Co-Teaching Training Series
Module 1

CO-TEACHING FOR STUDENT SUCCESS
Co-Teaching Series

• The following module is the first module in the Co-Teaching series created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

• The first module, **Co-Teaching for Student Success**, can be used to train co-teaching teams on the fundamentals of co-teaching which will include a review of the six models of co-teaching and the 6-step process for establishing an effective co-teaching partnership.

• 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.
Learning Targets

• I can explain the fundamentals of co-teaching including the associated best practices.

• I can identify the various models of co-teaching and determine which model(s) might best support the desired learning outcomes.

• I can identify 6 steps in establishing successful co-teaching partnerships.
Setting the Stage

Why Co-teaching? Who are the students?
Least Restrictive Environment

• One of the most significant requirements of the Individuals with Disabilities Education Act (IDEA) is that children with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate.

• Special education and related services are designed to help meet the unique needs of children with disabilities in the LRE.

• To effectively meet the standards of instruction, children with disabilities in Georgia must be exposed to and held accountable for the Georgia Standards of Excellence (GSE).
Continuum of Services

Most Restrictive

Least Restrictive

Hospital Homebound
Residential Placement In/Out of State
Homebound/Home-based Instruction
Separate day school or program
Small group is when the special education teacher provides service to students in a special education classroom
Co-teaching is when the special and general education teacher share equal teaching responsibilities in the general education classroom for a full segment daily
Collaboration is provided by special education teacher in the general education classroom for less than a full segment daily
Supportive Instruction provided by personnel other than certified teacher within general education classroom
Consultation by special education teacher in the general education classroom
General Education Classroom with no personnel supports
LRE Decision Making Process

• The IEP Team can consider placing the child outside of general education settings **only** when the IEP Team has evidence that even with the use of supplemental aids and services, education in the general education settings will not be successful.

• If the child is placed in a setting other than the general education classroom for a portion of the school day, high expectations for achievement on the Georgia Standards Excellence and a plan for moving back into less restrictive settings should continue to be in place.
A Clarification of Terms

• Collaboration
• Team-teaching
• Inclusion
• Supported Instruction
• Co-teaching
When Students are Included through Co-Teaching, they ....

- Are members of the same school community as their neighbors and siblings
- Are placed in chronological age-appropriate grades and classes
- Are provided support, as needed, in school and community environments
- Are actively engaged in learning within the context of the classroom activities
Who are the students in our co-taught classrooms?

DISABLING SEGREGATION

The photo by Unknown Author is licensed under CC BY-ND.
Video Reflection

Take a moment to reflect on the thoughts that Dan Habib shared in his TedTalk.

• Do you agree or disagree with Dan's comments about the benefits of inclusion for students with and without disabilities?
• If you were to share a summary of this video with someone else, what would you say?
• What was your big take-away? Share with an elbow partner.
• Did you hear anything that makes you think differently about including students with disabilities in the general education classroom?
Georgia’s Disability Categories

- Autism
- Deafblind
- Deaf/Hard of Hearing
- Emotional & Behavioral Disorders
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Significant Developmental Delay
- Specific Learning Disability
- Speech Language Impairment
- Traumatic Brain Injury
- Visual Impairment & Blindness
Know Your Students

• Divide into groups and pick an eligibility category to review.
• Using the provided state rule for each eligibility, review the eligibility category and identify the key characteristics. Also, discuss learning challenges and implications for the classroom.
• Be prepared to share with the group.
• GaDOE Special Education Services and Supports
We Never Know Who They Will Become…

Video – We Never Know Who They Will Become
Reflection Activity

• What do you think the big take-away is from the video?

• Have you witnessed the benefits of co-teaching in your classroom? Think about students with and without disabilities. Describe a specific example.

• Think about the students in your classroom. Without calling student names, discuss any of the disability areas you recognize. What are some challenges? What are some solutions you have found?
Creating the Stage

What is Co-Teaching?
What are the Co-Teaching Models?
• What is your district/school belief statement around co-teaching?

• 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.
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.

Collaborative Co-Teaching
Defining Co-Teaching...

