

Collaborative Literacy Practices : Effective Co-Teaching in the Inclusive Literacy Classroom

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Workshop Flow

- Welcome & Summer Block Party
- What is Collaboration?
- What is Co-teaching
- Synthesis of Co-teaching Models
- Rationale for Workshop Co-Teaching in the Literacy Classroom:
- Shaping Up
- Wrap Up

The image features a vibrant orange-to-yellow gradient background. In the center, the text 'SUMMER BLOCK PARTY' is displayed in three stacked lines. The top line, 'SUMMER', is in a bold, black, sans-serif font. The middle line, 'BLOCK', is in a bold, light blue, sans-serif font. The bottom line, 'PARTY', is in a bold, white, sans-serif font. At the bottom of the central graphic, there is a silhouette of a city skyline with various building shapes in yellow and black. In the top right corner of the overall image, there is a solid yellow square.

**SUMMER
BLOCK
PARTY**

What is Collaboration?

- Think of the last time you collaborated with someone?
- Was it a successful collaboration? If so, what made it successful?
- If not, what caused it to be unsuccessful? Roadblocks?

Five Underlying Principles of Collaboration (2008, *University of Vermont and PACER Center*)

- Requires that all partners want to work together towards a common goal
- Is based on a sense that all participants are valued
- Embraces the unique perspectives of all partners
- Is based on a strong sense of purpose
- Requires trust and a sense of shared responsibility

Co-Teaching

- Co-Teaching is defined as two credentialed teachers teaching together at the same time in the same classroom. Any pair or group of people can collaborate without co-teaching, but effective co-teaching cannot exist without collaboration.
- *“Collaboration is no longer a choice; it is a necessity. Working together...is essential in order to address the increasingly diverse and sometimes daunting needs of students. If we work together, both when it is easy and when it is difficult, we can meet these needs. (Marilyn Friend, Univ. Of North Carolina)*

Rationale for Co-Teaching in the Readers & Writers Workshop Classroom

- Since all students are reading and writing at their own level during workshop teaching, the very design makes for differentiation (TCRWP, 2014).
- We hold close the belief that for all students, including and especially those labeled with special needs, literacy development is the result of authentic reading and writing in tandem with strategic and targeted instruction (TCRWP, 2014).
- Differentiation takes the form of a variety of on-going assessments, opportunities for student choice, activities tailored to learning styles, and modified individual or group instruction. (Scholastic, 2018).

Adapted R & W Workshop Minilesson Template

- Now, let's look at how I aligned the architecture of the minilesson template to several models of co-teaching to give you an example of how you might think about planning for your literacy lessons in a co-teaching environment along with some of the models of co-teaching.
- Let's put them side-by-side and discuss what we see and share our thinking about how this might be used.

Shaping Up

- Now think about how you might lift the level of your co-teaching with what we learned together today by completing the following Shaping Up Sheet for me. Please put your name, and a contact email so I can get back to you to answer your questions.
- Let's share out a few" What will you do next when you return to your classroom?" Next steps....

Thank You!

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