Co-Teaching for Student Success

A Practical Guide for Classroom Teachers

Co-Teaching Series

- The following module was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

- This module, **Co-Teaching for Student Success: A Practical Guide for Classroom Teachers,** is designed to provide teachers with a variety of tools that can be utilized within the co-taught classroom to ensure the use of the seven best practices related to highly effective co-teaching.

- Co-teaching is more than using a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together.

The participant will identify three or more resources applicable to improving co-teaching practices in their classroom, school or district.
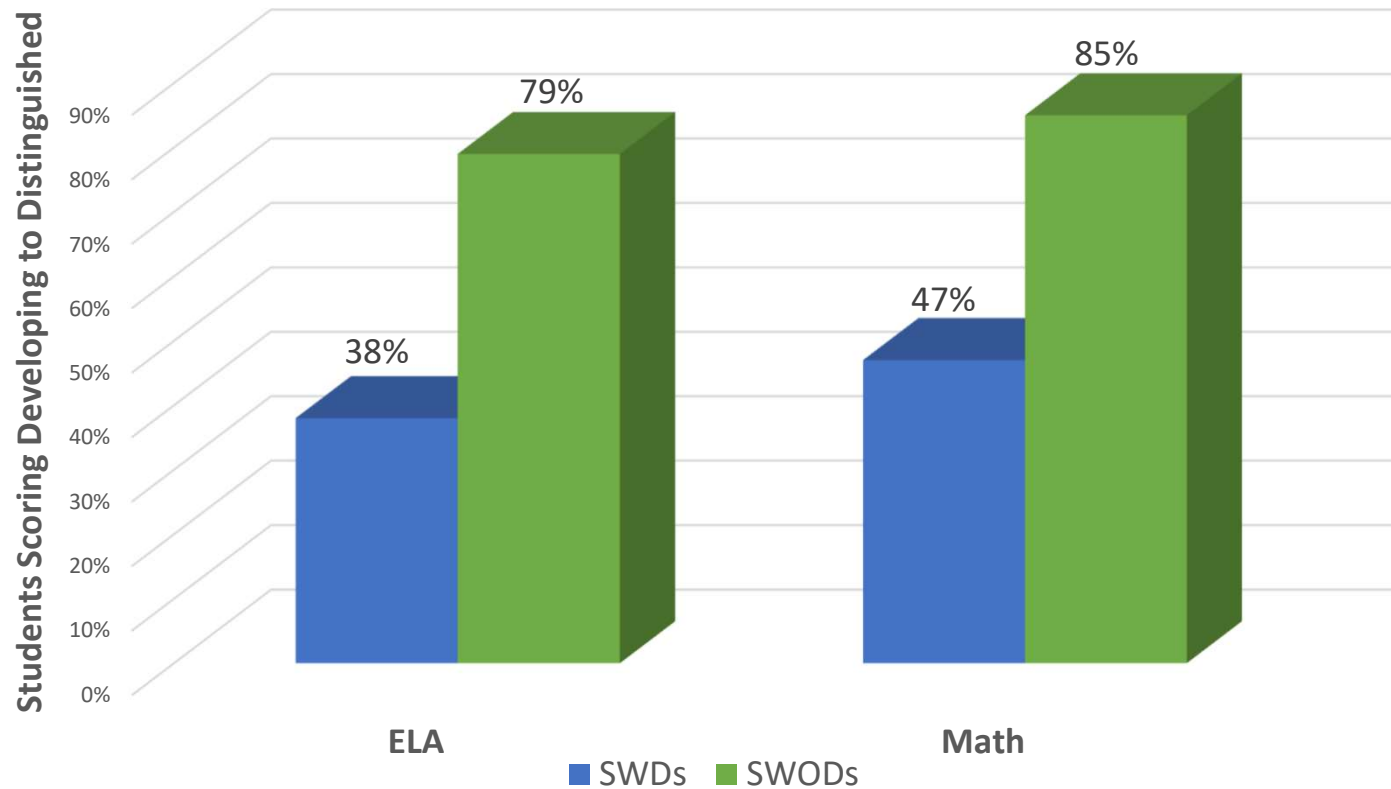
In Georgia…

