



# Didaktische und methodische Ansätze zur Entwicklung der fachdidaktischen Inklusionskompetenz von angehenden Fremdsprachenlehrkräften

## Online-Supplement 3: Präsentation Modul 2: Co-Teaching in Heterogeneous and Inclusive English Settings

Carolyn Blume<sup>1,\*</sup>, David Gerlach<sup>2</sup>,  
Bianca Roters<sup>3</sup> & Torben Schmidt<sup>1</sup>

<sup>1</sup> *Leuphana Universität Lüneburg*, <sup>2</sup> *Philipps-Universität Marburg*,  
<sup>3</sup> *Qualitäts- und UnterstützungsAgentur – Landesinstitut für Schule  
Nordrhein-Westfalen (QUA-LiS NRW)*

\* *Kontakt: Institute of English Studies, Universitätsallee 1, 21335 Lüneburg  
cblume@leuphana.de*

### Zitationshinweis:

Blume, C., Gerlach, D., Roters, B., & Schmidt, T. (2019). Didaktische und methodische Ansätze zur Entwicklung der fachdidaktischen Inklusionskompetenz von angehenden Fremdsprachenlehrkräften [Online-Supplement 3: Präsentation Modul 2: Co-Teaching in Heterogeneous and Inclusive English Settings]. *Herausforderung Lehrer\_innenbildung*, 2 (3), 296–322. <https://doi.org/10.4119/hlz-2475>

Eingereicht: 24.02.2019 / Angenommen: 16.07.2019 / Online verfügbar: 20.11.2019

ISSN: 2625-0675





# Outline

Warm up: Collaborative exercise

Aims

Co-teaching approaches

The benefits of co-teaching

Co-teaching in heterogeneous and inclusive English classes

Planning for co-teaching

Closure





## Warm up: Collaborative exercise

For this task, you will need a partner.

- With your partner, do the following **without talking!** You have 3 minutes.
- Take out a piece of paper and one pen (Don't talk!)
- *Together*, draw each of the following:
  - a house
  - a tree
  - an animal
- Sign your work with an artist's name.





## Collaborative exercise: Debriefing

- With your partner, do the following **without talking!** You have 3 minutes
- Take out a piece of paper and a pen (Don't talk!)
- *Together*, draw each of the following:
  - a house
  - a tree
  - an animal
- Sign your work with an artist's name.

- What did you experience?
- What might be success factors for working in a team?
- Which of these principles apply to team teaching?





# Aims

When we think of "teachers," we think first and foremost of the work the teachers do with students. However, teachers also need to coordinate, collaborate, and communicate with other teachers, school personnel, community members, and parents. This is especially the case in inclusive settings, where, in addition to all of the above, there may be special educators, student assistants, social and case workers, therapists, aides, and medical personnel. We will focus in this unit on **co-teaching**. Co-teaching refers to any combination where two or more professionals (subject-specific, special educators, student assistants, or aides) are simultaneously in the classroom. The issues surrounding co-teaching, and how it can function effectively, are the focus of the activities found here.

By the end of this module, you will be able to:

- describe different forms of co-teaching
- identify the factors that contribute to the success of co-teaching
- analyze the appropriateness and efficacy of various co-teaching arrangements for specific lesson phases and activities





## Co-teaching approaches

Generally, six different forms or models of co-teaching are recognized. Here are resources where you can read about co-teaching formats, the potential advantages and challenges, and research on co-teaching for special education.

1) Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-Teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1), 9–27 (recommended to p. 15). [doi.org/10.1080/10474410903535380](https://doi.org/10.1080/10474410903535380)

2) Walther-Thomas, C., Bryant, M., & Land, S. (2016). Planning for effective co-teaching: The key to successful inclusion. *Remedial and Special Education*, 17(4), 255–264. [doi.org/10.1177/074193259601700408](https://doi.org/10.1177/074193259601700408)

3) [Team teaching: A brief summary](#)

When you are done, you can check your comprehension with these questions.





## Co-teaching approaches: Question 1: Which of the following explains the recent interest in co-teaching?

Co-teaching is seen as a way to eliminate all kinds of special services for individuals with disabilities.

Co-teaching is required by the UN Convention on the Rights of Persons with Disabilities.

Co-teaching is seen as a way to better meet the needs of students with special educational needs.

Co-teaching is a way to make classes more heterogeneous.



Continue on to the  
next question here





**Co-teaching approaches: Question 2: In the article by Friend et al. (2010), the authors use a metaphor to describe co-teaching. They compare it to a professional...**

marriage.

wrestling match.

game of chance.

surgery.