- Co-teaching is a service delivery mechanism.
- Two or more professionals with equivalent licensure and employment status.
- Co-teaching occurs primarily in a shared classroom or workspace.
- Co-teacher’s specific level of participation may vary based on their skills and their instructional needs of the student group.

Adapted from: http://www.marilynfriend.com/basics.htm
Common Misconceptions

Myth

- Watered Down Curriculum
- Identical student work
- Gen Ed students unchallenged
- 2 warm bodies
- Sped for Sped and Gen Ed for Gen Ed only
- Identical job responsibilities

Truth

- Same Curriculum
- Differentiated Student work
- All students challenged
- 2 engaged expert teachers
- All for all
- Pre-determined shared responsibilities
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
Co-teaching is a weapon of mass instruction!
Learning Target 1 Reflection

I can explain the tenets of co-teaching including the associated best practices.

Jot down a definition of co-teaching that you would share with a parent.
The Six Models of Co-Teaching Explored

- One teach, one drift
- Team teaching
- Parallel teaching
- Alternative teaching
- One teach, one observe
- Station teaching
## Co-Teaching Models

<table>
<thead>
<tr>
<th>Co-Teaching Models</th>
<th>Allows one teacher to provide instruction while the other collects data on the students’ academic, behavioral, or social skills. This observational data can be used to inform instruction and document student progress. This model allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies.</th>
</tr>
</thead>
</table>

### ONE TEACH, ONE OBSERVE VIDEO

From Texas Co-Teaching Handbook, 2016
# Co-Teaching Models

| Station Teaching | Allows teachers to work with small groups. Teachers begin by dividing the content into three or more segments. Two groups are teacher-led and the third/fourth groups works independently. During the lesson, the students rotate through the “stations” until they complete all three sections of the content. This approach is beneficial because it allows teachers to create small group activities that are responsive to individual needs. |

**STATION TEACHING**

*From Texas Co-Teaching Handbook, 2016*
## Co-Teaching Models

| One Teach One Assist/Drift | One teacher is in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions. Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant. According to Friend (2008, p. 17), “professionals should be actively involved in all aspects of the instructional process... they should not be functioning like paraprofessionals.” |

### ONE TEACH, ONE ASSIST

From Texas Co-Teaching Handbook, 2016
# Co-Teaching Models

<table>
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<tr>
<th>Alternative Teaching</th>
<th>Allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. Typically for remediation or acceleration. At a non-critical time of instruction, one teacher manages the large group while the other teacher delivers an alternate lesson. This can be used for pre-viewing or re-viewing materials. The same students don’t need to be pulled every time. Use data to determine the alternative group.</th>
</tr>
</thead>
</table>

**ALTERNATIVE TEACHING**

*From Texas Co-Teaching Handbook, 2016*
## Co-Teaching Models

| Team Teaching | Both teachers share the responsibility of leading instruction. While their roles may shift throughout the lesson, the key characteristic is that “both teachers are fully engaged in the delivery of the core instruction” (Friend, 2008). |

**TEAM TEACHING**

20–40% of the lesson should utilize this model

*From Texas Co-Teaching Handbook, 2016*
# Co-Teaching Models

| Parallel Teaching | Provides opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead instruction with both groups. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students’ needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers. | Goal Percentages  
20-40% of the lesson should utilize this model |

## Parallel Teaching

From Texas Co-Teaching Handbook, 2016
Table Talk and Solutions

Percent Observed

- No Evidence of Co-Teaching: 1.85%
- Alternative: 1%
- Parallel Teaching: 6%
- Station Teaching: 10%
- Team Teaching: 33.97%
- One Teach One Assist: 53%

Based on 482 walkthroughs.
What’s Needed for Positive Change

Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change

Vision + Skills + Incentives + Resources + Action Plan = Confusion

Vision + Skills + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + Incentives + Resources + Action Plan = Resistance

Vision + Skills + Incentives + Resources + Action Plan = Frustration

Vision + Skills + Incentives + Resources + Action Plan = False Starts

Learning Target 2

Reflection

*I can identify the various models of co-teaching and determine which model(s) might best support the desired learning outcomes.*

