

Highly Qualified to Co-Teach: Secondary Strategies for Effective Collaborative Partnerships

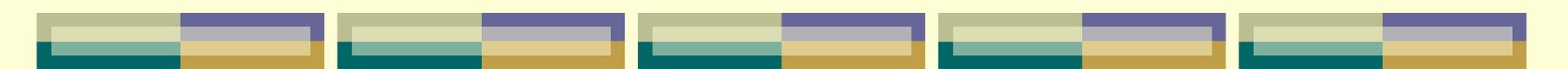
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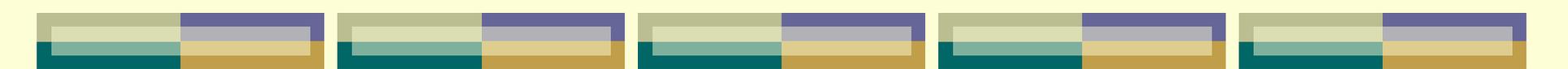
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<http://hawbaker.pls.iowapages.org/index.html>



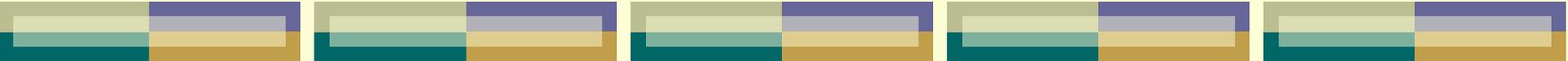
Highly Qualified to Co-teach

- HQ secondary teachers must have content endorsement to teach subject matter or provide services through consultative model
 - The Iowa DE recommends the consultative model and anticipates that most districts will use it.
 - Many Iowa districts have used the consultative model, including system-wide co-teaching, for years.
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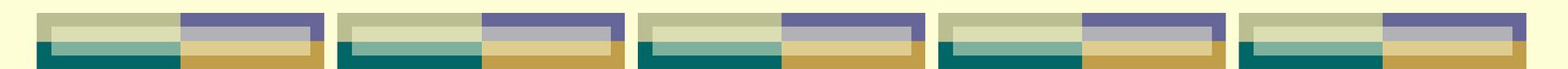
Teacher Roles

- Content expert
 - Grades/Evaluates work
 - Assures progress in course
 - Certifies student has met course requirements.
 - Strategy expert
 - May play a role in grading work
 - Ensures progress towards IEP goals
 - Ensures delivery of accommodations.
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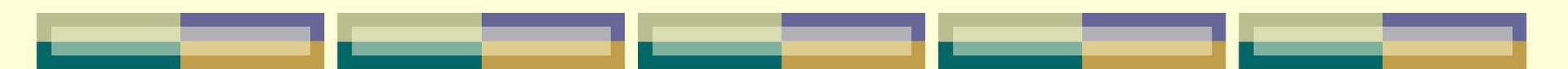
Know Your Audience....

- Please stand if....
 - You are an administrator
 - You are a special education teacher
 - You are a general education content teacher.
 - You are a paraeducator
 - You are here a parent of a child with special needs
 - You are an AEA consultant or other support staff personnel.
 - Other?
- 



Our Collective Co-Teaching Experience

- Please stand if...
 - You have co-taught at least once before.
 - You are co-teaching this semester/year
 - You are co-teaching more than one class/period.
 - ...more than two classes/periods.
 - ...more than three classes/periods.
 - ...five or more classes/periods
 - You have developed great strategies, lessons, supports, and helpful hints in co-teaching
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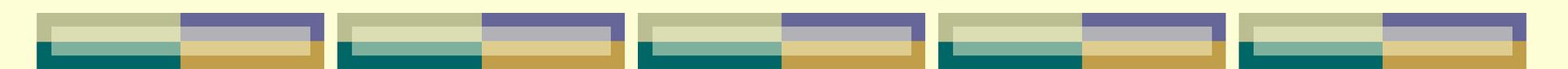


Secondary Issues in Co-teaching

- Content may create extra steps in planning and teaching for the non-content teacher.
 - Scheduling issues (multiple sections, multiple content courses)
 - Small school approach: goal is to develop a toolbox of strategies and accommodated/modified assignments and tests that will remain even after the special education teacher rotates on to a new class; partial co teaching options (one period shared by several courses)
 - Larger school approach: grade level teams include sped teacher; sped teacher develops content specialties; long term partnerships.
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Preparing to Co-Teach

- Metaphor of arranged marriage 
- Create a snapshot/calling card of your specialties and areas of expertise as well as areas of weakness or dislike.
- Approach with flexibility and open mind.
- Communication on roles, policies, philosophies
- Build a workable schedule that includes planning time, groups students equitably.



