Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Chat: Asking Questions & Sharing Thoughts**
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

**Audio:**
If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.
Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

- 125 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
- Impacting over 7,000 students every year.
- Over 350 school peer coaches have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!
Best Practices for Co-Teaching and Teaching with an Assistant

Presented by Margaret Searle
October 12, 2021
Our Guest: Margaret Searle

Margaret Searle is the founder of Searle Enterprises, a consultant group working in the areas of collaboration, problem-solving, and innovative teaching techniques. She has taught in all grades from kindergarten through 8th grade, has served as an elementary and middle school principal, and was as an education advisor to President George H. W. Bush. Searle is the author of five books: Standards-Based Instruction for All Learners: A Treasure Chest for Principal-led Building Teams, a how-to book on differentiation, inclusion, and collaborative problem-solving, What To Do When You Don't Know What To Do: Building a Pyramid of Interventions, Response to Intervention: What Every School Leader Needs To Know About RTI and Causes and Cures in the Classroom: Getting to the Root of Academic and Behavior Problems. Searle's most recent book, Teacher Teamwork: How Do We Make It Work? shows how to build productive teams and intentionally create an environment of professional engagement in your school.
Enter in Chat:

Opinion: What is the best reason for co-teaching?
Overview of the Session

1. Why Co-Teach?
2. Why Is Parity Essential?
3. How Do We Plan Differently?
4. Important Thoughts About Grouping Students
5. What are the Basic Models and How Do They Work?
6. How Do We Find the Time To Do This Well?
It’s good because there is more than one person watching the class. Also, if one is sick, there is always one teacher left who knows what’s going on, so she can tell the sub the right way to do things.
Sometimes it’s confusing because they cut each other off all the time and I don’t always know what they’re talking about.
It is usually a good thing because if one teacher is confusing there is a second teacher there to help you understand.
I like that there is more than one person to help me. I don’t like that it’s harder to talk to a friend.
The purpose of co-teaching is to build the capacity of general educators to teach to a wider range of student needs in their classrooms.

*(Leading for Social Justice, Elise M Frattura and Collen A. Capper)*
It’s Like A Marriage

“I promise to…

... know you and try to understand your viewpoint (communicate)

... clarify goals to avoid hidden agendas

... facilitate a collaborative culture

... recognize and accept our differences

... agree to reflect and celebrate often

... expect to be held accountable to you and our students
Co-Teaching

• Teachers by nature tend to be controlling. For working with students, this is a positive attribute.

• Adults do not like to be controlled, and co-teachers need to address this potential source of conflict.

(Conderman, 2011)
Sticky Situations Come Up

- Your partner was supposed to get the materials together for an activity for today. When you asked about the materials, she said she had so much to do last night she just didn’t get to it.
Your partner did not show up for class today. You ask what happened and she said, “I had an IEP meeting this morning.”
Co-teaching requires trust, respect and a sense of classroom community.

Tannock, 2009
Making Sure You Get Off To A Good Start

List 3 topics you and your teaching partner should discuss before your first day with students. Put one in the chat box.

1.

2.

3.
What are your main hopes and greatest fears for our co-teaching situation?
Typical Hopes

Someone who will…

- Help me meet the needs of students
- Share great ideas
- Make classroom discipline easier
- Reduce my personal stress by sharing the load
- Be fun to work with
Typical Fears

Specialists/Assistants

• I’ll be treated like a second-class citizen
• Teacher may not be sensitive to students on my caseload
• How will I meet IEP goals in a general ed classroom

Classroom Teachers

• What if we don’t agree on discipline policies and grading?
• Will this add to my workload?
• Will this person show up regularly and on-time
• How will we arrange the room and space (adult and student)?