During the 2017-18 school year, **64.13%** of students with disabilities were served in the general education classroom for **80% or more** of their school day.
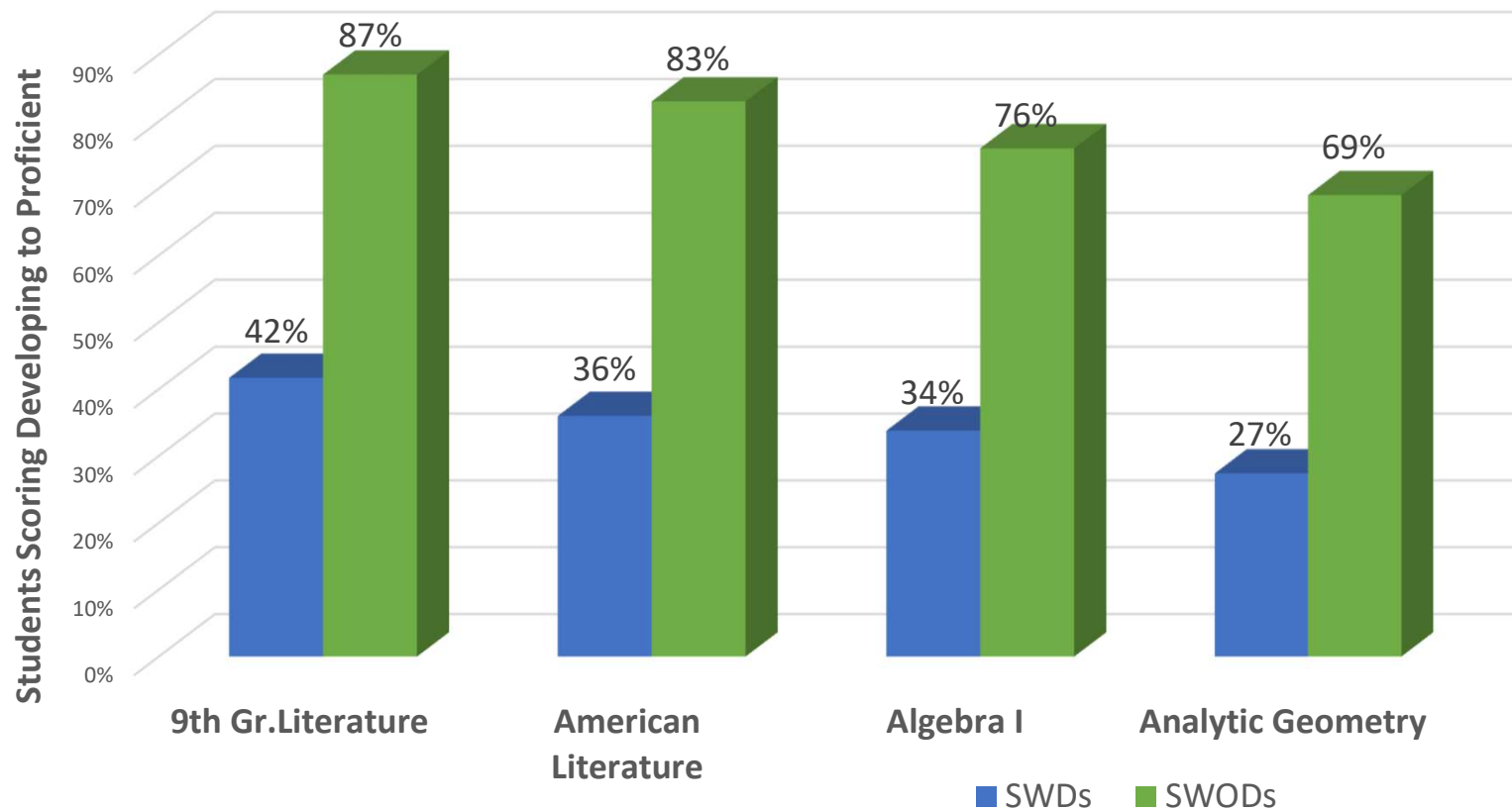
Achievement Data

2017-2018 End of Grade Test

Chart showing "Students Scoring Developing to Distinguished" for ELA and Math, comparing SWDs and SWODs.