Example: Co-teaching Skills Snapshot

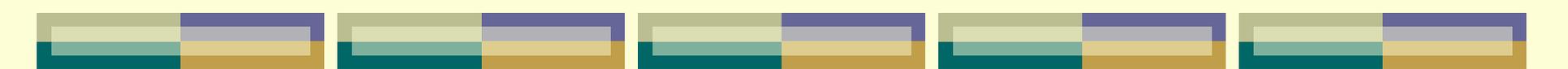
● Strengths and Preferences:

- Creating mnemonics such as acronyms, rhymes, key word picture.
- Using drama and movement to teach
- Cooperative Learning processes
- Individual/Small group help,
- Behavior contracts and plans
- Assistive technology
- Creating centers/stations

● Weaknesses and Dislikes:

- Spatial concepts (especially in geometry, estimating volume)
 - Lecturing for more than ten minutes
 - Learning new technology (weak on spreadsheets)
 - Remembering to take attendance
 - Measuring accurately
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Barriers	Suggestions
Sped teacher is intimidated by the content, and/or content teacher is intimidated by wider range of student needs, or turf.	<ul style="list-style-type: none">•offer reassurance•respect/honor their expertise•offer resources, assistance•open lines of communication•identify specific contributions teacher is comfortable with, then expand
Philosophical Differences	<ul style="list-style-type: none">•expect them•communicate and educate each other•keep open mind, *NEVER* trash talk•use what works
Lack of Planning Time	<ul style="list-style-type: none">•be creative, be efficient•prioritize regular meeting times

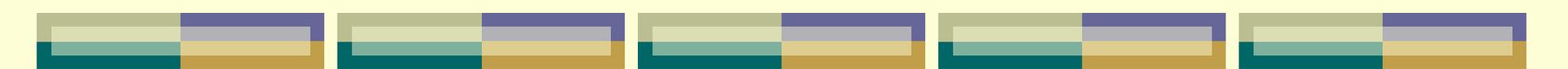


Universal Design & Co-Planning

- Multiple means of representation, engagement, and expression through:
- Big Ideas
- Conspicuous Strategies
- Mediated Scaffolding
- Strategic Integration
- Judicious Review
- Primed Background Knowledge

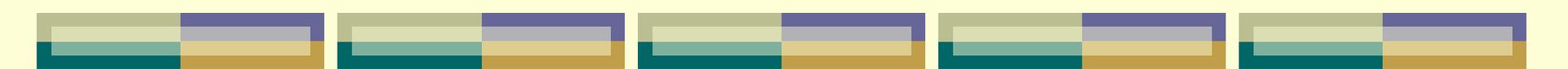
● Kame'enui, E.J., & Simmons, D.C. (1999). *Toward successful inclusion of students with disabilities: architecture of instruction*. Reston, VA: Council for Exceptional Children.





Differentiation & Co-Planning

- Principles: respectful tasks, flexible grouping, ongoing assessment and judgment.
 - Differentiation of content, process, product using students' readiness, interests, and learning profiles.
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Co-Planning Using BASE

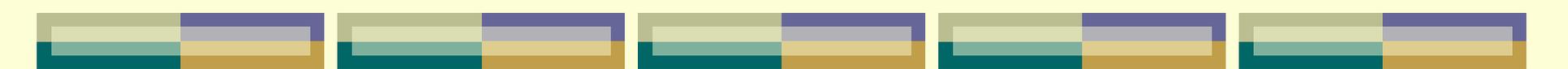
- Big Ideas
- Analyze the difficulties
- Strategies
- Evaluation

Hawbaker, B., Balong, M Buckwalter, S., & Bock, S. (2001). Building a strong base of support for all students through co planning. *TEACHING Exceptional Children*, 33(4), 24-30.

