

Module 1 was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities. These modules can be utilized as independent learning units or as Professional Learning training modules.

Facilitator Note: Please have participants complete the Teaching Styles Inventory that will be discussed later in the Co-Teaching Training Module 1. www.aamu.edu/Academics/EHBS/centers/Documents/tsi.pdf **(Handout 1)** these directions can be given as people are coming in at the beginning of training and while you are waiting for everyone to arrive. Once everyone arrives, you can also encourage folks to continue working on it and to finish it up.



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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.

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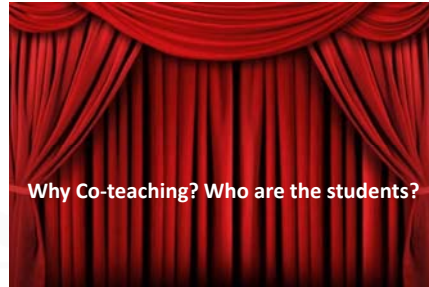
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Learning Targets

- 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.

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Setting the Stage



Why Co-teaching? Who are the students?

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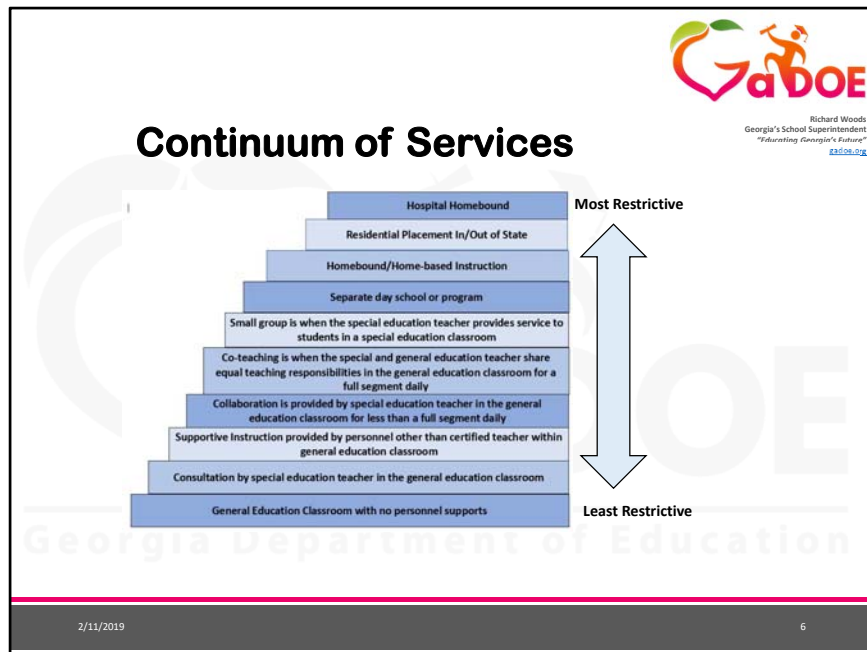
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Least Restrictive Environment

- 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).


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Discuss that LRE is required by federal and state law. It is a part of the IEP decision making process. Refer to the GaDOE Special Education Implementation Manual Chapter on Least Restrictive Environment for more information and **SERVICE DELIVERY & LEAST RESTRICTIVE ENVIRONMENT (34 C.F.R. §§ 300.114-300.117; GEORGIA RULE 160.4-7-.07)**



Use the LRE Decision Making Continuum handout to discuss this slide with participants.

Handouts 2a & 2b



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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.

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Discuss that LRE is required by federal and state law. It is a part of the IEP decision making process. Refer to the GaDOE Special Education Implementation Manual Chapter on Least Restrictive Environment for more information and **SERVICE DELIVERY & LEAST RESTRICTIVE ENVIRONMENT (34 C.F.R. §§ 300.114-300.117; GEORGIA RULE 160.4-7-.07)**


Handouts 2a & 2b



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A Clarification of Terms

- Collaboration
- Team-teaching
- Inclusion
- Supported Instruction
- Co-teaching



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Ask small groups to take about 7 minutes to discuss what they think the differences and similarities are between all of these terms. Once they've had a moment to talk and share among themselves, share the definitions of each term and ask them to reflect on how close what they discussed is to what you are describing.

