Models of Co-Teaching

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Need / Data

2015 STAAR	State %	Region %	District %	ELLs %	Difference
Reading	77	73	87	71	-16
Math	81	79	87	63	-24
Writing	72	71	88	76	-12
Science	78	75	88	68	-20
Social Studies	78	72	86	66	-20

2015 PBMAS	STAAR Cut Point	Bilingual	ESL - STAAR	EOC Cut Point	ESL-EOC
Reading	70-100	76.9	70.8	*Report Only	50.3
Math	70-100	75.7	83.2	60-100	66.7
Writing	70-100	76.5	68.8	w/Rdg	w/Rdg
Science	65-100	61.4	68.8	60-100	79.7
Social Studies	65-100	N/A	56.6	60-100	78.9

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Need / Data

2016 STAAR 5	District %	ELLs %	Diff.
Reading	87	76	-11
Math	91	82	-9

2016 STAAR 8	District %	ELLs %	Diff.
Reading	90	62	-28
Math	97	90	-7

Spr 2016 EOC	District %	ELLs %	Diff.
English I	75	34	-41
English II	64	20	-44
Algebra I	89	69	-20
Biology	94	78	-16
US History	95	63	-32

Objectives for Today

Content Objective

- Establish a common vocabulary
- Define co-teaching
- Describe various co-teaching approaches

Language Objective

- Discuss common misconceptions about "Inclusion" and "co-teaching"
- Compare and contrast co-teaching approaches
- Share ideas about the benefits/challenges of co-teaching
- Share ideas for implementation of co-teaching approaches

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Why is this important?

To improve the achievement of students with special needs

- Special Education Services
- Linguistic Support Services

To ensure all students have access to grade-level expectations of the general curriculum

- ALL schools must have inclusion services for SpEd services
- Co-Teaching is an optional delivery model

To meet state and federal accountability mandates

Why is this important?
Texas Educator Standards

- Standard 1 – Instructional Planning and Delivery
  - B – developmentally appropriate, standards-driven lessons
    - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to <u>make</u> subject matter <u>accessible to all students</u>
    - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials <u>to promote student success in meeting learning goals</u>
  - C – <u>diverse</u> learners, <u>adapting</u> methods
- Standard 2 – Knowledge of Students and Student Learning
  - A – belief that all students have the potential to achieve
    - A ii – create a community of learners in an <u>inclusive environment</u>
  - B – acquire, analyze, and use background information to engage students in learning
    - B ii – understand the <u>unique qualities of students with exceptional needs</u>...and know how to effectively <u>address these needs</u> through instructional strategies and resources

Why is this important? – T-TESS

- *Dimension 1.1 Standards and Alignment – All activities, materials and assessments that…are <u>appropriate for diverse learners</u>*

- *Dimension 1.2 Data and Assessment – analysis of student data <u>connected</u> to specific instructional strategies*

- *Dimension 1.3 Knowledge of Students – <u>adjustments</u> to address strengths and gaps in background knowledge, life experiences and <u>skills of all students</u>*

- *Dimension 1.4 Activities – activities, resources, technology and instructional materials that are aligned to instructional purposes, are <u>varied and appropriate</u> to <u>ability levels of students</u>*

- *Dimension 2.4 Differentiation – <u>adapts</u> lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught*

Common Vocabulary

What is the difference between an accommodation and a modification?

Texas definitions:

Accommodation	Modification
• Intended to reduce or eliminate the effect of the student's learning disability • Does not change the content expectations for the student	• Changes the nature of the task or skill

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Least Restrictive Environment (LRE)

Term used in the IDEA (law)

A setting where students with disabilities can be educated alongside their nondisabled peers to the maximum extent possible

- Unless the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

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Access to the General Curriculum

- ➤ A legal requirement
- ➤ Emphasizes the importance of aligning instruction expectations with enrolled grade level content standards mandated of all students
  - PK – Pre-K Guidelines
  - K-12 – Texas Essential Knowledge and Skills (TEKS)
- ➤ Students with disabilities – modifications and/or accommodations to demonstrate proficiency or to develop foundational skills aligned with grade-level standards

"Access to the general curriculum" – more than just being present in the setting

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Response to Intervention (RtI)

- a tiered intervention model

- Teachers implement research-based interventions to support struggling learners and closely monitor the impact of the interventions on student learning

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Definition of Co-Teaching

A service delivery option, a way to provide students with disabilities or other special needs the special instruction to which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment…[It] is one way that students in inclusive schools may receive their services". (Friend, 2008, pp. 12-13)

Educators assume different roles as they move between different co-teaching configurations to meet specific learning objectives and student needs efficiently.