- ELA: SWDs 38%, SWODs 79%
- Math: SWDs 47%, SWODs 85%

Legend: ■ SWDs ■ SWODs

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Achievement Data

2017-2018 End of Course Test

Students Scoring Developing to Proficient (y-axis)

- 9th Gr.Literature: SWDs 42%, SWODs 87%
- American Literature: SWDs 36%, SWODs 83%
- Algebra I: SWDs 34%, SWODs 76%
- Analytic Geometry: SWDs 27%, SWODs 69%

Legend: ■ SWDs ■ SWODs
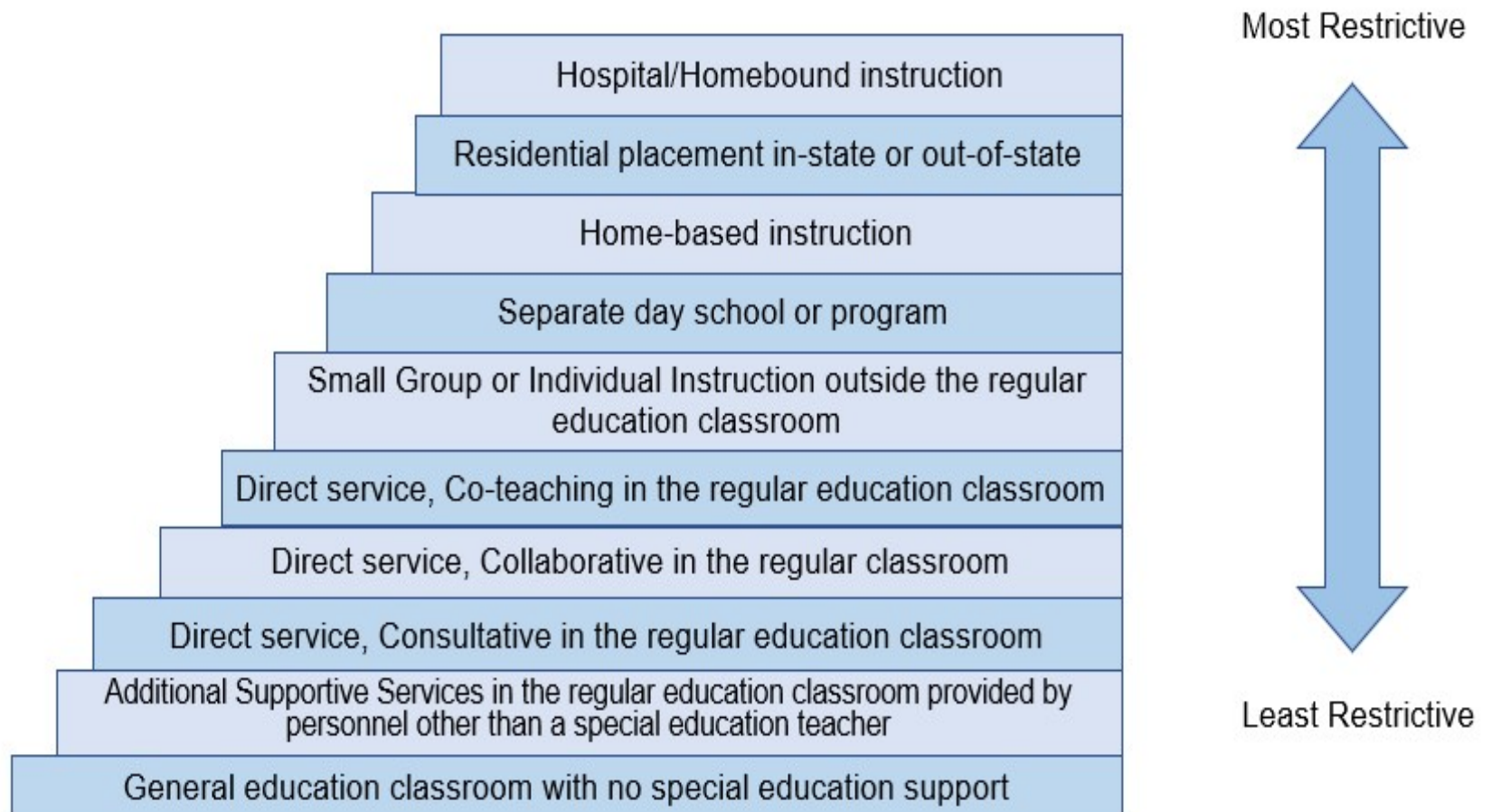
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State Identified Barriers

Access to the General Curriculum for ALL Students

Access to Positive School Climates for ALL Students

Provision of Specially-Designed Instruction in the Least Restrictive Environment

Continuum of Services

Hospital/Homebound instruction

Residential placement in-state or out-of-state

Home-based instruction

Separate day school or program

Small Group or Individual Instruction outside the regular education classroom

Direct service, Co-teaching in the regular education classroom

Direct service, Collaborative in the regular classroom

Direct service, Consultative in the regular education classroom

Additional Supportive Services in the regular education classroom provided by personnel other than a special education teacher

General education classroom with no special education support

Most Restrictive

Least Restrictive

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Co-Teaching by Definition

The special education teacher AND the general education teacher provide service to students with disabilities and share equal teaching responsibilities for ALL students in the general education classroom.

