20 Behaviors Exhibited by Successful Co-teaching Teams

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PHILOSOPHY:
1. Both teachers agree on curricular focus
2. Both teachers’ ideas accepted as valid
3. Teachers have divergent but compatible approaches on instruction
4. Teachers have compatible approaches to management
5. Teachers feel comfortable with the team teaching model
6. Teachers consider the team teaching inclusion model to be effective

JOINT OWNERSHIP:
7. There is evidence of joint planning
8. Both teachers’ ideas are incorporated into the lesson
9. Both teachers have access to all students in the class
10. Both teachers have access to all teaching facilities in the classroom
11. Both teachers have verbal access to lesson
12. Both teachers teach to whole group simultaneously
13. Both teachers are capable of assuming leadership role
14. Both teachers are capable of total role release
15. Both teachers share the instructional responsibilities during the lesson

COMMUNICATION:
16. Teachers keep track of each other during the lesson
17. Teachers conference during the lesson
18. Teachers evaluate the effect of teaming on instruction & students

PROFESSIONAL GROWTH:
19. There is evidence of exchange of professional skills
20. Teachers use team teaching as an opportunity to grow together and practice new skills
STRATEGIES IN THE CLASSROOM FOR LEARNING STYLES

Kinesthetic Learner
- creative movement
- hands-on activities
- field trips
- competitive and cooperative games
- physical awareness and relaxation exercises
- crafts
- body maps
- cooking, gardening and other “messy” activities
- manipulatives
- physical education activities
- communicating with body language or hand signals
- tactile materials and experiences

Linguistic Learner
- lectures, debates
- large and small group discussions
- books, worksheets, manuals
- brainstorming
- writing activities
- word games
- sharing time
- storytelling, speeches, reading to class
- audio books
- journaling
- choral reading
- individual reading
- memorizing facts
- recording one’s words
- publishing

Spatial Learner
- charts, graphs, diagrams, maps
- visualization
- photography
- videos
- visual puzzles and mazes
- 3-d construction kits
- painting, collage, visual arts
- idea sketching
- computer graphics software
- draw/paint computer software
Learning Style Survey

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement leave the space provided blank. Then total the column in each section.

Section 1

___ I learn by doing
___ I enjoy making things with my hands (sewing, building models)
___ I am good at sports
___ I use gestures and non-verbal cues when I communicate
___ Demonstrating is better than explaining
___ I love to dance
___ I like working with tools
___ Inactivity can make me more tired than being very busy
___ Hands-on activities are fun
___ I live an active lifestyle
___ Learning to ride a bike (or skate) was easy
___ My sense of balance and coordination is good
___ When looking at things I like to touch them
___ I tend to tap my fingers or play with my pencil during class
___ For a group presentation, I prefer to move the props around, hold things up or build a model

___ TOTAL for Section 1

Section 2

___ Foreign languages interest me
___ I enjoy reading books, magazines and web sites
___ I keep a journal
___ Word puzzles, like crosswords or jumbles, are enjoyable
___ Taking notes helps me remember and understand
___ I faithfully contact friends through letters and/or emails
___ It is easy for me to explain my ideas to others
___ I write for pleasure
___ For a group project, I prefer to do the writing and library research
___ I enjoy public speaking and participating in debates
___ I enjoy a good lecture, speech or sermon
I am good at determining meanings of words
I enjoy telling stories and jokes
I have a good memory for trivia
I am a good speller

TOTAL for Section 2

Section 3

Rearranging a room and redecorating are fun for me
I enjoy creating my own works of art
I remember better using graphic organizers
I enjoy all kinds of entertainment media
Charts, graphs and tables help me interpret data
A music video can make me more interested in a song
I can recall things as mental pictures
I am good at reading maps and blueprints
Three dimensional puzzles are fun
I can visualize ideas in my mind
Just looking at shapes of buildings and structures is pleasurable to me
I enjoy hobbies such as photography
In a magazine, I prefer looking at the pictures rather than reading the text
For a group presentation, I prefer to draw all the pictures
I like to doodle on paper whenever I can

TOTAL for Section 3

Highest total in Section 1 - Kinesthetic learner
Highest total in Section 2 - Linguistic learner
Highest total in Section 3 - Spatial learner
SILK GROUPING STRATEGY
For Cooperative Learning
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Background information: The SILK grouping strategy (Interpersonal intelligence as binding force for Spatial, Linguistic and Kinesthetic intelligences) insures group diversity and allows each student to contribute from his or her own strength area. Students will be placed into pods or three. Place one student in each pod from each of the learning styles. This grouping strategy is facilitated by color coding students with name tag or a piece of masking tape.

