

Parallel Teaching

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1



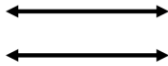
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- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, co-teaching, autism)
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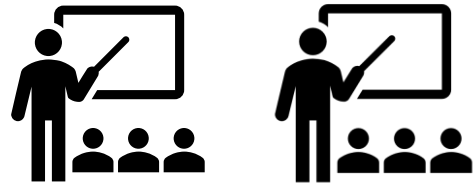
2

What is parallel teaching?

Students are divided into **mixed-ability groups** and each co-teaching partner teaches the same material (Cook & Friend, 1995).



- smaller groups
- both teachers provide instruction/support
- can be used when supplies/materials are limited

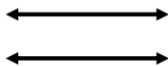


3

4

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reinventing parallel teaching

Kluth & Causton, 2016

- create uneven groupings to balance needs at times
- use flexible groupings including heterogeneous groups, skill-based groups [revisions with peers; revisions w/ teacher], and choice groups
- doesn't need to be the whole lesson
- move beyond lessons (e.g., discussions, review sessions, community-builders, assessments)



5

6

sophisticated show & tell

[make it inclusive: provide examples, ask for volunteers, add a language goal]



Share:

- an item related to your family history
- an item that is a metaphor for 8th grade
- an item that inspires "wonder"
- a piece of art that is meaningful to you (e.g., a painted rock, a picture)

7

Perception

REPRESENTATION

Offer Alternatives for Auditory Information



Day
289

Show & Tell

Do you remember "show and tell" from your preschool or kindergarten years? Did you look forward to bringing in a favorite toy or photograph? Did you enjoy seeing the items that your classmates valued? If so, you might want to bring this age-old activity into your classroom whether you teach young children or not. It can provide students with opportunities to practice social and communication skills and—in some cases—it can add additional visual supports to your lessons.

If you do teach pre-K or kindergarten, you can enhance your "show and tell" sessions by adding themes. If you are exploring animals, invite students to bring in their stuffed tigers, kittens, and otters. If you are talking about winter, ask them to share items that remind them of that time of year.

For older students, link "show and tell" to your units. When students are studying their city and state, have them bring in objects that represent the area. Read *Schomburg: The Man Who Built a Library* and have each student bring a letter, postcard, or document that is meaningful to them. During a study of satire, ask students to find examples (e.g., images, videos, articles) and share them with the group.

8

draw, guess & learn

Kluth, P. (2020) *Universal Design Daily*, 2nd edition.



- Select some vocabulary words. Have an illustrator draw these words on the board. Start with concepts that are concrete & somewhat easy to draw/guess (e.g., valley, equation).
- Gradually introduce concepts that are more abstract (e.g., calorie, independence, theory).
- As the illustrator draws, have students guess the image.

9

rock, paper, scissors



10

one-minute papers



Methods of Action & Expression

Day
133

Take A Minute



Today, try an exercise that will allow students to respond to a prompt in their own way and at their own level. After a lesson or mini-lecture, give them one minute to write an essay. Here are some sample prompts:

- › What is exercise?
- › Describe surrealism.
- › Why do hot things (hot air) rise above cold things (cold air)?
- › What are some of the effects of smoking on the body?
- › What are some of the differences between life today and life in the 1900s in our area?

You can also get creative with the one-minute paper. Try these unexpected options:

- › Hollywood is making a movie of Nat Turner's Rebellion/the life of Jesus/Salvador Dalí's *The Persistence of Memory*. Cast the major characters and explain your choices.
- › List as many uses for a pencil/magnet/college degree as you can.
- › Create a soundtrack for gravity/a filibuster/CPR. Explain why you chose each song.
- › Design a metaphor for linear equations/Watergate/the skeletal system.
- › Share a few Twitter-style posts from Julio César Chávez/oxymoron/an improper fraction.

Another good use of this strategy is to ask questions such as, "What was the main point of today's class?" or "What is one new word/term/idea you learned today?" These questions provide a general assessment of understanding and can serve as a tool for planning new learning experiences.

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147

11

12

! objections to parallel teaching

We don't have enough space.

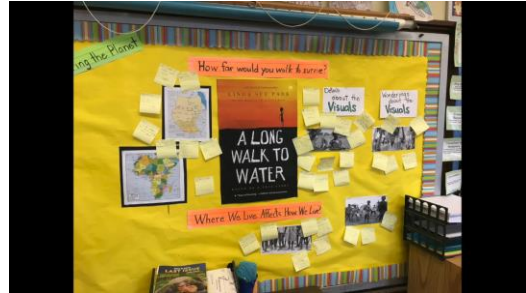
My co-teacher does not know the material well enough to use parallel.

Pacing is a big problem. We struggle to finish lessons & assemble back together in same time frame.

Moving furniture is disruptive & we lose valuable teaching time.

It's easier to teach one whole-class lesson than two small-group lessons.

13



14

parallel teaching: 20 ideas

Kluth & Causton (2016). *30 Days to the Co-Taught Classroom*.

30 DAYS TO THE CO-TAUGHT CLASSROOM

TABLE 15.1
20 Ideas for Parallel Teaching Lessons

1. Two teachers teach the same content.
2. Two teachers teach the same content using different materials (e.g., one group uses assistive technology to accommodate students with disabilities).
3. Two teachers assess students using the same tools or instruments.
4. Two teachers assess students using two different tools or instruments (based on student needs and abilities).
5. Two teachers assess students using two different tools or instruments; groups then switch so that both groups are assessed in two different ways.
6. Two teachers teach different but related content (e.g., mitosis/meiosis; Axis Powers/Allied Forces; circle graphs/bar graphs); groups then switch.
7. Two teachers teach different but related content; students then pair up to teach the new material to one another.

15



16