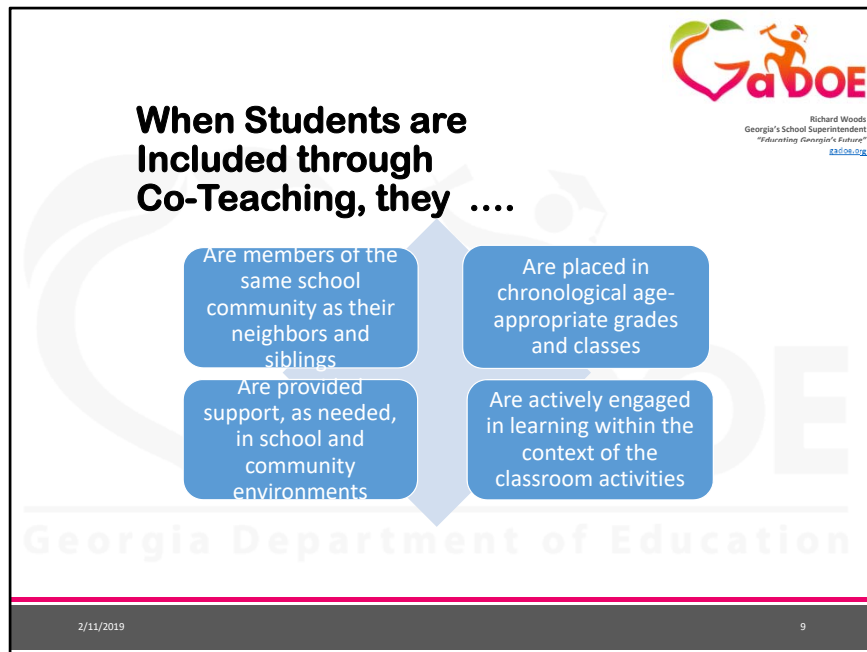
Collaboration – when two teachers work together as equals to assist students to succeed in the classroom; this may be in the form of lesson planning with the SWD in mind, or co-teaching a group or class; in Georgia when you look at the LRE Continuum of Services you see that it is considered collaboration when the special education teacher is in the general education classroom for less than a full segment daily. Regardless, collaboration occurs when two teachers voluntarily work as equals to accomplish mutual goals, share resources, responsibility for the work, decision making, and accountability for outcomes. So...collaboration is certainly required for effective co-teaching to occur.

Team-teaching – involves a group of educators working purposefully, regularly and cooperatively to help a group of students to learn; they set goals together, prepare lessons together, teach and assess students together – again, team-teaching can be synonymous with co-teaching.

Inclusion – ASCD defines inclusion as the practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities; inclusion provides opportunities for students with disabilities to learn alongside their non-disabled peers in general education settings. Research supports the idea that inclusive practices not only benefit the child with the disability but rather all children within the school, classroom and community.

Supportive Instruction – a second adult in the general setting assisting the instructing, behavior or other general needs. Students with disabilities receive service from personnel other than a certified teacher in the general education classroom. (i.e. para, interpreter, or job coach)

Co-teaching – we will spend more time on this in a moment but in short co-teaching means that two teachers, a special education teacher and a general education teacher, work together in the same classroom and share responsibilities for planning, instructing and assessing students equally.



This is how we can gauge if what we are doing in our school and classrooms are truly inclusive practices.

Inclusive practices must serve the needs of all students with and without disabilities. Inclusive practices should allow all students access to a quality education regardless of their ability or disability.

Inclusion does not simply mean the placement of students in general education classes. Look at the 4 boxes and ask yourself if all students within your classroom are truly benefiting from inclusive practices.



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Who are the students in our co-taught classrooms?



DISABLING SEGREGATION

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Watch the video of Dan Habib talk about his experiences with inclusion and his son.



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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?


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Facilitate this reflection activity by using the notes on the slide as a guide.



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



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So who are the students in your classroom?

Georgia recognizes 12 special education eligibility categories while federally there are 13 recognized eligibility categories. Federally, there is a category identified as multiple disabilities

Remember that in order to be eligible, the disability must adversely affect the educational performance of the child.

While ALL students with disabilities should be considered for services in the general education setting through the IEP process, there are a few of these eligibility categories that are more likely to be served in the general education setting or in an inclusive/co-teaching setting than some of the lower incidence, or less prevalent disability categories. You are going to spend some time exploring some of the more high incident disability categories that might be more prevalently served in the co-taught setting.



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](http://www.gadoe.org/Special-Education-Services/Pages/default.aspx)

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<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>

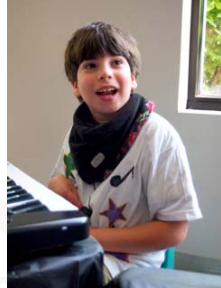
Participants will draw a disability category and review and identify the key characteristics and learning challenges and implications for the classroom. **(use the Cut-a-parts for eligibility category handout for this activity).**

Provide each group with a copy of the eligibility rule for the category they drew to study **(also provided in handouts)**

We Never Know Who They Will Become...