BLUE = SPATIAL  RED = LINGUISTIC  GREEN = KINESTHETIC

Setup:
1. Determine primary learning style of your students (spatial, linguistic, kinesthetic)
2. Try to divide class into thirds, based on primary learning style
3. If the class does not divide evenly into thirds by learning style, assign students with strong tendencies first. Assign students who can operate in more than one learning style into their secondary strength field.
4. Assign students into groups of three (SILK groups)
   • Assign a Kinesthetic to each group first
   • Pair a Linguistic student with each Kinesthetic students
   • Attach a Spatial student to each group
5. Arrange desks into pods of three
6. Determine where each SILK group needs to sit in the room
7. Provide instruction that meets the three learning styles

If you have too many or too few students to put all students into groups of 3
• Option 1 - If you have an excess number of Linguistic students - create groups of two (Linguistic-Spatial or Linguistic-Kinesthetic)
• Option 2 - If you have an excess of Spatial or Kinesthetic students - create groups of four. Put 2 Kinesthetic or 2 Spatial students in the group. Be sure students with the same learning style do not distract each other or compete for learning style specific activities.
Reading Strategies

Pre-Reading Mapping
This activity is an interactive activity for previewing text.
1. Scan through story and identify important characters and setting (times and places)
2. Use colored sentence strips and write character on one color and settings on another
3. Distribute strips to groups, giving each group at least one character strip and one setting strip (time or place)
4. Call students/groups who have characters to come to the front, one at a time
5. Student or teacher read the text on strip
6. Teacher places strips on the board, grouping strips together based on relationship between/among characters (previewing character relationships before students read text)
7. Repeat process for setting - time and then setting - place (previewing time and place of story before students read)

Post Story Analysis
This activity encourages discussion of events in the story. Character and setting strips (from pre-reading activity) can be used to enhance discussion.
1. Scan through story and identify problems and solutions
2. Write problems and solutions on two different colors of sentence strips
3. After story has been read, distribute problem and solution strips
4. Ask students who have problem strips to come to the front
5. Read and discuss problems
6. Students who have solution strips come to the front
7. Place solutions in random order on the board
8. Have students discuss in groups which solutions match with problems
9. Call volunteers to place the correct solution next to the problem it solves
10. Refer to character and setting strips (completed in pre-reading activity) that relate to problems and solutions

Filtered Reading
This activity reinforces the concept of perspective, point of view and character analysis.
1. Assign a character to each student in the SILK group. Groups may have to be larger if there are more than 3 main characters.
2. As you read, students must pretend that they are the character they were assigned.
3. Stop reading periodically to have students act out specific actions, gesture, facial expressions, paraphrase dialogue
When Teaching Using The Inclusion Model, It Is Important To:

1. Provide clear, concise verbal input to students that allows for their level of language development and auditory processing abilities (linguistic).

2. Provide visual input, such as pictures, sketches, charts, and graphs to represent the concepts being presented (spatial).

3. Determine and provide appropriate movement activities that support the learning of the concepts being presented (kinesthetic).

4. Exploit rhythm, rhyme, information, sound, song, and melody to enhance comprehension, retention, and recall (musical).

5. Determine and apply the rules of operation and sequence of events contained in the lesson that will lead students to the desired goals and outcomes (logical).

6. Create opportunities for students to investigate the concepts being presented through meaningful interaction with peers (interpersonal).

7. Determine each student's level of prior knowledge and interests in order to connect students personally to the concepts being presented (interpersonal).