With your co-teaching partner, take a moment to describe a lesson that you have taught recently. Discuss the model of co-teaching that you used. Now discuss ideas for how you might implement at least 2 other co-teaching models in that same lesson. Be prepared to share with the group.
Performing on the Stage

What are the six steps to successful co-teaching?
6 Steps to Successful Co-teaching

1. Establish rapport
2. Identify your teaching styles and use them to create a cohesive classroom
3. Discuss strengths and weaknesses
4. Discuss individualized education plans and regular education goals
5. Formulate a plan of action and act as a unified team
6. Take risks and grow
Step 1: Establish Rapport

Get to know one another on a personal level
- Are you married?
- Do you have children?
- What are your hobbies?
- Where did you grow up?

Get to know one another on a professional level
- What do you believe about teaching and learning?
- What do you believe about homework, grading, etc.?
- What is your style of classroom management?
- How do you handle student misbehavior?
Step 2: Identify Teaching Styles

Co-teachers can use their different styles to complement one another and thus enhance the lessons and the delivery of instruction.
Reflection

• How can knowing your co-teacher’s teaching style help contribute to successful co-planning and then successful co-teaching?

• How can knowing this information help you as a co-teacher?
Step 3: Discuss Strengths and Weaknesses

- Exposure of one’s strengths as well as one’s weaknesses
- threatening without trust
- guarded, careful communication
- developing boundaries
- professional working relationship
Step 4: Discuss Individual Education Plans

- Consult with the special education co-teacher and review records of your students who receive special education services, particularly their individualized education programs (IEPs), to determine overarching behavioral and academic goals.
- Review learning strengths and weaknesses.
- Review accommodations.
- Discuss what specially designed instruction strategies each child needs.
Effective Planning: Using What We Know About Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning STRENGTHS from Psychological and PLOP</th>
<th>Learning WEAKNESSES from Psychological and PLOP</th>
<th>Weaknesses identified thru State/System assessments</th>
<th>IEP Goal/ Objective &amp; frequency of monitoring</th>
<th>Recommended Accommodations</th>
<th>Recommended Instructional strategies</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Class Learning Plan

<table>
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<th>Student</th>
<th>Learning STRENGTHS from Psychological and PLOP</th>
<th>Learning WEAKNESSES from Psychological and PLOP</th>
<th>Weaknesses identified thru State/System assessments</th>
<th>IEP Goal/Objective &amp; frequency of monitoring</th>
<th>Recommended Accommodations</th>
<th>Recommended Instructional strategies</th>
</tr>
</thead>
</table>
Math – 835  
Reading – 810  
Science – 826  
SS – 774 | Increase - sight words from 586 to 650/1000.  
Grade level fluency from 40 to 60 wcpm.  
Grade level comprehension to 50% accuracy.  
Instructional level comprehension level to 67% accuracy.  
Write with correct capitalization in 10 sent.  
Simple and complex sentences.  
Know - Multiplication facts 100%  
Division Facts 84%  
Answer math problems 58% | Some shortened assignments.  
Assignments chunked into smaller pieces.  
Extra time to complete assignments.  
Frequent breaks.  
Directions, questions and answer choices read to him for testing.  
Small group testing | Auditory presentation improves comprehension.  
Small group reading instruction on his instructional level.  
Repeated directions with clarification. |
| Johanna   | Visual Spatial Skills                          | Knowledge, quantitative reasoning, working memory, and thinking. | Reading – 804  
ELA – 789  
Math – 825  
Science – 792  
SS – 786 | Division facts 100%  
Answer Math problems 63%  
Write with correct cap & punctuation.  
Write using complex sentences.  
Increase reading fluency 103 to 120 wcpm.  
Answer grade level comprehension questions with 50% acc.  
Answer instructional level passages with 83% acc. | Study buddy  
Seated by student role model  
Extra time to complete work.  
Shorten assignments to accommodate att.  
Chunk assignments into smaller parts.  
Frequent breaks during assignments longer than 20 questions in length.  
Small group testing. | Use a timer for work time.  
Use clear, concise instructions.  
Frequent reassurance/encouragem ent.  
Review instructions on new assignments for understanding.  
Increase reinforcement with signs of frustration.  
Questions read on assignments and testing to clarify understanding. |
General Education Plans

• Figure out how the students’ special education goals intersect with national and state standards and other year-end goals for all of the students in your classroom.

