Co–Teaching Job Embedded Professional Learning

The Nuts and Bolts
Who are we?
Demographics

- African American: 52%
- White: 23%
- Hispanic: 20%
- Multi-Racial: 3%
- Asian: 2%
Graduation Rate

Student with Disabilities | White Students

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student with Disabilities</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>White Students</td>
<td>93.80%</td>
<td>89.10%</td>
</tr>
</tbody>
</table>
What did we know?

- Students were earning credits
- Students were not passing High Stakes Tests
- Limited use of Differentiation
- Lack of consistency implementing effective Co-Teaching Models
The Nuts: Implementation

- Support Team
- Alignment to School Improvement Plan
- Assessment of Staff Needs
- Master Schedule Considerations
- Human Resources
The Bolts: Process

Complete Baseline Walkthroughs

- Two Member Teams
- Multiple Days
- Tools
# The Bolts: Process

**Copy of Master Schedule 13-14 - collabs**

Last edit was made on October 29 by Linda Boza

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>2</td>
<td>Room</td>
<td>Planning</td>
<td>Team Member</td>
<td>Walkthrough Completed</td>
</tr>
<tr>
<td>Kriebel, E /</td>
<td>Amer Gov</td>
<td>223</td>
<td>not common</td>
<td>Boza</td>
<td>Done</td>
</tr>
<tr>
<td>Reynolds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pierce, M. /</td>
<td>Alg Support</td>
<td>222</td>
<td>6</td>
<td>Boza</td>
<td>Done</td>
</tr>
<tr>
<td>Hendry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington /</td>
<td>Algebra</td>
<td>2319</td>
<td>6</td>
<td>Boza</td>
<td>Done</td>
</tr>
<tr>
<td>Julian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson, R. /</td>
<td>Environmental</td>
<td>314</td>
<td>not common</td>
<td>Leahy</td>
<td>OK</td>
</tr>
<tr>
<td>Swain</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carmack / Tuggle</td>
<td>Math III Support</td>
<td>202</td>
<td>3</td>
<td>Leahy</td>
<td>OK</td>
</tr>
<tr>
<td>Scott / Miranda</td>
<td>Biology</td>
<td>224</td>
<td>3</td>
<td>Leahy</td>
<td>Done</td>
</tr>
<tr>
<td>Whitley / Altman</td>
<td>Lit 11</td>
<td>122</td>
<td>1</td>
<td>Nealy</td>
<td>Done</td>
</tr>
<tr>
<td>Thrower, Z. /</td>
<td>Lit10</td>
<td>120</td>
<td>7</td>
<td>Nealy</td>
<td>OK</td>
</tr>
<tr>
<td>Barnes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boyd / Hinson</td>
<td>Economics</td>
<td>213</td>
<td>7</td>
<td>Yuran</td>
<td>Done</td>
</tr>
<tr>
<td>Jones, C / LaRosa</td>
<td>World History</td>
<td>215</td>
<td>4</td>
<td>Yuran</td>
<td>OK</td>
</tr>
<tr>
<td>Knight, T. /</td>
<td>Geometry</td>
<td>206</td>
<td>5</td>
<td>Yuran</td>
<td>OK</td>
</tr>
<tr>
<td>McCullough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Bolts: Process

https://sites.google.com/a/clarke.k12.ga.us/clarke-central-walkthroughs/

http://www.youtube.com/watch?v=h7rA1oRt1bE
Clarke Central Walkthroughs

English

Select a Teacher

- Altman, Ian
- Ash, Brian
- Barner, Christian
- Barnes, Sharon
- Cawthon, Erin
- Lehmann, Ginger
- Ragsdale, David
- Reuse, Jacob
- Stapleton, Amy
Clarke Central Walkthrough Form

Your username (yuranm@clarke.k12.ga.us) will be recorded when you submit this form. Not yuranm? Sign out
* Required

Teacher Name *
Cawthon, Erin

Teacher Email Address *
cawthone@clarke.k12.ga

Subject Area *
English

Course Name *

Part of Lesson *
- Opening
- Mini-Lesson
- Work Session
- Transition Observed
- Closing
Essential Question Posted *
- Yes
- No

Standard Posted *
- Yes
- No

Instruction is aligned to standard *
- Yes
- No

Standard Referenced *
- Yes
- No
- N/A (Work Session Only)

