Co-Teaching with Mixed Groups

- Jenny Wagner, M.Ed, Inclusive Educator
- Katie Jett, M.Ed, Second Grade Teacher

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Agenda

• Meet Your Presenters
• Developing Positive Relationships
• Co-Teaching Models
• Station Teaching
• Mixed Groupings
• Modify on the Fly!
Meet Your Presenters

Jenny Wagner
- Rockhurst University-undergraduate
- University of Missouri in Kansas City-graduate
- 1st Grade
- 5th Grade
- Inclusive Education
- 6th Grade
- Rockhurst University

Katie Jett
- Creighton University-undergraduate
- Webster University-graduate
- 20th year of teaching
- 1st Grade
- 2nd Grade
- Certified BrainPOP Educator
Developing Positive Relationships

• Determine roles and responsibilities
• Get to know your students
• Create common goals
• Plan together
• Reflect
• Feedback goes both ways

(Kronberg, 2018)
Co-Teaching

**Is...**
- Joint responsibility
  - Planning, instruction/delivery, classroom management of ALL students
- One component of provided services
- Carefully matched professionals
- Daily presence of both professionals

**Is Not...**
- One professional maintaining all planning, etc...
- Two professionals providing instruction to a homogenous group
- An extra set of hands
- A special educator working only with students with disabilities

(Friend, 2010)
Co-Teaching Models Overview

One Teach, One Support

Parallel Teaching

*Figure 1.1

*Figure 1.2

(Friend, 2017)
Co-Teaching Models Overview

Alternative Teaching

Team Teaching

*Figure 1.3

*Figure 1.4

(Friend, 2017)
Co-Teaching Models Overview

One Teach, One Observe

Station Teaching

*Figure 1.5

*Figure 1.6

(Friend, 2017)
Station Teaching

*Figure 1.6 (Friend, 2017)
Research on Mixed Groupings

- Prevents formation of a gap between high and low proficiency
  (Linchevski & Kutscher, 1998)
- Effects on all students of various levels of proficiency
- Teachers' attitudes
- Social aspect
  (Steenbergen-Hu, Makel, & Olszewski-Kubilius, 2016)
Modify on the Fly: *What does it look like?*

- Small groups of 3-5 students
- 3-4 stations
- 2 teacher directed stations; 1-2 independent stations
- Example:

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
<th>IA</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL2-LA-RF.03.A.0</td>
<td>Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
<td>Word Analysis/Phonological Awareness and Decoding-Vowel Sounds</td>
</tr>
</tbody>
</table>

- Student 1
- Student 2
- Students 3, 4, & 5
Modify on the Fly!

- Create groups of around 5 people.
- With the provided scenario, discuss ways you can modify your small group work for students with mixed abilities.
- Remember, collaboration is key!
- After a few minutes, we will share as a whole-group.
Takeaways

• Must develop positive relationships
• Choose your co-teaching model
• Mixed groupings provide more opportunities
• Collaboration is key
• Modify on the Fly!
• Reflect


References (continued)