# Co-teaching is a weapon of mass instruction!

Co-Teaching Best Practices

- Shared Vision
- Effective Co-planning
- Specified Classroom Management and Organization
- Effective Instructional Delivery
- Effective Monitoring and Evaluation
- Reflection for Improvement
- Professional Development

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Shared Vision

" Vision **without** action is merely a **dream**. Action **without** vision **just** passes the time. Vision **with** action can change the world. "

Joel A. Barker
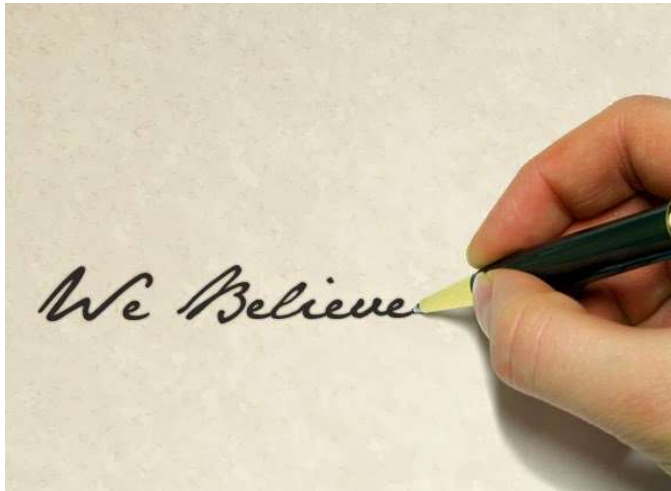
- What is your district/school belief statement around co-teaching?
- What is your individual belief statement around co-teaching? Your co-teacher's belief statement?
- Can you articulate it?
- If not, this is a good place to stop and develop a belief statement of what your district, school or department believes about co-teaching.
- Write it down. Communicate it. Believe it. Put action to it.

Example Belief Statements

We believe in shared and equitable instructional roles with regard to strengths possessed by each individual with a shared vision of meeting the needs of a diverse group of learners.

We believe that a co-teaching environment should be a partnership that includes share instruction, planning, accommodating, modifying, disciplining and guiding of all students.

We believe that, in the co-teachi environment, special education and genera education teachers are equally accountable for providing access to quality grade level instruction benefiting all students.

We believe in collaborative planning that fosters equal instructional responsibilities, a shared vision in classroom management, and awareness of roles.

Visible Partnership

- Both teachers' names are on the board.
- Both teachers' names are on report cards.
- Both teachers have space for personal belongings.
- Both teachers have similar furniture.
- Both teachers take a lead role in the classroom.
- Both teachers talk during instruction.
- Both teachers give direction or permission without checking with the other teacher.
- Both teachers work with all students.
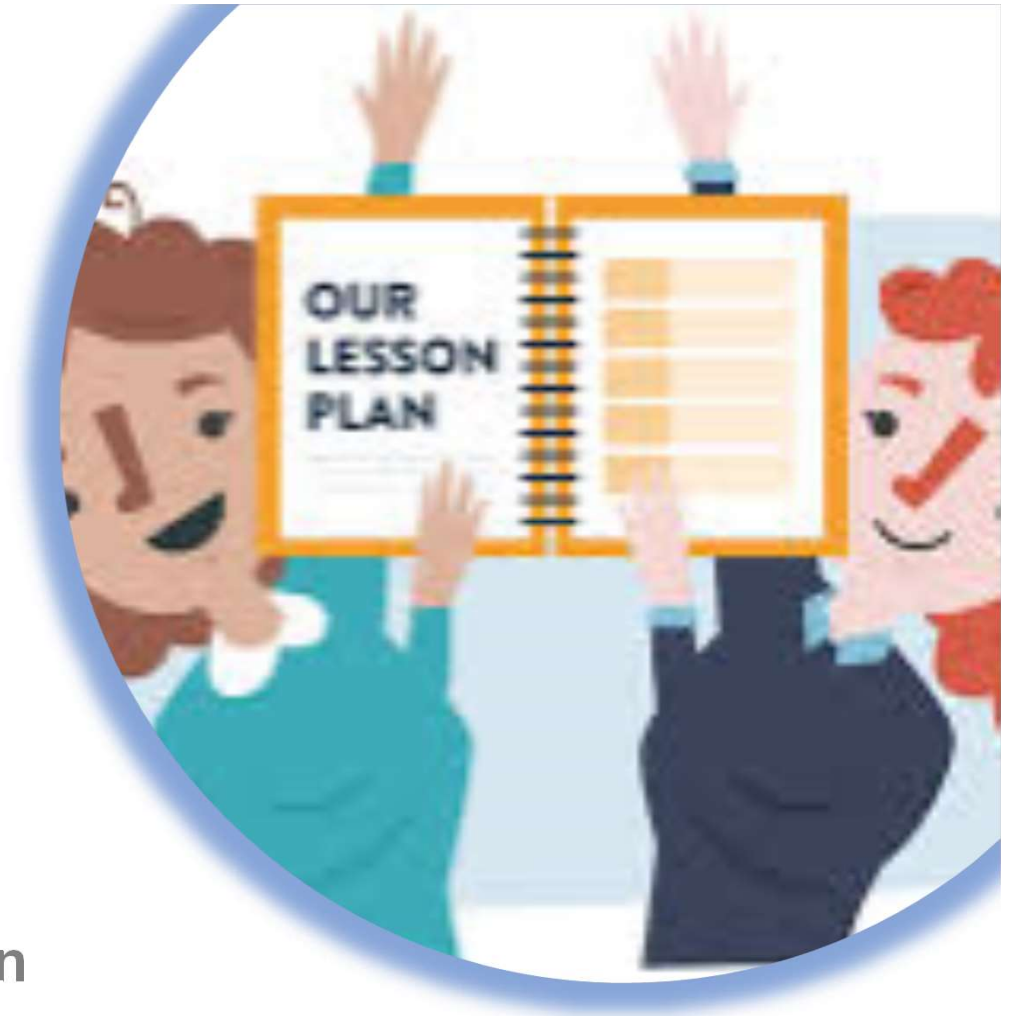- Both teachers are considered teachers by all of the students.