Continue on to the  
next question here





**Co-teaching approaches: Question 3: In co-teaching the roles of the two (or more) professionals are flexible.**

True

False



Continue on to the  
next question here





**Co-teaching approaches: Question 4: Co-teaching refers solely to what happens during class time.**

True

False

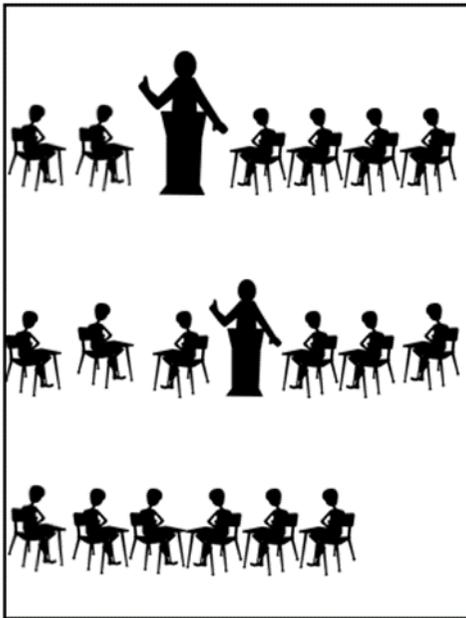


Continue on to the  
next question here  
Continue on to the  
next question here





## Co-teaching approaches: Question 5: The form of co-teaching illustrated here is most similar to...



Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist

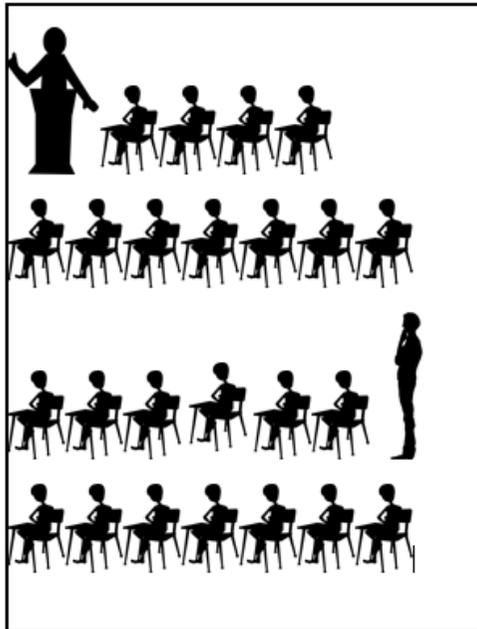


Continue on to the  
next question here





## Co-teaching approaches: Question 6: The form of co-teaching illustrated here is most similar to...



Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist

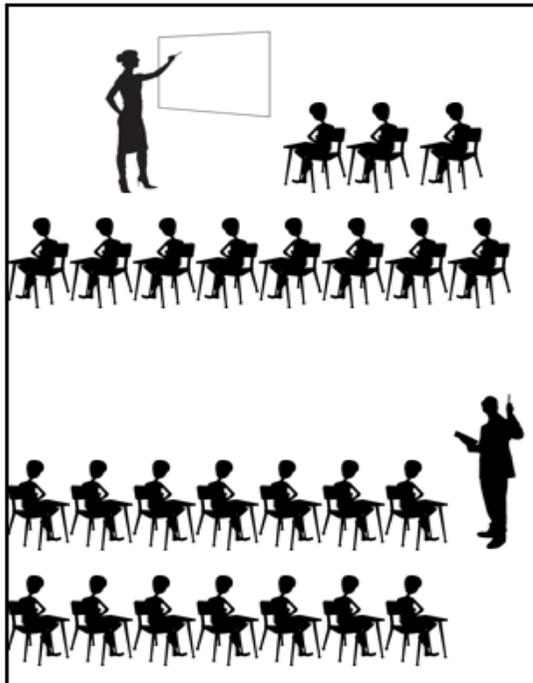


Continue on to the  
next question here





## Co-teaching approaches: Question 7: The form of co-teaching illustrated here is most similar to...



Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





# The benefits of co-teaching

Watch this video that describes the benefits of co-teaching, which they call team teaching in the video. The questions are meant to check your comprehension and highlight important content.

<https://youtu.be/8ple6CZX6PM>

## Guiding Questions

- What is co-teaching according to Donice Davenport, and what does she like about how it functions with these two teachers, Lisa and Jennifer?
- Who is responsible for the students?
- What reasons does Ms. Marik give for liking team teaching?
- Why does she think it will help close the achievement gap?



Continue on to the  
next question here





## Choose the most accurate statement about the benefits of co-teaching

Co-teaching enables teachers to segregate those students who are achieving from those who are not to best meet each group's needs.

Co-teaching enables students to be separated when there is too much conflict for them to all learn together.

Co-teaching enables students to learn together and avoid 21st century segregation between those who are achieving and those who are not.