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Definition of Co-Teaching

A learning environment in which two or more certified professionals share the responsibility for all students assigned to their classroom:

➢ lesson planning,

➢ delivery of instruction, and

➢ progress monitoring

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Definition of Co-Teaching

➢ Shared physical classroom space

➢ Collaboratively make instructional decisions and share responsibility of student accountability (Friend, 2008, p. 4)

Definition of Co-Teaching

➢ Professionals share a common belief that each partner has a unique expertise and perspective that enriches the learning experience

➢ Opportunities for students to learn from two or more people who may have different ways of thinking or teaching

➢ Work together to achieve common, agreed-upon goals

➢ Paraprofessionals are not included in the definition of co-teaching because their roles are to provide instructional support

➢ Paraprofessionals are not accountable for student achievement and is not equal in licensure as certified professionals

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Co-Teaching in NOT...

➢ Teachers teaching alternating subjects;

➢ One person teaching while the other makes materials or grades student work;

➢ One person teaching a lesson while the others sit, stand, and watch without function or assignment;

➢ When one person's ideas determine what or how something should be taught; or

➢ One person acting as a tutor

(Villa, Thousand, and Nevin, 2004, p. 2)

Purpose of Co-Teaching

➤ To address the diverse range of abilities and needs that bring unique challenges to teaching in a standards-based learning environment

➤ Students experience learning in an environment that—

- Models collaboration

- Demonstrates respect for different perspectives

- Utilizes a process for building on each other's strengths to meet a common goal

➤ Brings together the expertise to design rigorous learning experiences tailored to meet the unique needs of all students

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Purpose of Co-Teaching

Brings together the expertise to design rigorous learning experiences tailored to meet the unique needs of all students

Some skills/expertise overlap

Some possible examples:

General Education Teacher	Special Education Teacher
Curriculum and instruction	Differentiating instruction
Group/Classroom management	Monitoring progress
Knowledge of typical students characteristics	Understanding learning process
Instructional pacing	Teaching for mastery

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Six Co-Teaching Approaches
(Friend and Cook, 2010)

|	
One Teaching, One Observing	Station Teaching
Parallel Teaching	Alternative Teaching
Teaming	One Teaching, One Assisting

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1. One Teaching, One Observing

➢ Teaching – provide instruction

➢ Observing – collect data on students' academic, behavioral, or social skills

▪ Observational data is used to inform instruction and document student progress
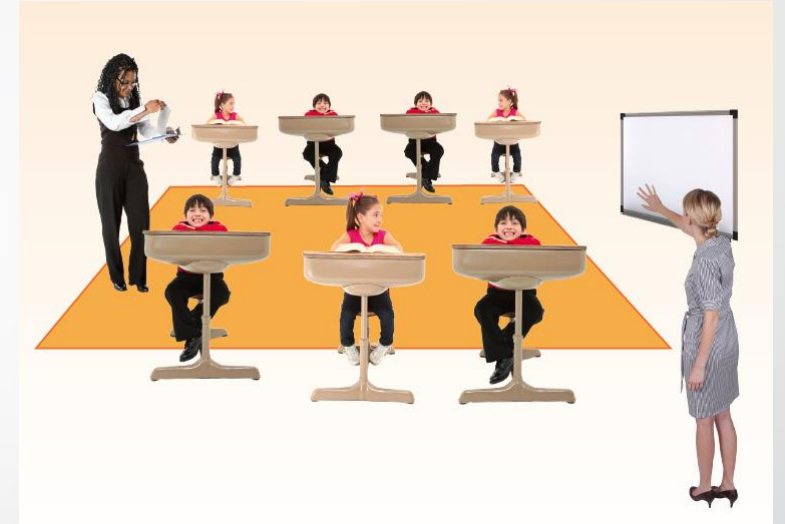
This model allows teachers to have valuable data to analyze in determining future lessons and teaching strategies.

2. Station Teaching

Teachers work with small groups.

- Divide content into 3 segments

- Group students into 3 groups

- Two groups are teacher-led;
  third group is independent

Allows teachers to create groups that are responsive to individual needs

3. Parallel Teaching

Provides opportunities for teachers to maximize participation and minimize behavior problems.

- Divide class in half

- Each teacher has a group
  - Grouping is flexible and based on students' needs in relation to expectation(s) being taught

Students benefit from working in smaller groups and receive instruction from only one of the teachers.

