Teachers and Students Succeed in the Co-Taught Classroom

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Draw a Circle Map

- In the center circle, write “Co-Teaching”
- Within in the outer circle list all the ways that co-teachers support students
Why are so many people talking about co-teaching?

- Teachers want to know how to divide time, resources, & their efforts to effectively address their students’ needs
- Increase in diverse learners in each classroom
- A growing number of teachers agree that two is better than one!
- Students With Disabilities must access the general education curriculum
- A growing body of evidence indicates that collaborating in the classroom increases student achievement
When students are included in a general education setting, 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; and
- Are actively engaged in learning within the context of the classroom activities.
• Have access to the Common Core Curriculum
• Members of an environment where students with disabilities and other groups of students can achieve academic success
• Benefit from the thinking of general education students
• Benefit from 2 teachers in the classroom
• Are taught by a highly qualified teacher
U. S. Department of Education Standard:

90% of Students with Disabilities will be Educated in the General Education Classroom for a Minimum of 80% of the School Day.
Who are the Special Education Students?

3 Learning Disabled, average IQ, 2 Speech only, average IQ
2 Other Health Impaired average IQ, 1 Emotional Behavior Disorder average IQ, 2 Intellectually Disabled/Autistic
Essential Questions

• What are the keys to successful co-teaching?
• What is done before, during and after co-teaching to promote success?
• How do co-teachers differentiate instruction to address the learning needs of all learners?

What are some questions that you have about co-teaching?
How do we define co-teaching?

• Co-teaching is a service delivery option
• Two or more teachers with equal status sharing a classroom
• Purposeful instruction – both teachers actively engaged
• Takes place in the general education classroom
• Provides opportunities for differentiated instruction
  *Individual student needs still must be addressed – co-teaching is not for everyone!
LRE Decision-Making Model

Current Functioning

Discussion of Goals and Objectives
Consideration of supportive services

Placement Options
- General Classroom
- General Classroom with Supportive Instruction
  (paraprofessional, interpreter)
- General Classroom with Direct Service
  (collaboration, co-teaching)
# Co-Teaching Expertise

<table>
<thead>
<tr>
<th>General Educator</th>
<th>Special Educator</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content area</td>
<td>• Specially designed instruction strategies</td>
<td>• Creating a culture of collaboration</td>
</tr>
<tr>
<td>• Scope and sequence of curriculum</td>
<td>• Behavior modification techniques</td>
<td>• Scheduling common planning time</td>
</tr>
<tr>
<td>• Pacing of curriculum</td>
<td>• Identifying specific needs</td>
<td>• Arranging for professional development</td>
</tr>
<tr>
<td>• Georgia Performance Standards</td>
<td>• Knowledge of the IEP</td>
<td>• Limiting the number of special education students in one class</td>
</tr>
<tr>
<td>• Knowledge of state testing</td>
<td>• Knowledge of special education law</td>
<td>• Observes co-teaching</td>
</tr>
<tr>
<td>• Knowledge of additional resources for the content area</td>
<td>• Monitoring and documenting of student progress</td>
<td>• Meeting with co-teaching support groups regularly</td>
</tr>
</tbody>
</table>
Parity of Co-Teachers

• 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.
Discuss with a Partner

Which of these descriptors can you and your co-teacher implement in your classroom?
Things to look for in effective co-taught classrooms

• What standards are being taught?
• What models of co-teaching are being implemented?
• What specially designed instruction is taking place?
• What strategies are implemented?
• What is the level of student engagement?
• How is the room arranged?
Two stages of Classroom Co-Planning

- Getting to know each other
- Weekly co-planning
Getting to Know Each Other

• Ease into working with one another
• Deal with the “little” things first
• These typically become the deal-breakers down the road, and preventing these road blocks early can make life easier.
Ground Rules for Co-Teaching

• Meet prior to the start of co-teaching: “Must-Have Conversations” to establish beliefs, roles and responsibilities

• With a partner, discuss how you and your co-teacher can implement the topics on the handout.

• Share with the group
Provide Weekly Scheduling Co-Planning Time

• Co-teaching teams should set aside a minimum of one scheduling/planning period (45–60 minutes) per week.

• Experienced teams may need less time
Weekly Co-Planning

- Effective weekly co-planning is based on regularly scheduled meetings, rather than “fitting it in.”
- Important to stay focused
- Review content in advance of meeting
What Does Co-Planning Look Like?

Before:
- Curriculum
- Delivery of Instruction
- Student Specific Accommodations

During:
- Progress Monitoring
- Communication
- Adjust Instruction

After:
- Assessment
- Reteaching
What does co-planning look like “Before”?

- **Curriculum**
  - discuss standards, content, learning outcomes for the lesson / unit
  - identify essential concepts / essential questions, big ideas, and skills to be learned
  - identify how learning will be assessed
  - identify each co-teacher’s strengths and interests relative to the content
What does co-planning look like “Before”?

