



COLLABORATIVE TEACHING

Session **B**

Partners on
the Flight Deck—
It Takes Two to Fly



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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: An Amazing Flight—to provide an awareness of the importance and implications of collaborative planning

Activity 2: Flight School—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?—to provide an in-depth examination and analysis of the specific roles of collaborative teaching in inclusive classrooms

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

Materials



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

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



Hand out the “Sample” copy of *Taking Flight, Handout 3a*. 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 a) how they have applied what they learned today and b) 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.



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HANDOUTS



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

One teach, one observe	Station teaching	Parallel teaching	Alternative teaching	Teaming	One teach, one assist	<p>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</i>'s role could be in the column on the right.</p> <p><i>Remember that teacher roles should be rotated and shared on a regular basis (e.g., the general education teacher is not always the one providing direct instruction).</i></p> <p>When Teacher A is doing this... Teacher B could be doing this...</p>
				✓		<p>1. Provides a lecture to the whole class on solving an algebraic problem.</p> <p><i>Provides additional explanation, asks clarifying questions of Teacher A and the students. Models the use of a graphic organizer on the whiteboard.</i></p>
					✓	<p>2. Floats among students working in cooperative groups to provide directions, assistance, and feedback.</p> <p><i>Reviews homework assignments and provides feedback to individual students.</i></p>
				✓		<p>3. Provides a portion of a lecture on the branches of the government to the whole class.</p> <p><i>Provides a portion of a lecture on the branches of the government to the whole class.</i></p>
			✓			<p>4. Provides a lecture to review essay-writing strategies with class. Uses the overhead projector to highlight key points.</p> <p><i>Briefly reviews sentence-writing skills and paragraph structure with small group of students in another section of the room.</i></p>
✓						<p>5. Leads whole group in a pre-reading activity.</p> <p><i>Observes individual students and records data on academic and behavioral goals.</i></p>
	✓					<p>6. Provides direct instruction on science facts to a small group.</p> <p><i>Leads and monitors a group of students working on a science lab experiment.</i></p>
		✓				<p>7. Preps one half of the class for one side of a debate.</p> <p><i>Preps the other half of the class for another side of a debate.</i></p>
	✓					<p>8. Provides direct instruction to a portion of the class on similes and metaphors; ensures smooth transition to the next activity.</p> <p><i>Provides direct instruction on a writing project to a portion of the class; ensures a smooth transition to the next activity.</i></p>

Team Follow-up Form

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

School: _____

Session Date: _____

District: _____

Session Name: _____

Team member name(s): _____

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 know?
- What changes would you make for future application?
- What additional assistance do you need from FIN (e.g., scheduling)?

Contact us by: email E-mail address: _____

phone Best time to reach us: _____ a.m. p.m.

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

