| Parallel Teaching Model | Teacher 1 (T1 is Lead)  
Rachel Kurtz  
Special Education Teacher | Teacher 2 (T2)  
Maria Leonardi  
General Education Teacher |
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| **Before the Lesson (Planning)** | • Teachers discuss what teaching model would be best for a debate (decide on parallel teaching)  
• Teachers review all articles they have found relating to the global shipping of food  
• Teachers decide on two articles that would provide counterpoints to one another and therefore make for a good, focused debate  
• Teachers decide they should model a debate first; decide on a sample topic to debate  
• Teachers run-through sample debate  
• Teachers decide which group will remain on the big rug and which group will go to another location; teachers agree which second location in the room would be best (back rug area)  
• Each teacher makes sure she has the articles copied for her own group  
• Each teacher thinks through what other materials she will require (clipboards, pencils) and prepares those materials  
• Teachers plan out timing for each part of the lesson | |
| **Beginning of the Lesson (Whole Group Introduction)** | • T1 introduces the lesson  
• T1 invites T2 to model a friendly debate with her  
• T1 takes her students to the separate location in the back of the room  
  • On the way, her students get clipboards and she gets pencils and the articles | • T2 engages in a friendly debate with T1  
• T2 highlights what they did in the debate to make it respectful and polite  
• T2 calls the students names to go with T1  
• After T1's students walk away, T2 gives directions to her own group to get materials |
Middle of the Lesson (Split groups)

Both teachers do the same steps with their separate group
• T introduces which side of the debate her team is on
• T reads part of the article aloud to her group
• The group decides if that will be an important fact to argue in the debate
• T supports students in knowing what to underline to remember that fact
• Students engage in discussions around which are the strongest facts to argue their side of the debate
• T supports certain students within the larger group to ensure every child feels confident speaking up with factual information in the debate
• T works with students to identify a basic order in which the students should speak
• T checks in with co-teacher to ensure timing is consistent
• T ensures her whole group feels confident about what they can say to argue their side of the debate
• T's decide to join back together

End of the Lesson (Whole Group Debate)

• T1 introduces the rules for the debate
• T1 reminds students how to disagree politely

• T2 maintains behavioral expectations during re-introduction to the debate

• Both teachers ensure that all students are engaged (not just from their group)
• Both teachers maintain behavioral expectations with all students
• Both teachers support students individually to ensure that they all students have a chance to participate