Co-teaching enables students to choose the teacher that they feel most comfortable learning from.



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

In an English class, Teacher B leads the class activity on correct punctuation in letter writing. Teacher A observes two students that have problems completing their work in order to collect data for the teachers' afternoon planning session.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

At the end of the period, Teacher B summarizes the day's lesson while Teacher A writes the homework assignment on the board. Both teachers then check with specific students to be certain that they had organized their homework materials before dismissal.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

The co-teachers review for a test by dividing the class into two heterogeneous groups. Each teacher takes his/her group to a corner of the room and uses silent group response activity to review the material.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

In an English class, Teacher A works with 5 students who have mastered talking about the weather and their free time activities. Teacher B conducts a lesson designed to reteach the concept to the rest of the class.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

In an English class studying food, the class is divided into three heterogeneous groups. Teacher A works with a group making a dialogue about how to order a meal. Teacher B supervises two groups in drawing possibilities for a “monster sandwich” and preparing the sandwich. Halfway through the class, the groups rotate.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next question here





## Co-teaching in heterogeneous & inclusive English classes: The form of co-teaching illustrated here is most similar to...

Teacher A and Teacher B role-play for the entire class several different scenarios on how to order a meal. Afterwards, both teachers ask questions of the class to find out what they have observed.

Station teaching

Teaming

Parallel teaching

Alternative teaching

1 teach, 1 observe

1 teach, 1 assist



Continue on to the  
next slide here





## Congratulations!

You have completed the self-quiz on co-teaching. If you are satisfied with your understanding of the purposes and forms of co-teaching, continue the unit by going on to the next slide. If you wish to re-do the quiz, press the back button.

Re-do the self-test

Continue



# Co-teaching in heterogeneous & inclusive English classes: “Making a monster sandwich”

In this classroom video from an eighth grade class, two scenes are shown from the beginning and the middle of the lesson. There are three adults: two teachers and one assistant. Watch the video and use the questions to guide your observation and reflection.

This video is not available due to data privacy regulations. For more information, contact [multiview@leuphana.de](mailto:multiview@leuphana.de)

## Guiding Questions:

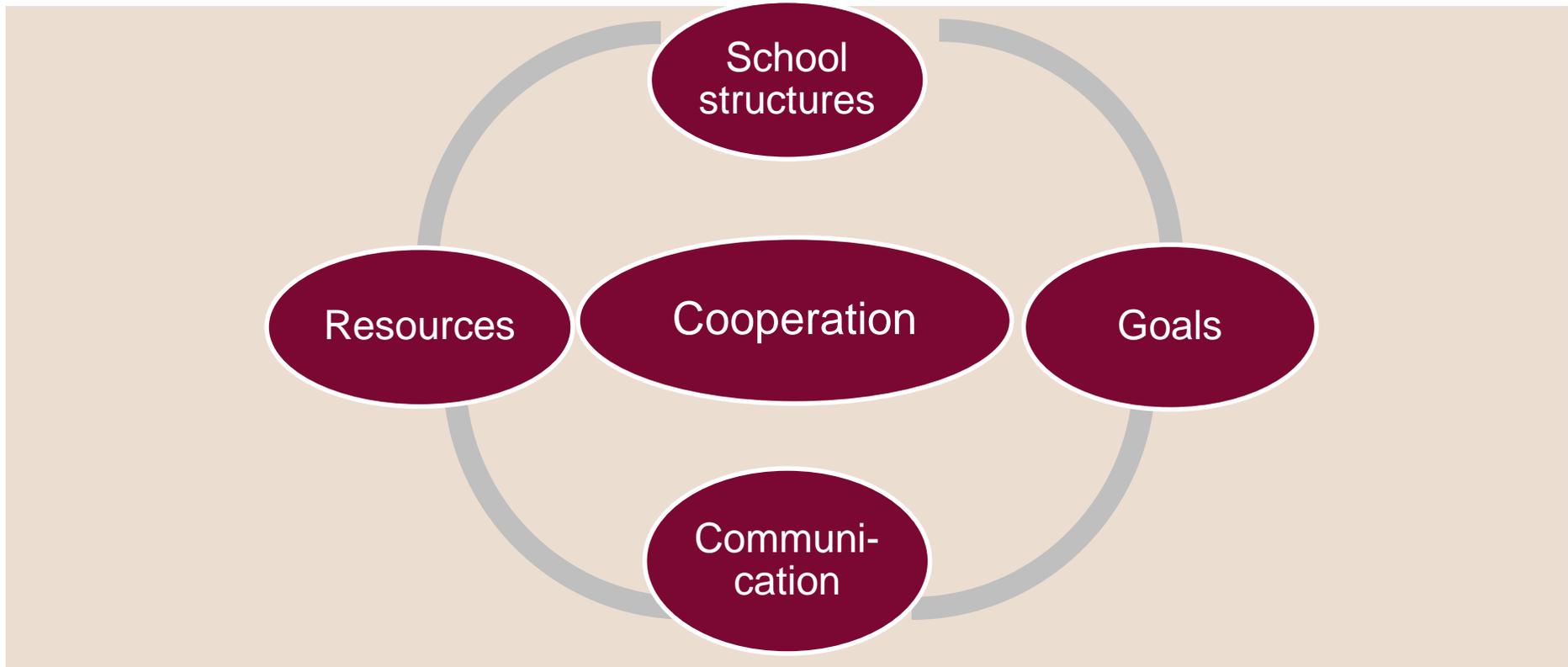
- What form(s) of co-teaching are visible in these excerpts?
- When does the co-teaching work well here? When is it less successful?
- What are the advantages and disadvantages of the co-teaching illustrated here?
- What alternative forms of co-teaching might also be appropriate in this lesson?





