalizes on each teacher's strengths and knowledge. It typically creates a stimulating classroom environment but requires compatibility and joint planning on a regular basis.

One Teach/ One Assist While Teacher A presents a lesson, Teacher B may assist individual students, monitor group activities, and/or check students' daily planners. This approach provides the individual attention that some students require and helps with classroom or behavior management and organizational skills.

Source: *The Power of 2* (DVD and Facilitator's Manual), by Marilyn Friend. Published by *A Forum on Education*, www.forumoneducation.org.



Handout 3

Taking Flight: Collaborative Teachers at Work

One teach, one observe	Station teaching	Parallel teaching	Alternative teaching	Teaming	One teach, one assist	<i>Directions:</i> Read the roles listed for <i>Teacher A</i> in the shaded column. With your partner, discuss and establish a role for <i>Teacher B</i> that reflects the collaborative teaching approach checked in the columns on the left. Write your ideas about what <i>Teacher B's</i> role could be in the column on the right.	
						When Teacher A is doing this...	Teacher B could be doing this...
				✓		1. Provides a lecture to the whole class on solving an algebraic problem	
					✓	2. Floats among students working in cooperative groups to provide directions, assistance, and feedback	
				✓		3. Provides a portion of a lecture on the branches of the government to the whole class	
			✓			4. Provides a lecture to review essay-writing strategies with class; uses the overhead projector to highlight key points	
✓						5. Leads whole group in a pre-reading activity	
	✓					6. Provides direct instruction on science facts to a small group	
		✓				7. Preps one-half of the class for one side of a debate	
	✓					8. Provides direct instruction to a portion of the class on similes and metaphors; ensures smooth transition to the next activity	

Handout 3a

Taking Flight: Collaborative Teachers at Work **SAMPLE ROLES**

One teach, one observe	Station teaching	Parallel teaching	Alternative teaching	Teaming	One teach, one assist	Directions: Read the roles listed for <i>Teacher A</i> in the shaded column. With your partner, discuss and establish a role for <i>Teacher B</i> that reflects the collaborative teaching approach checked in the columns on the left. Write your ideas about what <i>Teacher B's</i> role could be in the column on the right.	
						When Teacher A is doing this...	Teacher B could be doing this...
				✓		1. Provides a lecture to the whole class on solving an algebraic problem	<i>Provides additional explanation, asks clarifying questions of Teacher A and the students; models the use of a graphic organizer on the whiteboard</i>
					✓	2. Floats among students working in cooperative groups to provide directions, assistance, and feedback	<i>Reviews homework assignments and provides feedback to individual students</i>
				✓		3. Provides a portion of a lecture on the branches of the government to the whole class	<i>Provides a portion of a lecture on the branches of the government to the whole class</i>
			✓			4. Provides a lecture to review essay-writing strategies with class; uses the overhead projector to highlight key points	<i>Briefly reviews sentence-writing skills and paragraph structure with small group of students in another section of the room</i>
✓						5. Leads whole group in a pre-reading activity	<i>Observes individual students and records data on academic and behavioral goals</i>
	✓					6. Provides direct instruction on science facts to a small group	<i>Leads and monitors a group of students working on a science lab experiment</i>
		✓				7. Preps one-half of the class for one side of a debate	<i>Preps the other half of the class for another side of a debate</i>
	✓					8. Provides direct instruction to a portion of the class on similes and metaphors; ensures smooth transition to the next activity	<i>Provides direct instruction on a writing project to a portion of the class; ensures a smooth transition to the next activity</i>



Team Follow-up Form

Session: (circle one): A B C D E F

School: _____

Session Date: _____

District: _____

Session Name: _____

Team member names: _____

Please complete the following and return to your facilitator by: _____

● Describe how your collaborative team applied ONE strategy/model/idea in the classroom:

● Describe how the strategy/model/idea affected student achievement:

● How did you determine the effects?

● What changes in the strategy/model/idea would you make for future application?

● What additional assistance do you need from FIN (e.g., scheduling)?

Contact us by: E-mail E-mail address: _____

Phone Best time to reach us: _____ a.m. p.m. (circle one)

Please send the completed form to _____
in the envelope provided via school or U.S. mail. Thank you!

White: team

Yellow: school administrator

Pink: facilitator