• **Delivery of Instruction**
  - discuss options for delivery of content
  - discuss student needs – use the Individual Learning Plan for SWD
  - plan for differentiation
  - discuss strategies for grouping students – co-teaching models
  - divide up tasks and responsibilities to complete lesson preparation
What does co-planning look like “Before”?

• **Student Specific Accommodations:**
  - review accommodations on student’s IEPS
  - discuss necessary adjustments for specific students
  - note individual goals and objectives per student IEPs that will be addressed in this unit/lesson
Planning for Instruction: “During” Co-Teaching

- Communicate frequently with each other, share feedback
- Monitor student understanding
- Engage in on-going reflection
- Adapt instructional plans as needed
Important Concepts for Students With Disabilities:

- **SWD** need both instruction on grade level standards and instruction on skills that are below grade level.

- **The IEP** should reflect deficit skills that lead to achievement of grade level standards (not the standard itself).

- **Differentiated instruction and flexible grouping** in the general education classroom provide opportunities to meet the needs of diverse learners, including students with disabilities.
What does co-planning look like “After Teaching”?

• Debrief the lesson
• Review student progress
• Arrange for re-teaching as needed
• Assess – tests, projects, formative, summative assessments
What is the Planning Process for Providing for Student Success?

• Unwrap the standard
• Examine the assessment data
• Plan for flexible grouping
• Design differentiated activities
• Determine which co-teaching models to use
• Assess student performance and regroup as necessary
Classroom Case Study
ELACC9-10RH3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Unwrapping the 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
## Common Formative Pre-assessment Results

<table>
<thead>
<tr>
<th>Student</th>
<th>Special Needs</th>
<th>10/10 Results</th>
<th>Student</th>
<th>Special Needs</th>
<th>10/10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana</td>
<td></td>
<td>8/10</td>
<td>Marquise</td>
<td></td>
<td>4/10</td>
</tr>
<tr>
<td>Andy</td>
<td></td>
<td>10/10</td>
<td>Esperanza</td>
<td>ELL</td>
<td>3/10</td>
</tr>
<tr>
<td>Jason</td>
<td>SWD</td>
<td>3/10</td>
<td>Angelic</td>
<td></td>
<td>9/10</td>
</tr>
<tr>
<td>Thomas</td>
<td>SWD</td>
<td>4/10</td>
<td>Gilbert</td>
<td>ELL</td>
<td>3/10</td>
</tr>
<tr>
<td>Carlota</td>
<td></td>
<td>9/10</td>
<td>Habib</td>
<td></td>
<td>9/10</td>
</tr>
<tr>
<td>Diego</td>
<td></td>
<td>8/10</td>
<td>Cornelius</td>
<td>RTI</td>
<td>2/10</td>
</tr>
<tr>
<td>Crystal</td>
<td></td>
<td>7/10</td>
<td>Seth</td>
<td></td>
<td>8/10</td>
</tr>
<tr>
<td>Rosanna</td>
<td>RTI</td>
<td>1/10</td>
<td>Fazio</td>
<td></td>
<td>6/10</td>
</tr>
<tr>
<td>Susan</td>
<td>SWD</td>
<td>2/10</td>
<td>Hector</td>
<td></td>
<td>5/10</td>
</tr>
<tr>
<td>Dominick</td>
<td>SWD</td>
<td>0/10</td>
<td>Marco</td>
<td>ELL</td>
<td>4/10</td>
</tr>
<tr>
<td>Jose</td>
<td></td>
<td>8/10</td>
<td>Elizabeth</td>
<td>SWD</td>
<td>0/10</td>
</tr>
<tr>
<td>Katy</td>
<td></td>
<td>7/10</td>
<td>Javier</td>
<td>ELL</td>
<td>4/10</td>
</tr>
<tr>
<td>Amanda</td>
<td>SWD</td>
<td>7/10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Individual Learning Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning issues from Psych./Eligibility Report, PLOP</th>
<th>Weaknesses identified thru CRCT/GHSGT</th>
<th>IEP Goal Area / Summary of Objectives</th>
<th>Accommodations</th>
<th>Recommended strategies</th>
</tr>
</thead>
</table>
| Dominick | Language processing, rdg. comprehension, disorganized | ELA - 745 Math – 756 Weakest in Data Anal & Probesolving, Meas. & Geom. | Vocab, multiple meanings, reading comp –main idea, sup details, whQs, interpret graphs, id geometric shapes | Pref. seating, paraphrase directions, repeat directions, frequent breaks, extended time. | - graphic organizers  
- Pictionary/dictionary  
- provide structure for instruction/class setup  
- Use visuals, demonstrations  
- Provide more frequent review/retalking |
| Amanda | ADHD, focusing & attention, weakest area is math, but also borderline in reading | ELA – 802 Math – 785 Weakest in Num & Op, also weak in Measurement, Data Analysis and Probability | Organization Study skills Math – using strategies to solve problems, word probs, vocab. | Small group, preferential seating, repetition of directions, frequent breaks, extended time | - provide structure for instruction/class set up  
- connect learning to real life  
- use cues to focus attention  
- use graphic organizers  
- ask student which strategies work best to focus attention |
| Jason | Difficulties with visual processing, weak in both math and reading, difficulty copying from the board, visually loses place in text | ELA – 780, weakest areas are in comprehension of written material Math – 756 weakest in computation – but has problems with all strands of Mathematics standards | Identify main idea & supporting details, follow directions in writing w/auditory cues, answer comp. Qs, math computation, word problems, use strategies to solve problems, draw conclusions from tables and graphs | Preferential seating, small group, paraphrase directions, repeat directions, use of highlighter by student | - use a template to isolate sections on a page  
- use highlighters  
- color code when possible  
- use pictures, artifacts, and manipulatives  
- use multisensory approaches to learning  
- separate items on a worksheet, text, or test |
Discuss with a Partner