BASE article online:

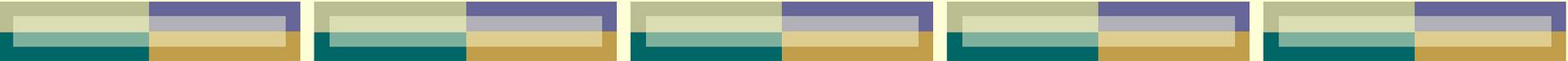
http://journals.cec.sped.org/EC/Archive_Articles/VOL.33NO.4M_ARAPR2001_TEC_Article4.pdf or on Hawbaker's website





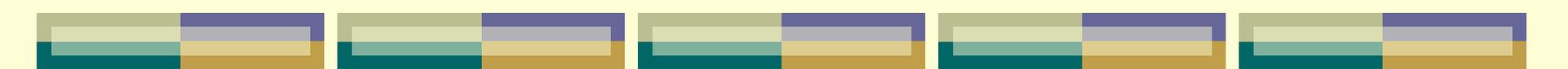
Co-Planning Options

- **Team planning**
 - Teachers share in curricular decisions and pedagogy
 - All teachers use BASE process for unit planning.
 - Content teacher delivers unit with out-of-class support from sped teacher
- **Team planning AND Co-teaching**
 - Teachers share in curricular decisions and pedagogy using BASE
 - All teachers share teaching responsibilities in the classroom
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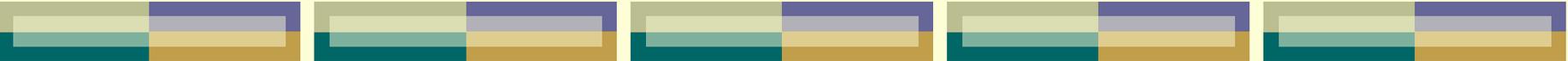
Big Ideas

- Big Ideas are those that “represent major organizing principles, have rich explanatory and predictive power, help frame significant questions, and are applicable in many situations and contexts.” (Carnine, Dixon, and Silbert 1998, p.95)
 - What are the major concepts/skills in the unit that ALL students must learn?
 - What are the major concepts/skills that will be most important in student’s future?
 - Prioritize concepts and skills using The Planning Pyramid (Schumm, Vaughn, & Harris, 1997)
 - Time needed is approximately 30 minutes.
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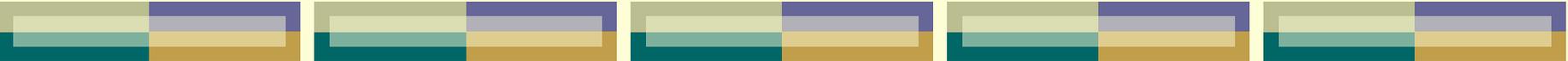
Analyze the Difficulties

- What concepts/skills are likely to cause all students difficulty?
 - What concepts/skills are likely to cause special needs students difficulty?
 - What concepts/skills have caused difficulties for students in the past?
 - Time needed is approximately 10-15 minutes.
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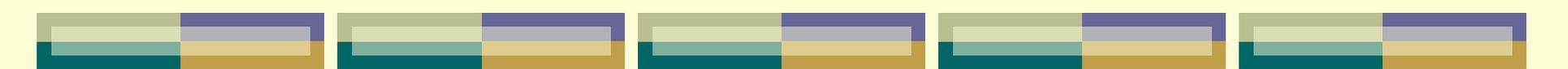
Strategies

- Strategies go beyond explaining by giving students a structure to understand and remember the concept/skill
 - Create a list of preferred strategies, make use of strategies already created by others (e.g., Kansas University strategies).
 - Decide which strategy type would best teach each area of difficulty
 - Assign team members the task of creating strategies
 - Time needed is approximately 10-15 minutes (discussion time)
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Learning Strategies

- Acronym
 - Rhyme/Song
 - Movement
 - Storytelling/Drama
 - Key Word Picture
 - Alternative Algorithm
 - Scaffolding
 - Extra Prompt
 - Manipulatives
 - Analogy
 - Technology
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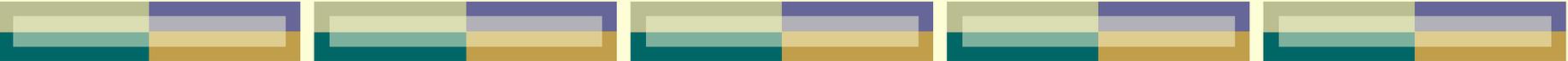
Assessment Strategies

- Three levels of assignments
(accommodated, regular, honors)
 - Three levels of tests/quizzes
 - Alternative assessments, including projects, incorporating student choice)
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Evaluation

- Did the process adequately support student learning? Consider all sources of student performance data and ask:
 - “Were the big ideas identified accurately?”
 - “Were the areas of difficulty predicted accurately?”
 - “Were the strategies successful in teaching the material?”
 - “Were the strategies effective and efficient for students and teachers?”
 - “What would we do differently next time?”
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BASE version 2.0