What Do I Believe?

Parity Development Tool

What are some tools or strategies that you use?

Effective Co-planning

"The planning and implementation of

[co-teaching] must be deliberate, structured, systematic and ongoing in order for it to be successful."

AIR.org, 2010

What is Co-Planning?

Co-planning allows the general and special teacher to:

- Communicate the needs of all students in the classroom in relation to the curriculum and the teaching of daily lessons and tasks

- Find ways to remove the barriers to effective teaching practices while keeping the rigor of the coursework intact

- Take the time to decide the big ideas that need to be understood and together make sure that those ideas are developed into effective lessons

Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016.

Why Should We Plan Together?

- Ensures needs of all students are met
- Allows team decision making
- Provides a way to problem solve to meet student challenges
- Allows a more productive learning environment
- Provides a goal-oriented learning environment
- Allows for greater opportunities for student feedback
- Failure to plan is failure to succeed.

Co-Planning for Instruction: A Three-Part Planning Model

1. **Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction

2. **Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform

3. **On-the-spot planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

Three-Part
Co-Planning Model

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60-Minute Co-Planning Protocol

What are some tools or strategies that you use?

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Three-Part Co-Planning Model

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Online Options for Electronic Co-Planning

Google Drive - Google Drive - Video	**Dropbox - www.dropbox.com**
Edmodo - https://www.edmodo.com	**Evernote www.evernote.com**
Google Hangouts - Google Hangouts Video	**On-line Planbook - https://planbook.com/**
Microsoft 365 – One Drive - www.microsoft365.com	**Schoology - https://www.schoology.com/home.php**
Wikispaces Classroom - www.wikispaces.com	**Others ?**

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3 Methods of On-the-Spot Planning

- **Instructional Start-up Strategy:** Students are given an appropriate 4-5 minute assignment to be completed individually or with a partner. Students are taught that they should not interrupt the teachers except for an emergency (and they should be reinforced for following directions).

- **Review and Predict –** one teacher asks students to review what they have been learning and doing. This lets the teacher who just entered know where the students are in the learning. The teachers ask students about the instructional plans when both teachers are present.

- **Fast Talk –** co-teachers sometimes update their plans with a hurried conversation during class changes.

The number one problem in the classroom is not discipline; it is the lack of procedures and routines.

— Harry Wong —

AZ QUOTES

Specified Classroom Management and Organization

Top 17 Classroom Management Strategies:
That Should be Emphasized in Every Classroom

(adapted from Lewis, November 2007)

What's Your Ratio?

Classroom Management Self-Assessment

What are some tools or strategies that you use?