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4. Alternative Teaching

Allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson.

During instruction:

➢ One teacher – manages large group

➢ Other teacher – small group of students for a specific instructional purpose

- alternate lesson, or

- same lesson with alternative materials or approaches
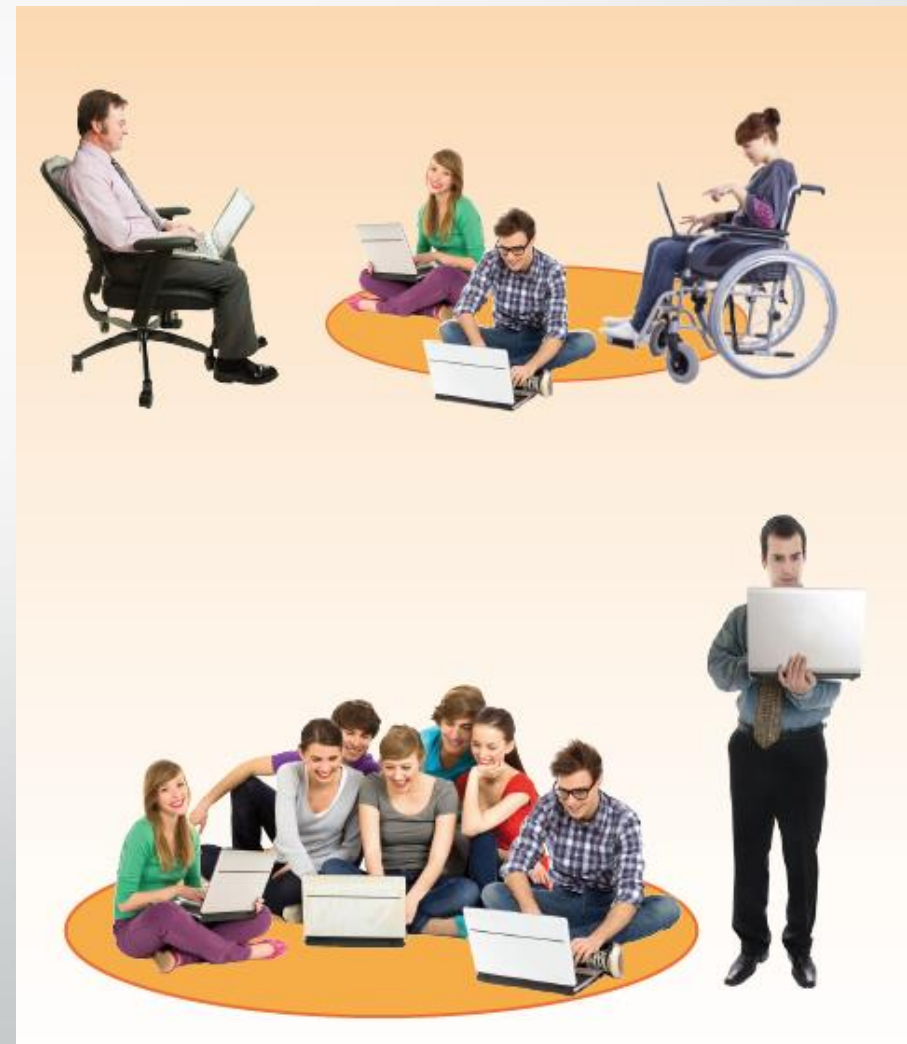
5. Teaming

➢ Shared responsibility of leading instruction

➢ Roles may shift throughout the lesson

➢ BOTH teachers are fully engaged in the delivery of the core instruction (Friend, 2008)

6. One Teaching, One Assessing

➤ One teacher has the lead role

➤ One teacher functions as a support in the classroom

- Monitors student work
- Addresses behavior issues
- Manages materials
- Assists with student questions

Caution: avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant

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"Professionals should be actively involved in all aspects of the instructional process…they should not be functioning like paraprofessionals"

(Friend, 2008, p. 17)

This approach may meet an immediate student need, but over-use can negatively affect the collaborative benefits that co-teaching provides.

