

# Co-Teaching: It All Starts With Relationship!

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# Together we can do more!

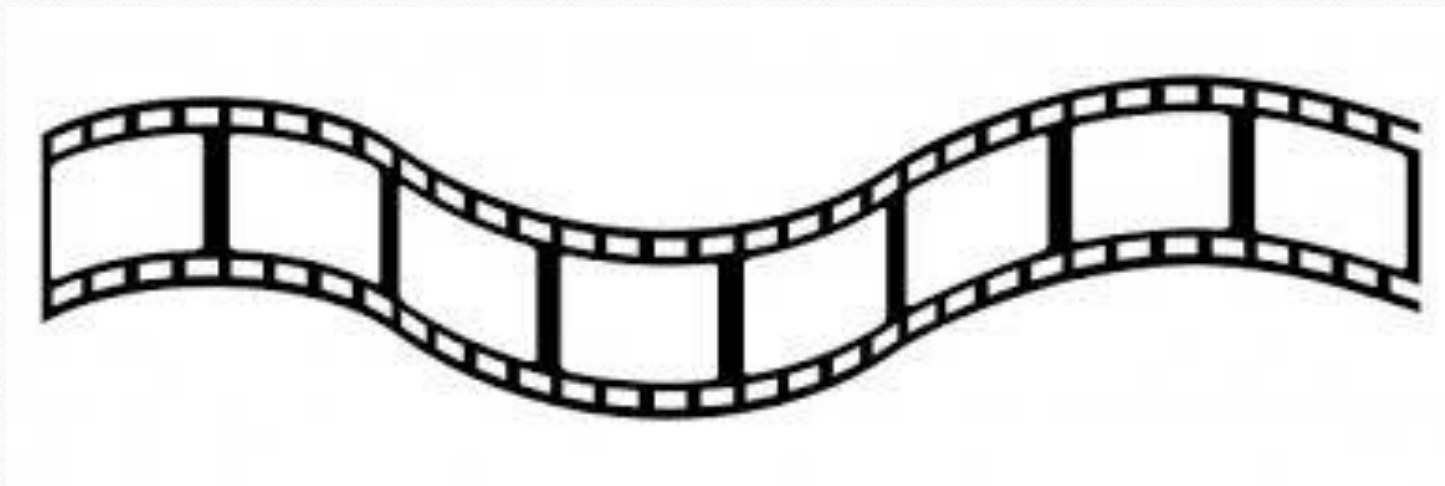
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Grounded in a belief that “**together we can do more,**” All Hands On Deck (AHOD) seeks to **leverage the resources** of the Buffalo State PDS and its campus and school partners to **more fully and deliberately** address the varying needs of local educational communities at a unique time in education. AHOD provides a cohesive professional development plan for the year - one that is **sustained,** meaningful - that responds to the needs identified by PDS stakeholders and is framed in a **co-teaching/co-learning model** that considers ways **each stakeholder can contribute** and support P-12 learners and their families throughout the 2021-2022 academic year.



# Recap

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# Co-teaching student teaching vs. Traditional student teaching

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## **Involvement & Instruction**

Both teachers are actively engaged in every lesson

## **Preparation**

Exercises prepare mentor and teacher candidate for collaboration and communication

## **Planning**

Most lessons are co-planned; Lead planning begins with mentor and moves to the student teacher

## **Modeling, Coaching, and Thinking Aloud**

Mentors model, provide coaching, and make invisible processes visible through thinking aloud about their teaching

# Co-Teaching Approaches

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**One teach, one observe**

Focused observation and feedback

**One teach, one assist**

Pre-planned role for the teacher assisting

**Station teaching**

Teach parts of a lesson at stations

**Parallel teaching**

Teach the same objective to half the group

**Supplemental teaching**

Teach at students' instructional levels

**Differentiated teaching**

Teach the same objective in different ways

**Team teaching**

Teach together seamlessly

(Bacharach et al., 2010)



# Benefits for students

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Getting help when needed

Exposure to two styles of teaching

Fewer disruptions during transitions

Quicker return of assignments

Greater variety of learning activities

Greater participation of students

Greater time-on-task for students

(Bacharach et al., 2010)

(St. Cloud University, 2017)



# Benefits for teacher candidates

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Feel supported (Cook & Friend, 1995)

Experience the value of divergent thinking and dialogue

(Cobb & Sharma, 2015)

More likely to take risks (St. Cloud University, 2021)

Enhances collaboration skills (St. Cloud University, 2021)





# Benefits for mentor teachers

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Reflective conversation allows mentors to also learn and grow  
(Weilbacher & Tilford, 2015)

Better able to provide accommodations for diverse learners  
(McHatton & Daniel, 2008 as cited in Stobaugh & Everson, 2019)

Another set of eyes in the room to problem solve with  
(St. Cloud University, 2021)





It starts with a relationship!

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# Trust is Foundational

(Rabin, 2020, p. 141)

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**Mentor** - “My candidate becomes my partner versus my student. Part of it is my seeing her that way. . . I give her more responsibility, expect more of her, treat her this way in front of students . . . .”