Co-Teaching Models: One teach, one drift · Team teaching · Parallel teaching · Alternative teaching · One teach, one observe · Station teaching
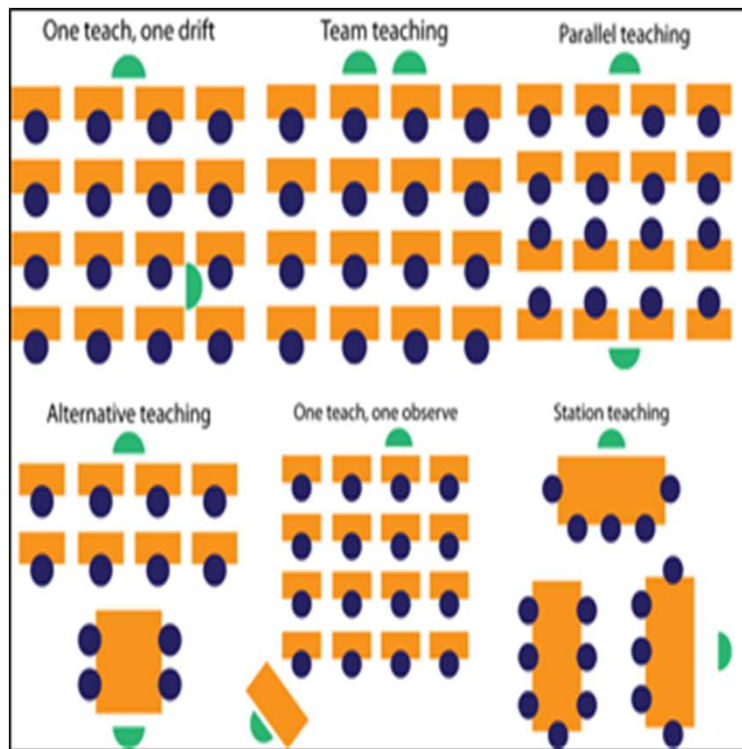
HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION

HIGH LEVERAGE PRACTICES for Inclusive Classrooms

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http://ceedar.education.ufl.edu/high-leverage-practices/
Free Download Available

TeachingWorks
UNIVERSITY of MICHIGAN

http://teachingworks.org
For general education

Effective Instructional Delivery

The design and delivery of co-instruction enables children to achieve the highest outcomes.

Co-Planning

Co-Teaching Models

Instructional Practices

IEP Goals & Accommodations

Recent Research Says:

- Evidence from current research indicates, when implemented as intended, co-teaching leads to increased academic success in the general education curriculum and classroom for students with disabilities (Huberman, Navo, & Parrish, 2012; Rigdon, 2010; Tremblay, 2013; Walsh, 2012).

- While expectations for co-teaching remain high, disappointing results on high-stakes tests for students with disabilities suggest that many co-teaching teams are not providing instruction in ways that realize the tremendous potential of this service delivery model (Murawski, 2006; Scruggs, Mastropieri, & McDuffie, 2007,Tremblay, 2013).

