



California State University, Chico

## Accessing My SOE for Co-Teaching Online Workshop

### Required Device Setup:

For the best experience, you should have the following device setup. It is OK to use different computers, tablets, or even smart phones to access the course over different sessions, so long as they all meet the following requirements:

- A relatively fast connection to the Internet (cellular G3 or DSL)
- Speakers or headphones

### Registering as a First Time User:

1. Visit <http://mysoe.net> and click “Register”
2. Choose the *Co-Teaching Online Workshop* and click “Register”
3. Remember your login and password. A welcome email will be sent to your email address.

Cooperating Teachers (Mentor teachers) are welcome to create their own username in order to access any of the resources available on the My SOE website. **However, when credential candidates and Cooperating Teachers are working together on the modules, be sure you are logged in using the candidates username in order to facilitate data-tracking.**

### Problems?

If you experience any difficulty registering for your course, please contact My SOE Support at: [mysoe@csuchico.edu](mailto:mysoe@csuchico.edu)

## Suggested Timeline for Co-Teaching Online Workshop

The *Co-Teaching Online Workshop* at <http://mysoe.net> is designed to provide new credential candidate/Cooperating Teacher pairs with an introduction to co-teaching strategies and activities for developing their partnership. **The module is designed for the co-teaching pair to participate together.** The suggested timeline below breaks the units down into approximately 1 hour sessions every other week for the first half of the semester. Co-teachers should schedule approximately an hour together for each session at one computer station somewhere where they can hear the audio and be able to talk with each other.

Week	Online Unit	Implementation
Weeks 1-3	1. Co-Teaching Overview  2. Co-Teaching Partners: Interview	Try two co-teaching strategies
Weeks 4-5	3. Co-Teaching Partners: Values  4. Importance of Planning  5. Co-Teaching Triad Partnership	Try two different co-teaching strategies
Weeks 6-7	6. Co-Teaching Partners: Strengths  7. Co-Teaching Partners: Communication	Try two different co-teaching strategies
Week 8-9	Continue co-planning	Continue co-teaching
Weeks 10-11	Continue co-planning	Continue co-teaching
Weeks 12-13	Continue co-planning	Continue co-teaching
Weeks 14-15	Continue co-planning	Continue co-teaching

## Six Co-Teaching Strategies



### One Teach, One Assist

- One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



### One Teach, One Observe

- One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



### Station Teaching

- Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



### Parallel Teaching

- Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



### Alternative (Differentiated) Teaching

- One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



### Team Teaching

- Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.