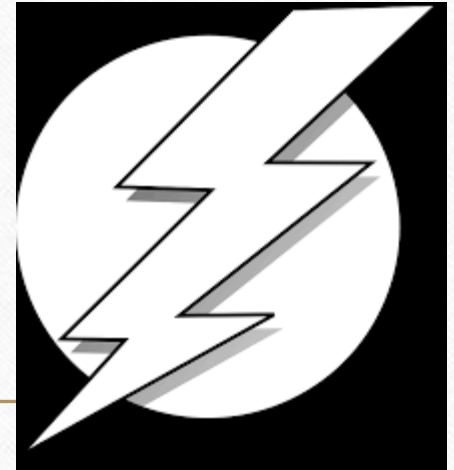
**Candidate** - “I was responsible for their (students’) learning. When I wasn’t co-teaching I wasn’t as responsible. . . She’d (mentor-teacher) ask (when co-planning), ‘How do you think this’ll work? Do you think they are ready for that?’ She treated me as a trusted voice.”



# Power Dynamics Matter

(Rabin, 2020, p. 142)

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“When you co-teach you develop secret signals that mean ‘I need help here!’”

“Let go and let her try, knowing that with co-teaching I can still help our students.”

“I am going to ask questions when teaching . . . and I’d like you to do so, too. That’s how I’m going to ‘invite’ you into teaching and then over time we’ll get more seamless.”

# Dialogue is Key

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“While one teacher read a story, she paused and turned from her students to face her co-teacher. They disagreed over a word’s meaning. Both assumed they had distracted their students; instead, they enthralled them: It was interesting, we (co-teachers) looked at each other (discussing the word’s meaning). They (students) were suddenly all with bated breath watching us having a real conversation about real vocabulary. “Look, adults are having to figure it out!” How do you plan for that? I called Miss M. in on it. We started doing that on purpose. ... **And we model caring about each other more than knowing answers**” (Rabin, 2020, p. 139).



Add a little care!

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# Care Ethics – Nell Noddings

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The care-er “puts aside her own values and projects, and tries to understand the expressed needs of the cared-for.”

“Relationships are recognized as the medium through which experiences of schooling create habits of mind.”

**“Focus on valuing one another” over the issue at hand**

(Rabin, 2020, p. 137)



# Pause and Ponder

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1. To what extent am I willing to let someone else carry out teaching tasks at which I am particularly skilled?
2. How willing am I to allow a colleague to see aspects of my teaching in which I am not particularly skilled?
3. To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?
4. How willing am I to tell a colleague when I disagree about an issue or have a concern?

Cook, L, & Friend, M. (1995). *Focus on Exceptional Children*, 28(3), 1-16.

And, then we need to  
listen!

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# Listening: Reverence & Humility

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Reverence “arises from a profound comprehension of human limitation, frailty, and finitude, prompting awe and wonder” and “listening is one of the prime activities of reverence” (Rud & Garrison, 2010, p. 2778).

Reverent listeners . . . listen . . . to others to learn (Rud & Garrison, 2010).

# Types of Listening

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## **Apophatic listening**

Involves acceptance in the sense of “the total, if temporary, absence of all evaluative categories” (Waks, 2010, p. 2754).

Can be generative for the one being listened to: “Listening to others in this way allows others to come alive, grow, and change in unexpected ways” (p. 2755).

## **Cataphatic Listening**

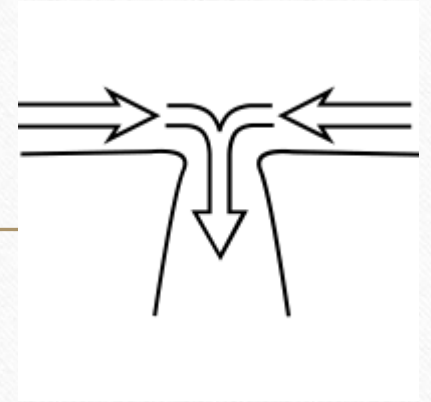
Listening for information to fit into categories of our pre-existing knowledge.

May help the listener to make sense of the speaker’s words by reducing the information to more manageable pieces.



# One Goal of Listening: Consonance & Understanding

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“The sharing of focus and purpose” (p. 8)

Understanding another’s “lived reality” (Rommetveit, 1979, p. 15)

Complete understanding is impossible, yet the desire to be understood and to understand fuels development (Rommetveit, 1988)

And, then you need to  
grow!

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# Productive Dissonance & Disequilibrium

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“**Disequilibrium needs to be better understood** as a central process in teacher development and teacher reflective activity” (Reiman, p. 610)

A teacher must engage in an “interrogation of what is driving her practical reason” lest she remain “constrained in the degree to which she can make her practical reason (and hence, practice) **vulnerable to change**” (p. 1311).

# Revoicing & Reconceptualizing

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**Revoicing** – Restating the words of another so that you can confirm your emerging understanding and the speaker can confirm or revise your understanding

**Reconceptualizing** – Restating the words of another and inserting a new thought or direction for consideration



# Time to Share!

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# Questions to Discuss

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- What are your thoughts about the role of relationships and listening in co-teaching?
- What questions do you want to discuss?



# Next Steps

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- ✓ Use the SHARE thinking guide with a co-teacher.
- ✓ Pay attention to the types of listening you do.
- ✓ Try to vary your stance from Apophatic Listening to Cataphatic Listening.
- ✓ Notice when you value the other person over the issue at hand. What does that look like?
- ✓ Notice when you build consonance through your words and when you choose to introduce productive dissonance. What are the effects of each?
- ✓ Try revoicing and/or reconceptualizing. What happens?