Partner Talk and Solutions

Percent Observed

1.85%
10%
1%
6%

One Teach One Assist — 53%

Team Teaching — 33.97%

8%
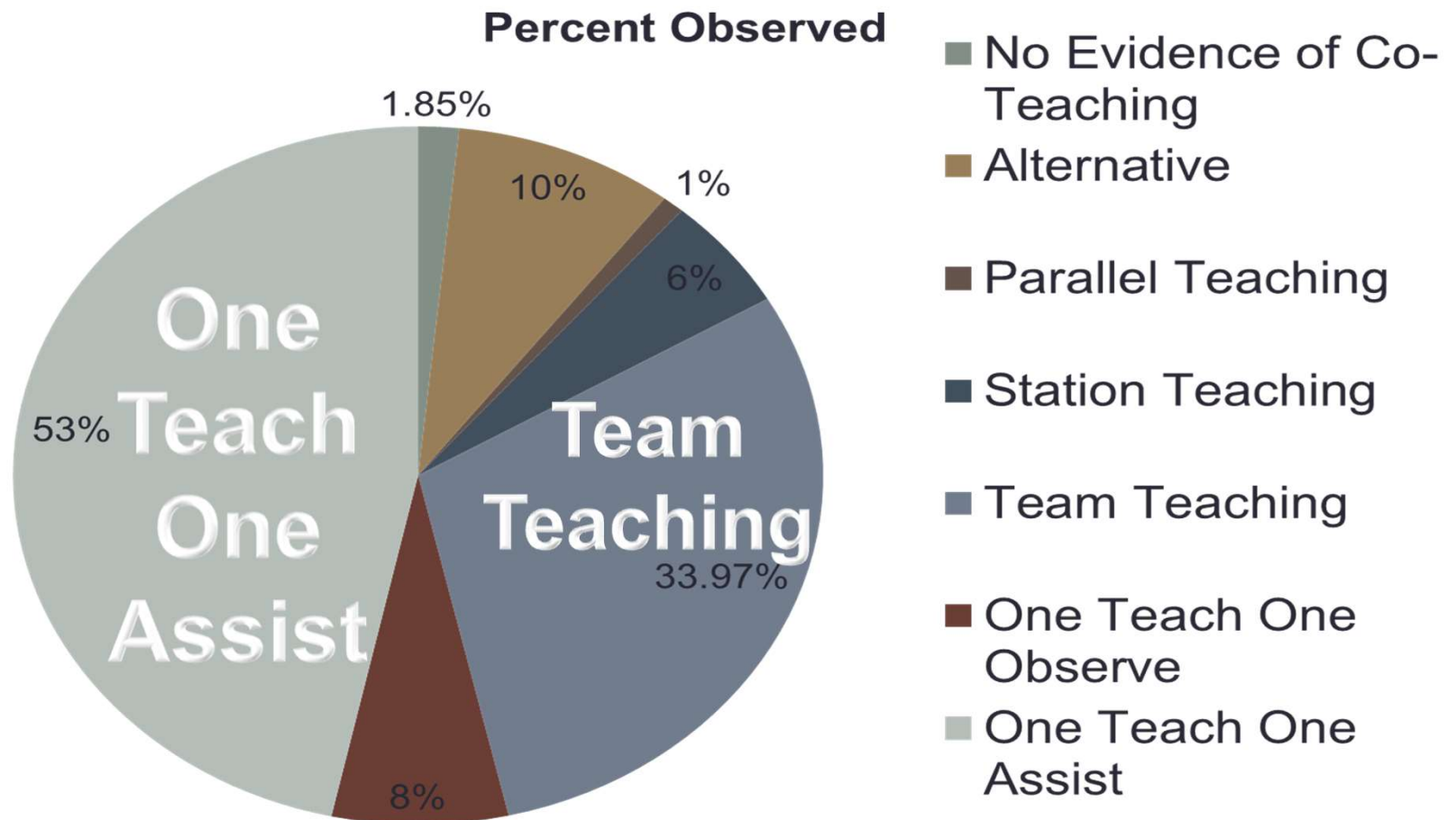
BASED ON 482 WALKTHROUGHS

Legend:
- No Evidence of Co-Teaching
- Alternative
- Parallel Teaching
- Station Teaching
- Team Teaching
- One Teach One Observe
- One Teach One Assist

Co-Instructing is more than a Co-Teaching Model

- Co-teaching models are a necessary starting point for creating meaningful co-taught classrooms.

- The models serve as a well-defined structure that shape and organize lessons.

- Co-teaching models alone are not enough to improve student achievement.

- Co-instructing must also include key instructional strategies and specially designed instruction.

- Co-instruction must engage both teachers in the total instructional period and every learner engaged in learning is valued.

What are
High Leverage Practices (HLPs)?

High Leverage Practices are a "set of practices that are fundamental to support…student learning, and that can be taught, learned, and implemented by those entering the profession."

HLPs Unique to Special Education

Collaboration	Instruction
Assessment	Social/Emotional/Behavioral

22 HLPs

High Leverage <u>Instructional</u> Practices

11. Identify and prioritize long- and short-term learning goals.

12. Systematically design instruction toward specific learning goal.

13. Adapt curriculum tasks and materials for specific learning goals.

14. Teach cognitive and metacognitive strategies to support learning and independence.

15. Provide scaffolded supports.

16. Use explicit instruction.

17. Use flexible grouping.

18. Use strategies to promote active student engagement.

19. Use assistive and instructional technologies.

20. Provide intensive instruction.

21. Teach students to maintain and generalize new learning across time and settings.

22. Provide positive and constructive feedback to guide students' learning and behavior.

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Co-Teaching Log

Lesson Plan Template

High Leverage Practices Crosswalk

What are some tools or strategies that you use?

Effective Monitoring and Evaluation

Co-Assessing Student Performance

Co-assessing occurs when the co-teachers collaboratively evaluate, grade and reflect upon the results of assessments.

Co-assessing also includes reflecting informally on how a lesson went. Assessments might be formative (e.g., quick writes, homework, exit slips) or summative (e.g., lab reports, tests, essays).