Best Practice Strategies are Used *
Graphic Organizers, Collab Pairs, etc...
- Yes
- No
- Not Applicable
Word Wall is Current and Referenced *
○ Yes
○ No

Student Work with Commentary is Posted *
○ Yes
○ No

Most students are actively engaged *
○ Yes
○ No

Off-task behavior is addressed *
○ Yes
○ No
○ Not Applicable

Teacher talk is balanced by student talk, and students are encouraged to reveal their thinking and learning strategies. *
○ Yes
○ No
○ Not Applicable
Questioning techniques that reflect higher-order thinking are used. *
- Yes
- No
- Not Applicable

Student learning is monitored and assessed throughout instruction. *
- Yes
- No
- Not Applicable

Meaningful student activities/work are assigned and clearly aligned to the standards. *
- Yes
- No
- Not Applicable

Type of Differentiation/Specialized Instruction *
- Content
- Process
- Product
- Learning Environment
- Not Applicable
- None
Instructional Time is maximized.*
- Yes
- No

Activating/Summarizing strategies are used.*
- Yes
- No
- Not Applicable

Is this a Core 9th or 10th grade class?*
- Yes
- No

Comments

[Text area for comments]

Continue »
Clarke Central Walkthrough Form

Your username (yuranm@clarke.k12.ga.us) will be recorded when you submit this form. Not yuranm? Sign out
* Required

Is this a co-taught class?

Is this a co-taught class? *

- Yes
- No

» Back  » Continue »

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms
A co-teaching model was evident... *

**Yes**

Type of Co-Teaching Model *

- [ ] Team
- [ ] Parallel
- [ ] Alternative
- [ ] Station
- [ ] One Teach/One Observe
- [ ] One Teach/One Assist
- [ ] Co-Assisting
- [ ] Other: [Textbox]

Co-Teacher *

- Boyd

Evidence of Specialized Instruction/Differentiation *

- [ ] Individualized Learning Issues/Needs
- [ ] Assessment/Data Collection
- [ ] Effective Strategies for All
- [ ] Scaffolding
- [ ] Universal Design
- [ ] Previewing/Acceleration
- [ ] None Observed
- [ ] Other: [Textbox]
Evidence of Specialized Instruction/Differentiation *

- Individualized Learning Issues/Needs
- Assessment/Data Collection
- Effective Strategies for All
- Scaffolding
- Universal Design
- Previewing/Acceleration
- None Observed
- Other: [Input Field]

Co-Teachers demonstrate sharing of responsibility for teaching all students. *

- Yes

Comments

[Input Field]
Clarke Central Walkthrough Form

Your username (yuranm@clarke.k12.ga.us) will be recorded when you submit this form. Not yuranm? Sign out

Submit Form
Click the button below to submit the form.

☐ Send me a copy of my responses.

« Back Submit

Never submit passwords through Google Forms.

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms
The Bolts: Process

Support Team Debrief/Team Assignments

Content

Needs

Personality
The Bolts: Process

Contact Co–Teaching Pairs

I heard about a program that helps co-teachers build a really strong team right from the start.

That sounds good to me!
Hi Guys!

I am thrilled to be working with you all this year to strengthen our co-teaching practices and grow in our knowledge of differentiation/UDL with a focus on meeting individual student’s learning needs.

I will be serving as a resource to your team throughout this year and am eager to get started.

I would like to schedule a time to meet with you all next week, if possible, to discuss the process and learn more about your class and partnership.

I am available during 4th period on Monday or Thursday of next week. Please let me know if any of these times work for you all. If not, please respond with some alternative dates and times.

Thanks,
M-
The Bolts: Process

Coaching Cycle

Meeting

Debrief

Goal Setting

Observation
<table>
<thead>
<tr>
<th>Co-Teaching Support Team Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teaching Team:</td>
</tr>
<tr>
<td>Content Area:</td>
</tr>
<tr>
<td>Block / Room:</td>
</tr>
<tr>
<td>Meeting Date:</td>
</tr>
<tr>
<td>Members of Team Present:</td>
</tr>
<tr>
<td>Minutes of Discussion:</td>
</tr>
<tr>
<td>Meeting Outcomes:</td>
</tr>
<tr>
<td>Identified Needs:</td>
</tr>
<tr>
<td>Identified Supports with Timelines (short and long term):</td>
</tr>
<tr>
<td>Personnel responsible for supports (to include with whom and by when):</td>
</tr>
<tr>
<td>Next Meeting:</td>
</tr>
</tbody>
</table>
Tool 27  Cause and Effect