• How will we manage the paperwork and meetings

• What is your tolerance for noise and movement in class?
Getting Started

- How will a balance of decision-making power be maintained?
- How will we resolve conflicts that come up?
- How should we do our planning and how often?
- How will we find the time that we need to plan?
Instruction

• *How will the content be presented and by whom?*

• *How will we share our expertise with each other?*

• *How will we know we are doing better together than we could each do alone?*
Assessment

- **Who will design and grade student assessments?**
- **How will we collaborate in evaluating and grading all students?**

My strengths in these areas are…

My weaknesses in these areas are…
What Strengths Do you Bring?

How well do you design, collect, display and analyze data?

- Observations
- Work sample analysis
- Rubrics
- Tests
- Performance assessments

My strongest areas of assessment that I bring to this partnership are...

The assessment areas I want to improve are...
Communication with Parents and Students

• What types of expectations do we have for students?

• Who is in charge of discipline?

• How will we explain co-teaching to our students and parents so they see us as equals?

• How often will we communicate with parents and who will do this?
Models of Co-Teaching
Co-Teaching Models

Whole Group

- One Teach, One Observe
- One Teach, One Assist
- Team Teaching

Adapted from: MarilynFriend, Inc., 2008
Co-Teaching Models

Small Group

- Parallel Teaching
- Alternative Teaching (Skill Groups)
- Station Teaching

Adapted from: Marilyn Friend, Inc., 2008
Co-Teaching Approach

One Teach, One Observe
One Teach, One Observe

One teacher manages instruction while the other observes and systematically gathers data.
Partner Discussion

• Who will teach and who will observe?

• What data do we need to collect?

• How will we collect this data?

• When and how often should we use this model?
One Teaching, One Observing

One teacher collects data:

- Student behavioral data (social interaction, engagement, on-task, task initiation)
- Student academic data (formative assessment)
- How the lesson is working so you can reflect on strengths and identify opportunities.
## Quick Check Card

Jerry Wagnor

<table>
<thead>
<tr>
<th>October: Math Skills</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Sort, classify and order by objects two attributes and explain how things were sorted</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Extend sequences of sounds, shapes or number patterns (AA,B,aa,b,...)</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Identify multiple categories for sorting data</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Collect and organize data into charts using tally marks.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Identify, compare and sort 2-D shapes independent of size, shape or position.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Create new shapes by combining or cutting apart existing shapes.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Order a sequence of events with respect to time.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Tell time to the hour and half hour on digital and analog timepieces.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

1 – needs re-teaching
2 – needs practice
3 – needs application
4 – needs enrichment and extension
One Teach, One Observe Guidelines

• Data collection is **planned** by both educators
• Data is used to **make decisions** for future grouping and instruction
• **Either teacher** may be the observer
• This approach should not be the primary approach
• Use frequently but for short periods of time. (5-15% weekly)
One Teach, One Assist
One Teach, One Assist

Allows the team to provide individual support and clarification of concepts being taught.
One Teach, One assist

- What type of tasks will the assisting teacher be doing?

- When and how often will you use this model?
One Teach, One Assist

The assisting teacher may do things like:

- Create visuals on the board as the lesson unfolds
- Circulate to check on student comprehension and note-taking
- Pass out materials
- Demonstrate
One Teach, One Assist

• Never have one teacher just watch the other one teach.

• Don’t have one teacher help one child at a time for more than a few minutes of a class period.

• Both teachers stay actively involved with multiple students.
One Teach, One Assist

• Has the greatest potential to be over-used and abused.

• Recommended Use: Occasional (5-15% weekly)
Parallel Teaching
Parallel Teaching

Teachers split the class to increase participation and minimize behavior problems.
Parallel Teaching

- Divide students into two heterogeneous groups
- Both teachers are involved in planning and designing
- Each teacher teaches the same content, same way at the same time (Sometimes 2 different lessons and then switch)
- Participation doubles and rapport between teacher and students increases
- Recommended use: up to 50% of the time
Alternative Teaching Model

One teacher takes a large group while the other works with a small group for a specific purpose, like…
Alternative Teaching

• When will you use this model?