In either case, **co-assessing** conversations should focus on what students have learned, where there is room for growth, and next steps for instruction.

Co-Assessing Student Performance

What It IS:

When both teachers assess and evaluate student progress. IEP goals are kept in mind, as are the curricular goals and standards for that grade level.

What It Is NOT:

When the general education teacher grades "his" kids and the special education teacher grades "her" kids – or when the general education teacher grades all students and the special education teacher surreptitiously changes the grades and calls it "modifying after the fact."

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Co-Assessing Non-Negotiables

- Assessment decisions should be made **jointly** by both the general educator and the special educator.

- Assessment is more than a grade in a grade book.

- There is no one right way to assess students. They are different learners, and they will require different modes of assessment.

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Co-Assessing Non-Negotiables

- Co-teachers must define what student improvement and learning means to them in the co-taught classroom.

- Co-teachers must adopt, "They are our kids, and we will assess them together".

- Co-teachers should conduct formative assessments with feedback provided frequently.

- Compromise will frequently be necessary by both teachers.

Class Learning Plan

What are some tools or strategies that you use?

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Reflection for Improvement

Co-Assessing of Co-Teacher Performance

WHAT IT IS:

When teachers reflect on the progress and process, offering one another feedback on teaching styles, content, activities, and other items pertinent to improving the teaching situation.

WHAT IT IS NOT:

When teachers get frustrated with one another and tell the rest of the faculty in the teachers' lounge or when one teacher simply tells the other teacher what to do and how to do it.

Providing Feedback to Each Other

- The right attitude is far more important than the right skills.

- Debriefing is essential for improvement.

- Debriefing can be simple and quickly completed on a daily basis verbally, through an email or text message.

- Some co-teachers may only be able to debrief weekly.

- Honest feedback is key to improved relationships and instruction.

- Discuss how you will give each other feedback and the format of your feedback.

Co-Teaching Reflection Tool

What are some tools or strategies that you use?

Professional Development

Co-Teaching Resources

Co-Teaching Resources

Each module contains

Resources for Co-Teaching Series Introduction:

- One-Pager
- Facilitator Guide
- Participant Handouts
- Introduction to Co-Teaching Series Presentation PowerPoint
- Introduction to Co-Teaching Series PowerPoint with Notes

A 1-pager for each module topic

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Co-Teaching for Student Success- A Parent Guide

What is co-teaching?

The special education teacher AND the general education teacher provide service to students with disabilities and share equal teaching responsibilities for ALL students in the general education classroom.

Benefits of Students Being in a Co-Taught Classroom

- Increased social skills and friendships
- Increased access to general curriculum
- Benefit of Two Expert Teachers and teaching methods
- Increased teacher time and attention
- Increased independent learning skills and outcomes
- Increased appreciation of differences and sense of community

What Does Co-Teaching Look Like?

One Teach, One Observe or Assist	One teacher leads instruction while the other observes and gathers data or circulates the room and provides individual assistance as needed.
Station Teaching	Both teachers divide content and students, Students spend time with both teachers. A third or fourth station may utilize computers and independent or peer tasks.
Parallel Teaching	Both teachers teach the same content, but the class is divided. This allows for differentiation. Teachers alternate groups they work with.
Team Teaching	Both teachers share delivery of instruction. It requires a true teaming approach and the most planning.
Alternate Teaching	One teacher delivers instruction such as vocabulary review while the other teacher delivers content or a lab experiment. Groups swap. This is great for reteaching and acceleration.

Frequently Asked Questions

Which one is my child's teacher? BOTH! Both teachers will work with your child and are responsible for instruction, assessment, and guidance of all students in the room.

What if the pacing is too fast? Because two teachers are in the room, the teachers should provide the individualized supports your child needs to succeed.

How is it decided if my child will be in a co-taught class? This is an IEP team decision. It is one of the service continuums offered when the IEP discusses services.

Co-Teaching Modules & One-Pagers

What are some tools or strategies that you use?

"When teachers are working together, they can do powerful things to improve their own teaching and, in turn, improve student learning."

– Robert John Meehan (The Joy and Sorrows at Teacher's Journey)

Can you answer the

The participant will identify three or more resources applicable to improving co-teaching practices in their classroom, school or district.

Next Steps

- You and your co-teacher should complete the "Co-teaching Reflection Tool" provided in this presentation, compare and discuss your ratings, and then utilize them to develop goals and next steps for improving or refining your co-teaching practices.

- Determine which of the tools provided in this presentation would make a positive impact on your current practices and develop a plan with your co-teacher for how to implement and utilize the tools.

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