- Students' IEP goal areas added in a new column.
 - Learning Strategies expanded to include Friend's Models of Co-Teaching, additional accommodations, explicit list of routine involvement assignments for sped teacher during unit.
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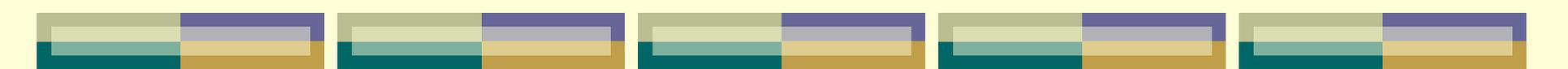


Friend's Models of Co-Teaching

- One teach, one assist/drift
 - Station Teaching
 - Parallel Teaching
 - Alternative Teaching
 - Team Teaching

● Cook & Friend (1996). CEC Today, 29(1).



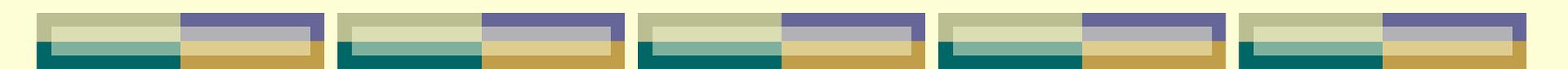


One Teach, One Assist

One educator takes a lead in providing instruction, while the other monitors the classroom for management and understanding and assists individual students as needed.

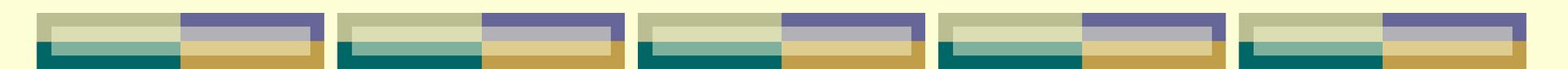
This is the simplest approach because it requires very little planning or coordination between the two teachers. However, the teacher who assumes the assisting role may not be utilizing their full teaching skills and may feel like a glorified teaching assistant. This makes it critical for the teachers to share in the roles of teaching and assisting





Suggestions for One Teach/One Assist Roles

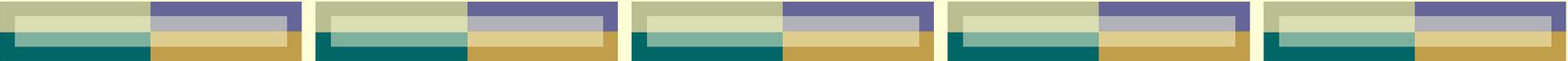
- Modeling notetaking/writing instructions on board.
 - Taking roll, following up with students who were absent in previous days.
 - Collecting homework and scheduling help sessions for students who do not have it complete.
 - Asking aloud questions students may feel shy about asking or questions needed for clarification.
 - Proximity control
 - Setting up materials for stations, labs
 - Providing additional examples of work
 - On-the-spot help for students who struggle during work time.
 - Implementing accommodations, assistive tech
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Station Teaching

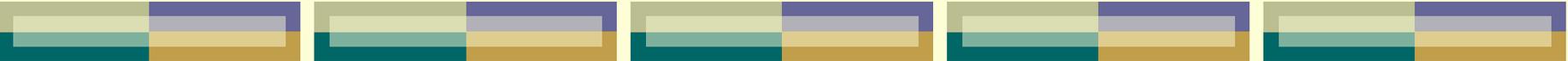
Teachers divide the instructional content into two or more segments and present this content at separate locations (stations) in the classroom. Each teacher takes responsibility for one station and a third might be created for students to work independently.

This arrangement requires a clear division of labor, as each teacher is responsible for planning and teaching their part of the content. This separating of instruction can increase the comfort level of inexperienced co-teachers. Students can benefit from the reduced teacher-pupil ratio and be exposed to a wider range of experiences as they move from station to station. Disadvantages include additional planning and prep, noise, and timing issues.



Station Teaching Applications

- Math
 - Language Arts
 - Social Studies
 - Science
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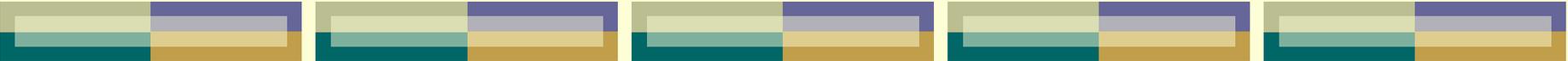


Parallel Teaching

Teachers plan the instruction jointly, but each delivers it to a part of the class. The teachers do not exchange groups. The teachers address the same content, but may address different learning goals and levels of understanding.