# Planning for co-teaching: Elements of successful cooperation and potential sources of conflict

For each of the elements of cooperation below, brainstorm (a) one way that it could contribute to co-teaching success and (b) one way it could be a potential source of conflict.





## Planning for co-teaching: Body parts revisited

Imagine you have a meeting with your collaboration partner to plan to co-teach. Simulate a meeting, and do the following:

- Review the lesson plan that you used for the case study, and identify the type of co-teaching utilized, and why it is used there (consider it in relation to the lesson aims and the goals and activities of that particular phase).
- Discuss potential, appropriate, alternative forms of co-teaching for your assigned phase (with changed activities).
- Fill in the appropriate portion of the column “***Verändertes Unterrichtsgeschehen/ Co-teaching approach.***”
- Talk about what you anticipate will be challenging, and what you think will work well.
- Be able to present your results to your peer students.





## Planning for co-teaching: Debriefing: Body parts revisited

Imagine you have a meeting with your collaboration partner to plan to co-teach. Simulate a meeting, and do the following:

- Review the lesson plan on your own first. and think about an appropriate form of co-teaching for your assigned phase.
- Discuss your thoughts with your partner and fill in the appropriate portion of the column “**Verändertes Unterrichtsgeschehen/Co-teaching approach.**”
- Talk about what you anticipate will be challenging, and what you think will work well.
- Be able to present your results to your peer students.

### Guiding Questions

- What would make this activity more challenging in real life? What might make it easier?
- What factors did you take into account when you were planning which form of co-teaching to use?
- What makes co-teaching in *English* classes uniquely beneficial or uniquely difficult?





# Closure

Reflection Statements	Yes	No	Not sure
I know about different forms of co-teaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I know about the potential benefits of co-teaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I know about some of the challenges of co-teaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can describe some ways to use co-teaching in the English classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can modify a lesson plan to work meaningfully with a co-teacher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>





## The End.

This unit was developed by Katrin Baschwitz and Bettina Holzhütter, in cooperation with the *Community of Practice* **Teaching in Heterogeneous and Inclusive English Settings**, and designed for interaction by Prof. Dr. Torben Schmidt and Dr. Carolyn Blume.

Additional input provided by Dr. David Gerlach and Dr. Bianca Roters.

Formatting assistance provided by Mareike Vahlenkamp and Cindy Köhler.

For questions or further information, please contact the ZZL-Netzwerk Lehrerbildung at the Leuphana University Lüneburg ([zukunftszentrum@leuphana.de](mailto:zukunftszentrum@leuphana.de)) or Carolyn Blume ([carolyn.blume@leuphana.de](mailto:carolyn.blume@leuphana.de)).





## Literature

- de Zorda, Bisang, D., & Hascher, T. (2018). Gelingensbedingungen für Teamteaching im Praktikum. In L. Pilypaitytė & H.-S. Siller (Eds.), *Schulpraktische Lehrerprofessionalisierung als Ort der Zusammenarbeit* (pp. 169–184). Wiesbaden: Springer Fachmedien Wiesbaden.
- Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-Teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation, 20*(1), 9–27
- Lütje-Klose, B., & Urban, M. (2013, April). *Kooperatives Lernen in heterogenen Lerngruppen: Inklusive Bildung*. Impulsreferat bei der Qualifizierungsmaßnahme "Experte Individuelle Förderung". Modul 3.
- Walther-Thomas, C., Bryant, M., & Land, S. (2016). Planning for effective co-teaching: The key to successful inclusion. *Remedial and Special Education, 17*(4), 255–264.





**Your answer is...**

Correct. Press here to continue with the quiz.



**Your answer is...**

**Incorrect. Try again.**