Target Populations

- In class support for IEPs
- English Language Learners
- Migrant
- 504 Students
- Behavioral challenges
- Students with severe cognitive impairments who qualify for state alternate assessment
- G/T

Considerations for Scheduling

➢ Campus Master Schedule

➢ Teacher Planning Time

➢ Student Schedules

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Campus Master Schedule

- ➤ Proximity

- ➤ Availability of Resources/Materials

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Teacher Planning Time

➢ It is imperative that co-teachers have an opportunity to plan together regularly

➢ Planning for Instruction

- Differentiated instruction

- Transition cues between teachers

- Dialogue between teachers to model question/answer or thought process as well as clarifying objectives

Figure 7: Sample Meeting Agenda Form
Figure 8: From Isolation to Partnership: Applying Co-Teaching Approaches

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Varying Teacher Roles

➢ While one teacher is instructing, the other can:

- ▪ Model note taking skills
- ▪ List/bullet items
- ▪ Solve problems
- ▪ Write instructions
- ▪ Observe students to identify which students need additional assistance and/or need extension activities
- ▪ Repeat directions
- ▪ Check for understanding; and/or
- ▪ Ask clarifying questions

Varying Teacher Roles

➢ One teacher can pull a small group for 5-10 minutes for:

- Providing re-teach/explanation to clarify instruction/understanding; and/or

- Providing extension activities to students who have mastered the skill/objective

➢ For a short period of time, teachers could have assigned structured roles such as Teacher A will conduct the:

- Warm-up activity;

- Closing/exit activity; and/or

- Vocabulary activity

Student Schedules

➢ Determine which students will be included

➢ Not every student with a disability requires a co-teach classroom

➢ Placement based on students' individual strengths and needs

➢ Consider additional supports available in traditional classrooms

➢ Which content areas would benefit most

➢ Consider the needs of both general ed and special ed students

Lesson Plans

19 Texas Administrative Code (TAC) 89.1075 (c)

Requires that each teacher must be informed of his/her specific responsibilities related to implementing and documenting the implementation of the student's IEP

Lesson plans should be data-driven (data-informed)

They are auditable materials

Figure 13: Sample Walk-Through Form for a Co-Teaching Classroom

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Lesson Plans

Figure 16: Sample Co-Teach Lesson Plan

Must be incorporated into the teacher's planning:

➢ IEP – Gen ed teacher must have a copy

  ➢ Present level of academic achievement and functional performance (PLAAFP) statements

➢ Annual goals

  ➢ Benchmarks/short-term objectives

➢ Accommodations

➢ Behavior Intervention Plans (BIPs)

➢ Other relevant information

Considerations for Implementing Co-Teaching in the Classroom

Varying Teacher Roles

Beginning Stage

Compromise Stage

Collaborative Stage

3 Stages

Beginning Stage	Compromise Stage	Collaborative Stage
Ts communicate about instructional issues, but remain somewhat guarded	T communication is more relaxed, open and interactive	Ts begin using more nonverbal communication/signals to coordinate efforts in class
Ts continue to separate students and materials (yours and mine)	Begin to share physical space and materials	Ss move in and out of flexible grouping configurations
Gen Ed T may take the lead role SpEd T may be viewed as a "helper"	Both Ts begin to see how to modify and demonstrate "give and take" in planning and lesson delivery	Whole group instruction is more evident Both Ts are presenting, instructing, and structuring learning activities
Ts focus on preparing planning instruction for their own students	Ts begin to incorporate mini-lessons to provide clarifications of strategies	Both Ts are presenting, instructing, and structuring learning activities
"Teacher", "Helper", "Behavior Enforcer"	Ts begin to develop rules and work together to implement BIPs	Tx are involved in rules/routines and variety of assessments

Establishing Co-Teaching Relationships

➤ Common understanding of co-teaching and shared vision for student achievement and collaboration

➤ Conversations about each teacher's preferences

➤ Critical components to creating a successful co-teaching relationship are—

  ➤ Maintaining open communication

  ➤ Building trust

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Some co-teaching and collaboration issues for discussion may include:

- Having a shared belief/vision regarding co-teaching

- Finding a planning time and using it effectively

- Deciding how to address specific student needs during co-teaching

- Determining how to resolve conflicts with co-teaching partners;

- Exploring the 6 approaches to co-teaching (how and when)

- Establishing classroom routines and behavior management

- Articulating student expectations (performance and procedures)

- Sharing teaching styles and preferences

- Determining grading procedures and accountability

Tips for Co-Teachers:

- Make sure both teachers are viewed as equal partners in the classroom

- Display names of both teachers

- Include names of both teachers in parent correspondence and class documents

- Introduce teachers as a team

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Planning for Instruction

➢ Co-planning is an ongoing activity

➢ Components-

- Big ideas/goals
- Lesson activities;
- Assessment (standard/modified)
- Co-teaching structure
- Academic adaptations
- Behavioral adaptations
- Materials/supports needed
- Performance data/notes