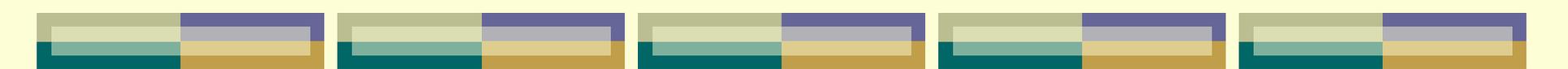
This approach requires that the teachers coordinate their efforts so that all students receive exposure to the same general content and information. Group composition may vary from mixed to same ability, depending on students' needs and the goal of the lesson.





Parallel Teaching Applications

- Math
 - Language Arts
 - Social Studies
 - Science
- 

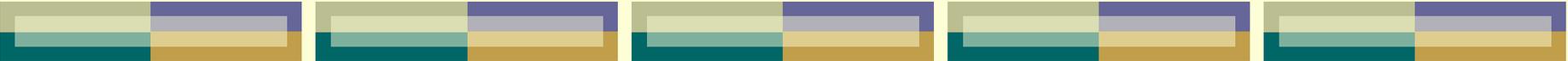


Alternative Teaching

One teacher selects a group of students who require instruction that is different from the other class members. There is little collaboration in planning and delivering instruction.

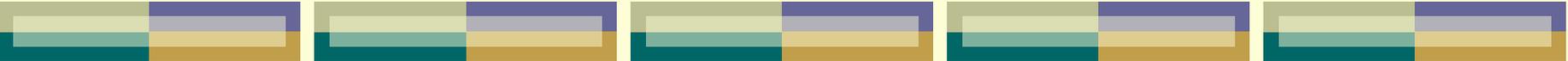
Alternative teaching can be used for a variety of purposes, including preteaching, additional review, reteaching, conducting authentic assessments, teaching students to use learning strategies, etc. This arrangement may lead to stigmatization and negative attitudes of students if students with learning difficulties are taught in the same heterogeneous group and this model is over-utilized.





Alternative Teaching Applications

- Math
 - Science
 - Social Studies
 - Language Arts
- 

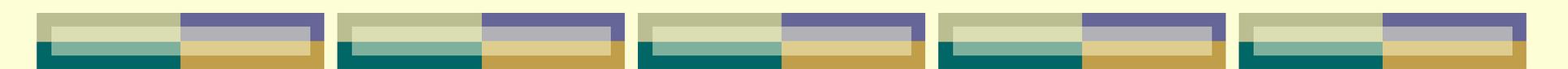


Team Teaching

Co-teachers share in the process of instructing all students, whether that occurs in large group, monitoring students working independently, or facilitating groupwork. Teaching responsibilities reach parity and involvement is fluid and seamless.

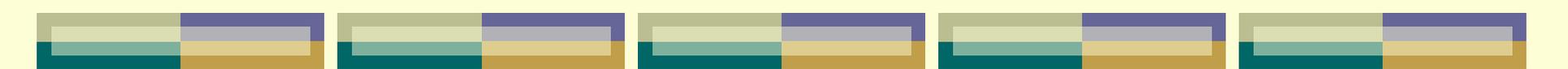
This arrangement requires the highest degree of collaboration and trust between the co-teachers. It also requires that the two teachers are able to mesh or blend their teaching styles. Overall, this model can be the most rewarding both for the teachers and the students.





Suggestions for Routine Involvement by Sped Teacher in Team Teaching

- Taking charge of daily warm up/review, priming background knowledge
 - Connecting new content to Big Idea Unit Overview
 - Vocabulary Word Wall/notebook
 - Cooperative Learning Process Specialist
 - Creating/demonstrating models/examples of larger assignments or projects
 - Modeling self-talk, self-instruction
 - Directly teach and reinforce study skills
- 



Using the Models

Each of the models of co-teaching can be effective in different classroom situations. Co-teachers have to determine which arrangement best suits the needs of their students in a particular situation. The models are meant to be flexible and used interchangeably.

For specific video examples see:

The Power of Two (videos) Exceptional Children
1-888-232-7733

www.powerof2.org (web site)





Need More?

- Emails and visits welcome...contact becky.hawbaker@uni.edu.
 - Highly Qualified and Beyond conference November 16th and 17th.
 - Bibliography of additional readings available upon request.
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