• What types of accommodations do your students require?
• How do you and your co-teacher implement the requirements from the IEP in the general education classroom?
## Assignment Organizational Chart

<table>
<thead>
<tr>
<th>Tiered Groups</th>
<th>On Grade Level</th>
<th>Foundational Below Grade Level: Scaffolding, breaking information into smaller parts, may need previewing</th>
<th>Extension</th>
<th>Advanced for a specific skill or standard; going to higher levels of complexity or enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Grouped based upon preassessment</td>
<td>Score 4 – 7 on preassessment Thomas (SWD) Diego (ELL) Crystal Katy Amanda (SWD) Marquise Fazio Hector Marco (ELL) Javier (ELL)</td>
<td>Score 0 – 3 on preassessment Jason (SWD) Rosanna (RTI) Susan (SWD) Dominick (SWD) Esperanza (ELL) Gilbert (ELL) Cornelius (RTI) Elizabeth (SWD)</td>
<td></td>
<td>Score 8 – 10 on preassessment Ana Andy Carlota Jose Cassie Habib Seth (SWD)</td>
</tr>
</tbody>
</table>
# Assignment Organizational Chart

<table>
<thead>
<tr>
<th>Critical Questions Based on a biography of Jackie Robinson</th>
<th>On Grade Level</th>
<th>Foundational</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you explain the impact of the Emancipation Proclamation on Jackie Robinson’s life?</td>
<td>Can you identify 5 major events that influenced Jackie Robinson’s career?</td>
<td>How would you compare the impact of the Emancipation Proclamation on Jackie Robinson’s life to that of Bill Cosby’s life?</td>
<td></td>
</tr>
</tbody>
</table>

| Differentiation Strategies/ Assignments/ Assessments | Tiered Menus and Learning Contracts | Preview vocabulary and important concepts, Scaffolding, Tiered Menus and Learning Contracts | Tiered Menus and Learning Contracts |
Differentiated Instruction: Providing Choice and Varying the Level of Difficulty

- **Tic-Tac-Toe Boards:** Allow for differentiation by readiness, interest, and learning style, can have a free choice square
- **Cubing Template Dice:** Provides topics for discussion groups. Groups can have same questions or several different cubes to choose from
- **Anchor Activities:** Ongoing assignments that students can work on independently throughout the unit
- **Menu:** Variation of choice boards with more steps
- **Tiered Assignments:** Assignments designed to develop essential skills by varying complexity, abstractness, number of steps, concreteness
Flexible Grouping Strategies
Co-Teaching Models

Over the course of a unit, the following models are used:

- **ALTERNATIVE TEACHING**
  - Foundational group is pulled to the side to provide a preview of vocabulary and concepts

- **TEAM TEACHING**
  - to introduce the new unit,
  - provide some of the new content,
  - to explain the directions for the Tiered Menu and Learning Contracts

- **STATION TEACHING**
  - to provide students with more assistance on their assignments
  - grouped according to their choices from the menu as well as by their Tiered Groups

- **ALTERNATIVE TEACHING** (may be used again)
  - when assessment indicates that a group needs reteaching, extra practice or direct instruction for extension
Case Study Questions:

1. Why is it important to look at pre-assessment data and the Individual Learning Plan when designing instruction?

2. In addition to pre-assessment results, what other factors could be considered for grouping the students? (i.e. group size, other individual characteristics, etc.)

3. What is important to consider when designing instruction for each of the groups: On Grade Level, Foundational, and Extension?

4. What is the difference between specialized instruction and differentiated instruction?
50 Ways to Keep Your Co-Teacher!

• Read over the phrases and select two or three that are most meaningful to you.
• Be prepared to share your thoughts with the group.
References


Dieker, L. (2001). What are the characteristics of “effective” middle and high school co-taught teams? *Preventing School Failure, 46*, 14–25.


References, Continued


Need more information?

Contact

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