• What will the partner teacher be doing so the small group does not miss important instruction?

• How often will we use this model?
Alternative Teaching

• Use this model to build targeted skills

• Either teacher may teach the small group depending on the purpose

• Make sure you do not limit this model to the same group of students over and over. It can make them feel self-conscious.

• Use this model no more than 20% of the time weekly
Team Teaching

One Brain, Two Bodies
Team Teaching

Allows teachers to increase student focus by alternating voices

Generally, it increases the entertainment and engagement factor during large group instruction
Team Teaching

• When will you use this model?

• When will we plan this lesson?

• What is each person’s role?

• How often will we use this model?
Examples of Team Teaching

• Both teachers present equally
  o I present main ideas and you add details
  o You teach the main idea and I give examples
  o I describe the first point, you do the next
  o I present the concept and you lead the activities

• Dialogue between teachers enhances instruction, especially if humor is infused

• We can roleplay or debate by presenting two sides of an issue
What Makes Team Teaching Hard

- If one teacher lacks depth or experience in the subject area
- If teachers don’t feel comfortable and compatible
- If common planning time is scarce
- It takes away from the valuable small group instruction if overused
- Recommended Use: (20% weekly)
Station Teaching

Allows partner teachers to effectively do small group instruction while keeping a close watch on student learning in a highly interactive instructional setting.
Station Teaching

- Content and students are divided into three or more groups
- Two stations are teacher led while the other groups work independently.
- Groups rotate through two or three stations per period.
- Independent stations can enable students to work in pairs.
- Not every station is designed for every student.
- Recommended use: Up to 50%
Effect on students

• Builds fluency and application skills
• Feels challenging but successful because work is at the right level
• Keeps motivation high because of choices and relevant activities
• Builds independence and responsibility
Sequence These Models By the Amount of Time You Should Use Them.

1. One Teach, One Assist
2. Co-teaching
3. Station Teaching
4. One Teach, One Observe
5. Parallel Teaching
6. Alternative Teaching
### Sequencing By Most To Least Time Recommended

<table>
<thead>
<tr>
<th>Small Group Instruction</th>
<th>Station Teaching or Parallel teaching</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of the time over a period of a week</td>
<td>Alternative Teaching</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Large Group Instruction</th>
<th>Team Teaching</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% of the time over a week</td>
<td>One Teach, One Observe One Teach, One Assist</td>
<td>15%</td>
</tr>
</tbody>
</table>

---

*Weekly*

*Swartz and Searle*
Co-Teaching

If teachers are not planning together, they are not co-teaching.

Searle and Swartz, 2014.
Planning

- **How will we use our planning time?**
- **What content will we each teach and which models will we use?**
- **How will we share instructional responsibilities?**
- **How will we each adapt the curriculum, instruction, assessment for every student?**
# Co-Teaching Lesson Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials Needed</th>
<th>Core Teacher</th>
<th>Int Teacher</th>
<th>Data on Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging opening activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor &amp; feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrich</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frontload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice/assignment(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Options For Creating Planning Time

- Early planning during summer (two days) to:
  - Lay out overall pacing and focus of the curriculum
  - Clarify roles and responsibilities
  - Develop assessments and unit designs for two or three months

