

Winthrop School Co-teaching Model

Mission Statement

We are committed to creating co-teaching partnerships that consist of a regular educator and a special educator who equally share the full-time, daily responsibilities of classroom teaching in an academically diverse classroom.

Vision Statement

At Winthrop School, a commitment to co-teaching benefits both students and teachers.

STUDENTS

A smaller student-teacher ratio in co-taught classrooms ensures that instruction is virtually customized for individual students based on their needs. **All** student needs are met through differentiated, small group, and “on-the-spot” supports. Students in co-taught classrooms have access, regardless of the day or subject, to two highly-qualified educators who know them well, who assess them in myriad ways, and provide targeted supports and challenges. Co-teaching fosters increased confidence, and allows us to minimize the stigma often felt by academically diverse learners. Building strong student-teacher relationships is a cornerstone of our educational practice at Winthrop School. One natural outcome of co-teaching classrooms is that students have the opportunity to connect and relate to multiple adults whose paths may never have otherwise crossed.

TEACHERS

Teacher to teacher communication is maximized through common planning time as well as on-the-spot, incidental planning that occurs because of a shared workspace. Collaboration and instruction as a team strengthens individual teacher practice through exposure to an equally-certified peer with different areas of expertise. No other teaching

situation allows for more flexibility in grouping students and delivering targeted services and instruction as needs arise.

We believe co-teaching provides the most effective educational outcomes for ALL...students and teachers.

BELIEFS

Having co-teaching classrooms available allows us to match students to the most appropriate learning environment based on their needs. Addressing student needs through strong co-teaching partners allows for best practices to be implemented, which ensures that student growth is maximized. We believe students will reap maximum benefits of co-teaching if there is a dedication to building relationships between co-teaching partners and among co-teaching cohorts. In order to best address individualized student needs, preserving co-planning time must be a priority of co-teaching teams, fellow staff, and administrators. Providing professional development that is driven by the co-teaching cohort will further enhance our student's success and grow our model. We want to continue to foster a healthy, supportive, and transparent model of decision-making in regards to co-teaching so as to ensure its continued success.