Figure 7: Sample Meeting Agenda Form
Figure 13: Sample Walk-Through Form
for a Co-Teaching Classroom

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Example of the Co-Teaching Planning Process

- Teachers discuss what the students need to <u>know and be able to do</u> (enrolled grade level **TEKS**)

- Ts determine <u>how</u> the students will <u>demonstrate understanding</u> (**evaluation**)

- Ts identify any developmental, linguistic, physical, or experiential <u>challenges</u> that could impact student learning (**individualization**)

- Ts <u>design</u> learning activities with the necessary <u>accommodations/modifications</u> so the students can develop and demonstrate understanding of the grade-level expectations (**differentiation**)

- Ts select the co-teaching approach and class arrangement that <u>best supports</u> the intended outcome and <u>coordinate</u> what <u>each</u> will do before, after, and during instruction

Figure 16: Sample Co-Teach Lesson Plan

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Planning for Co-Teaching

Prior to meeting
- General ed teacher prepares to overview upcoming curriculum

During meeting
- Gen ed teacher explains upcoming curriculum
- Educators plan co-teaching approaches
- Educators discuss needed accommodations/modifications
- Educators discuss individual student needs; and
- Educators touch base on their perceptions of co-teaching

After meeting
- Special Ed teacher prepares major accommodations and modifications for planned instruction

Identifying Student Needs

Culture of the co-teaching classroom: meet the academic, behavioral, social, and emotional needs of all students

- Teachers need to be familiar with the unique needs of all students

- Teachers need to be familiar with each student's individual education program (IEP) before the first day of class

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IEP Review

- Is there a behavior plan?

- Are there challenging physical/cognitive abilities that require special support/services?

- Are there any accommodations/modifications?

- Is there a need for social or emotional support?

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Role of Paraprofessional

- Support teachers in the delivery of instruction
  - A teacher with a paraprofessional is not considered a co-teaching arrangement
- Work under the direction of a teacher and serve in a supporting role
  - Work with small groups
  - Lead a review of concepts already taught
  - Assist in monitoring student attention, behavior and work

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Monitoring Student Progress

- Both teachers are accountable for student performance

- Shared responsibility for collecting and documenting student progress

- During planning, decide—

  - Which skill will be evaluated

  - How the student's grades be determined

  - Which accommodations/modifications will be implemented

- Use curriculum based measures for student grades

Online resources for curriculum based measurement

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Monitoring Student Progress

Avoid common pitfalls that distort the accuracy of grades:

Do	Don't
Grade only based on achievement	Include student behaviors (effort, participation, adherence to class rules, etc.)
Provide support	Reduce marks on "work" submitted late
Organize and report evidence by standards/learning goals	Organize information in grading records by assessment methods or simply summarize into a single grade
Compare each student's performance to pre-set standards	Assign grades based on student's achievement compared to other students
Involve students in assessment and grading to promote achievement	Leave students out of the grading process

Evaluate the Program

Ongoing communication and program evaluation are critical keys to co-teaching relationships

- The co-teaching relationship

- Effectiveness

- Fidelity of implementation

- Stakeholder perceptions

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How does this fit with Sheltered Instruction?

Sheltered Instruction Components
Lesson Preparation
Building Background
Comprehensible Input
Strategies
Interaction
Practice & Application
Lesson Delivery
Review and Assessment

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How does this fit with Collaborative Strategic Reading (CSR)?

CSR Components
Preview   Read; Brainstorm; Predict
Click & Clunk   Clunks & Fix-Up Strategies
Get the Gist   Main Idea
Wrap Up   Question & Review

How does this fit with Writing Across the Curriculum (WAC)?

WAC Components
Read
Think
Write

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Curriculum Documents

- Know your content TEKS

- Plan according to your students' proficiency level(s) and academic level(s)

- Know the vertical alignment of TEKS

- Know what is assessed:

  - TEKS Curriculum Framework Documents

  - STAAR Essence Statements

  - Blueprints

  - Released Tests

  - Assessed Curriculum

Comments / Questions

References

- TEA: TEKS and STAAR Resources

- Co-Teaching: A How-To Guide: Guidelines for Co-Teaching in Texas

- Curriculum Based Measurement: A Manual for Teachers

- The National Center on Response to Intervention Curriculum Based Measurement Modules

Contact Information

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Close the gap…
Surpass the average

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