



Day 54

Share The Spotlight

There are so many benefits to co-teaching. Students typically experience a wider range of lesson formats in the co-taught classroom, and they get to learn from two different perspectives. In addition, teachers gain on-the-spot professional development as they observe their colleague's techniques and work with them.

Many teachers would like to reap the benefits of co-teaching, but they simply do not have the time or resources to do so. This does not mean, however, that teaming up with another teacher is out of the question; it simply indicates that a little creativity is needed.

One of the best ways to team when a full co-teaching model is out of reach is to use what I call “spotlight” co-teaching. In this model, two teachers choose one part of the day or week as a focus, and together they co-plan and co-teach during that segment for one day, a few weeks, or an entire year. I call it spotlight co-teaching because it allows teams to work together to “shine a light” on and problem solve around a single activity, routine, or task (e.g., the administration of spelling tests, morning meetings, math review time). The co-teaching is not intended to serve as an ongoing support (although it might), but as an opportunity to generate new ideas, materials, and strategies that can be implemented by just one teacher once the segment is no longer collaboratively taught.

Spotlight co-teaching can be undertaken by any number of professionals on your team. Therapists, social workers, school psychologists, administrators, and coaches can all be invited to co-teach and engage in follow-up brainstorming.