• Use the curriculum to figure out which units will help students meet which year-end goals.

• Look for opportunities to map out individual lessons within the units that align with these goals and use station teaching to work on those goals.

• Adjust lessons to ensure that they accommodate the need and abilities of your students, including those in special education programs.
Planning for Instruction

Brace Map

Standard:
ELAC C9 - 10RH3
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Unpacking a Standard

Unit - Big Ideas:
- Organizational Structures: logical order, cause & effect relationships, comparison & contrast, transitions

Unit Essential Question:
- How does understanding a text’s structure help me better understand its meaning?

Lesson EQ:
- How does understanding cause/effect relationships help me in organizing information

SWD IEP Goals
Addressed
Dominick
- reading comp
- main idea, sup details,
Consider Your Students & Your Classroom

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning issues from Psych/Eligibility Report, FLOP</th>
<th>Weaknesses identified through CRCT/GHSGT</th>
<th>IEP Goal Area / Summary of Objectives</th>
<th>Accommodations</th>
<th>Recommended strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominick</td>
<td>Language processing, oral comprehension, dyslexia</td>
<td>ELA: T4C Math: 246</td>
<td>Visual, auditory memory</td>
<td>Prof. reading, math</td>
<td>Peer tutor, structured study environment</td>
</tr>
<tr>
<td></td>
<td>Speech problems, reading difficulty, limited vocabulary</td>
<td>Language arts, math</td>
<td>Visual, auditory memory</td>
<td>Prof. reading, math</td>
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**Brace Map**

- **Standard:**
  - **GACE 191**
    - A grade 9-12 student will score at least a 1 on a standardized test.

**Unit Essential Questions:**
- How does understanding a new concept require different understanding from previous concepts?

**Unit Essential Standards:**
- - Language arts: Addressed
- - Reading comprehension
  - - Reading level
    - - Content area
      - - Math
The Georgia Department of Education

Richard Woods
Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org
Step 5: Formulate a plan of action and act as a unified team.

- Consider the following items in your plan of action:
  - Scheduling
  - Expected classroom behaviors
  - Classroom procedures, such as class work and homework policies, turning in work
  - Consequences of not following rules and procedures
  - Grading
  - Communication between home and school
Step 6: Take risks and grow

Be reflective...

Plan together weekly
Address classroom concerns proactively
Receive ongoing administrative support
Thrive on challenges
Nurture a sense of classroom community
Evaluate student performance
Reflect on practice and strive for improvement
Support each other
If All of This Happens...

Then Parity Exists!
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.
Parity Development Tools

• Parity Planning Tool

• Co-Teaching Reflection Tool – Parity

• Parity, Parity, Parity

• Co-teaching Walkthrough Form

• Co-Teaching Progress Monitoring Form

• Co-Teaching Self-Assessment and Observation Form
Learning Target 3 Reflection

I can identify 6 steps in establishing successful co-teaching partnerships.

In your small groups, take turns quickly summarizing (in your own words) each of the 6 steps involved in establishing a successful co-teaching partnership.

• Discuss which of these steps you think is most important.

• Which will be the most challenging for you?
Final Thoughts

'Co-Teaching Is a Marriage' - YouTube
Can You Answer These Learning Targets?

• I can explain the tenets of co-teaching including the associated best practices.

• I can analyze a co-taught lesson and determine the models of co-teaching used.

• I can identify 6 steps in establishing successful co-teaching partnerships.
Next Steps

• Share what you’ve learned about co-teaching with your peers or other staff in your school.

• Take an honest look at the co-teaching models being used in your classroom and work with your co-teacher to create a plan to implement at least 2 of the models you rarely or never use.

• Utilize one of the tools provided to assist you in improving your classroom parity.

• Utilize the “Teaching Styles Inventory” along with the other supporting documents that were introduced to talk with your co-teacher and to consider how you all will improve what you are already doing in the classroom. Where are you with each of the 6 Steps and what are your next steps?
Resources


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