Angle: Narrow

**Focus:** Tracking teacher behaviors to determine the effects they have on students

Teacher:  
Observer:  

Date of Observation:  
Start Time:  
End Time:  

Total Observation Time:  
Period of the Day:  

Number of Students Present:  
Grade Level:  

Class:  
Topic of the Lesson:  

Date of Postobservation Conference:  

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Student Response or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tool 32  Tracking Student Behavior

**Angle:** Narrow

**Focus:** Student behavior

Teacher:  
Observer:  
Date of Observation:  
Start Time:  
Total Observation Time:  
End Time:  
Number of Students Present:  
Period of the Day:  
Class:  
Grade Level:  
Date of Postobservation Conference:  
Topic of the Lesson:

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Progress Monitoring

- Analyze Walkthrough Data
- Monthly Support Team Meetings
- Analyze Triangulated Data
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A co-teaching model was evident</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Co-teachers demonstrate sharing of responsibility for teaching all students</td>
<td></td>
</tr>
<tr>
<td>Type of Co-Teaching Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parallel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Teach/One Observe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Teach/One Assist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Assisting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Specialized Instruction/Differentiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized Learning Issues/Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Strategies for All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffolding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previewing/Acceleration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None Observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Review

- Consistently implementing Co-Teaching Models
- Decrease in the use of One Teach–One Observe
- 1/3 of teams consistently implementing Co-Assisting
- Increase in co-teachers demonstrating shared responsibility
- Increase in evidence of specialized instruction
- Improvement in monitoring and assessing progress throughout instruction
Resource/Tools Site

https://sites.google.com/a/clarke.k12.ga.us/chs-sped-pl/
Welcome!

Please use the pages in the sidebar to navigate through the tools, resources and documentation for your professional learning experience.

Please contact any of your support team members for assistance:

Marie Yuran: yuranm@clarke.k12.ga.us
Linda Boza: bozal@clarke.k12.ga.us
Allison Nealy: anealy@uga.edu
Jennifer Leahy: jennifer.leahy@negaresa.org
Carrie Siegmund: siegmundc@clarke.k12.ga.us
Case Management

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LAST MODIFIED</th>
<th>MODIFIED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Management: Resources</td>
<td>Oct 11</td>
<td>Linda Boza</td>
</tr>
<tr>
<td>Case Management: Tools</td>
<td>Oct 21</td>
<td>Carrie Siegmund</td>
</tr>
</tbody>
</table>
Before Co-Teaching

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LAST MODIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Co-Teaching: Resources</td>
<td>Oct 21 Linda Boza</td>
</tr>
<tr>
<td>Before Co-Teaching: Tools</td>
<td>Oct 21 Linda Boza</td>
</tr>
</tbody>
</table>
PLU Documentation

<table>
<thead>
<tr>
<th>TITLE</th>
<th>LAST MODIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Team Folders</td>
<td>Nov 7 Carrie Siegmond</td>
</tr>
<tr>
<td>Co-Teaching Reflection- Make a copy</td>
<td>Oct 22 Carrie Siegmond</td>
</tr>
<tr>
<td>Collaborative Minutes-Make a Copy</td>
<td>Oct 8 Carrie Siegmond</td>
</tr>
<tr>
<td>Collaborative PLUs</td>
<td>Oct 22 Martha Yuran</td>
</tr>
<tr>
<td>Collaborative Team Sign-In</td>
<td>Nov 19 Johnny Anderson</td>
</tr>
<tr>
<td>Trandel/Knight 11-22-13</td>
<td>Nov 22 Linda Boza</td>
</tr>
</tbody>
</table>
## Special Thanks

### Support Team Members

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Wayne Watts</td>
<td>Mr. Chuck Bell</td>
</tr>
<tr>
<td>Dr. Alison Nealy</td>
<td>Dr. Robbie P. Hooker</td>
</tr>
<tr>
<td>Mrs. Jennifer Leahy</td>
<td>Mrs. Sue Rickman</td>
</tr>
<tr>
<td>Mrs. Carrie Siegmund</td>
<td>Mr. James Castle</td>
</tr>
</tbody>
</table>
Questions?
Marie Yuran
yuranm@clarke.k12.ga.us
706–357–5200  ext: 17290

Dr. Linda Boza
bozal@clarke.k12.ga.us
706–357–5200  ext: 17257