- After school planning
- Use PD days for planning time
- Rotating subs
- Electronic planning (wikis, zoom,...)
Scheduling Students
## Example: 40-minute Class Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 min.</td>
<td><strong>Bell Work</strong> to build fluency or assess skills</td>
<td><strong>Alternative grouping</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Skill group for frontloading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extension &amp; enrichment</td>
</tr>
<tr>
<td>8 min.</td>
<td><strong>Team Teaching</strong> - Large group concept development and introduction to</td>
<td><strong>Team Teaching</strong> - Large group concept development and introduction to</td>
</tr>
<tr>
<td></td>
<td>material</td>
<td>material</td>
</tr>
<tr>
<td>10 min.</td>
<td><strong>Parallel Teaching</strong> - ½ of the large group instruction continued with</td>
<td><strong>Parallel Teaching</strong> – 1/2 of the large group continues with increased</td>
</tr>
<tr>
<td></td>
<td>increased engagement</td>
<td>engagement</td>
</tr>
<tr>
<td>10 min.</td>
<td><strong>Alternative Teaching</strong> - Small group for enrichment, re-teaching or</td>
<td>Teacher monitors and assesses work at the application level of thinking.</td>
</tr>
<tr>
<td></td>
<td>frontloading</td>
<td>Small group, pairs or independent work.</td>
</tr>
<tr>
<td>4 min.</td>
<td>**Student debrief or exit ticket quiz to collect data for tomorrow’s</td>
<td><strong>Student debrief or exit ticket quiz</strong></td>
</tr>
<tr>
<td></td>
<td>lesson**</td>
<td></td>
</tr>
</tbody>
</table>

*Red = Teachers presenting to the total group*
### Example: 40-minute Class Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
</tr>
</thead>
</table>
| 8 min.| Alternative grouping  
- Skill group for frontloading  
- Extension & enrichment | Bell Work to build fluency or assess skills with the rest of the class |
<p>| 5 min.| Team Teaching - Large group concept development and introduction to material | Team Teaching – Co-presents with Teacher 1                                 |
| 8 min.| Station teaching – Monitor &amp; assess groups or individuals on enrichment, application or practice. | Station Teaching – Instructs small group using targeted instruction |
| 8 min.| Station Teaching – Instructs small group using targeted instruction | Station Teaching – Instructs small group targeted instruction |
| 8 min.| Station Teaching – Instructs small group targeted instruction | Group 3 working independently |
| 3 min.| Student debrief or exit ticket | Co-presents with teacher 1 |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>In progress</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles</td>
<td>One teacher controlling the classroom and the other just listening and doing clerical tasks</td>
<td>One teacher does most of the instruction but both teachers gather data and assist students who need enrichment or assistance</td>
<td>Both teachers involved in large and small group presentations as well as collecting data and assisting groups</td>
<td>Cannot tell who is general education and who is special ed because teaming is so well balanced and the variety of co-teaching models used is strong</td>
</tr>
<tr>
<td>Planning</td>
<td>General ed teacher plans and the interventionist finds out what they are doing that day</td>
<td>General ed teacher gets plans to interventionist at least 5 days in advance Interventionist creates accommodations in advance</td>
<td>Teachers plan together and clarify roles and responsibilities Plans reflect a variety of ways to meet student differences</td>
<td>Teachers spend 80% of plan time talking about what to teach, how to teach it and how to provide interventions Only 20% of plan time is spent on housekeeping and discipline issues</td>
</tr>
<tr>
<td>Parity</td>
<td>Classroom teacher has difficulty giving up the stage and/or interventionist attends only to IEP students</td>
<td>Interventionist has personal space to store materials and both teachers attend to the needs of all students</td>
<td>Teachers share duties, plans, space, authority and students. Students see both teachers as equal Both teachers feel equal responsibility for IEPs.</td>
<td>Teachers have an ease with each other and can anticipate each other’s moves and needs. Feeling of fun and camaraderie exists between the co-teachers.</td>
</tr>
</tbody>
</table>
# Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Details</th>
</tr>
</thead>
</table>
| Tuesday, October 26, 2021  
*For Teachers* | Strategies for Hebrew Reading Comprehension  
Presented by Meirav Kravetz |
| Wednesday, December 8, 2021  
*For Teachers* | Strategies for Effectively Teaching Students with Language Based Learning Disabilities  
Presented by Dr. Naomi Schimmel |

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

212-767-7707 or sara@hiddensparks.org
Contacting Hidden Sparks

Contact Presenter:
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searle@bex.net

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