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[Video – We Never Know Who They Will Become](#)

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Please view this video and we will discuss afterwards



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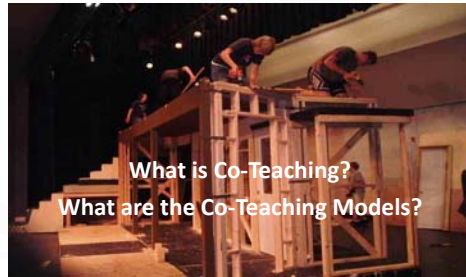
Reflection Activity

- 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?

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Take a moment to reflect on these questions. Discuss them with your elbow partner, co-teacher or in a small group. Be prepared to share with the group.

Creating the Stage




What is Co-Teaching?
What are the Co-Teaching Models?

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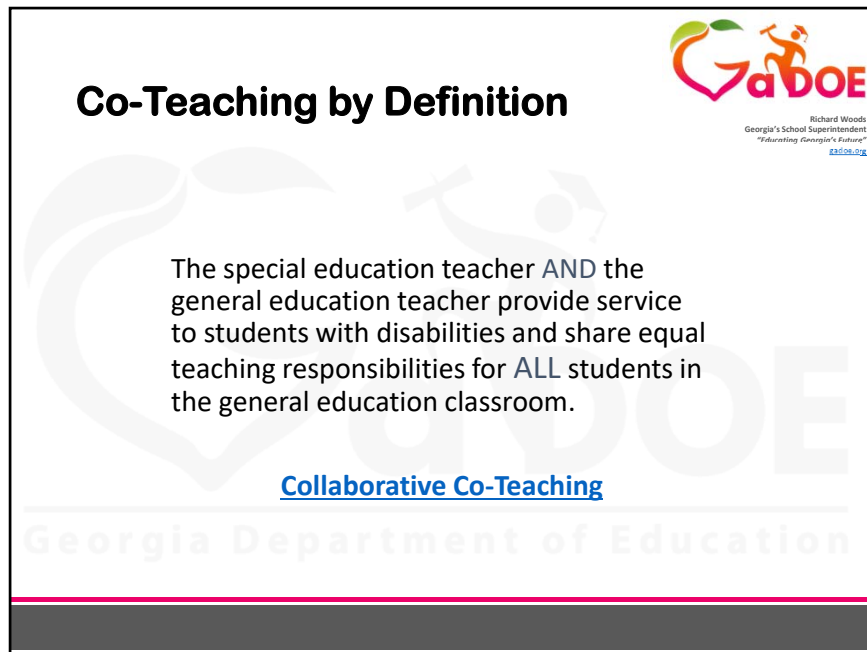


- What is your district/school belief statement around co-teaching?
- Can you articulate it?
- If not, this is a good place to stop and develop a belief statement of what your district, school or department believes about co-teaching.
- Write it down. Communicate it. Believe it. Put action to it.

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What is your district or school belief statement around co-teaching? Can you articulate it? If you don't know, it might be a good idea to ask your special education director or building principal. If you don't know what they believe then it is likely that others do not either. Unfortunately, it may also mean that the district and school leaders have never stopped to develop a belief statement. In districts/schools where this is the case, there will likely be a number of different definitions regarding what co-teaching is.

If your district/school has a written belief statement, take a moment to write it down.

A presentation slide titled "Co-Teaching by Definition" from the Georgia Department of Education. The slide features the GaDOE logo in the top right corner, which includes a stylized figure holding a torch and the text "GaDOE". Below the logo is the name "Richard Woods, Georgia's School Superintendent" and the slogan "Educating Georgia's Future" with the website "GaDOE.org". The main text of the slide states: "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." Below this text is a blue underlined link: "[Collaborative Co-Teaching](#)". At the bottom of the slide, the text "Georgia Department of Education" is displayed in a light grey font. The slide has a white background with a dark grey footer bar.

Co-Teaching by Definition

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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](#)

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Watch the video on Co-Teaching

What stood out to you? Was there anything new? Anything that validated your own thinking?



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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.

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Let's look at the definition of co-teaching. Dr. Marilyn Friend who is a guru in co-teaching defines it like this....

Co-teaching is a service delivery mechanism.

Provides Specially Designed Instruction for SWD
Access to general curriculum in least restrictive environment
With supplementary aids and services

Two or more professionals with equivalent licensure and employment status.


Based on Parity.

Co-teaching occurs primarily in a shared classroom or workspace.

Multiple activities in one place
Highly interactive with high levels of engagement

Co-teacher's specific level of participation may vary based on their skills and the instructional needs of the student group.

Comfort and skill for contributing may take time to develop but it will
Use care to outline roles and responsibilities so that both professionals do
have meaningful roles



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Common Misconceptions

Myth	Truth
Watered Down Curriculum	Same Curriculum
Identical student work	Differentiated Student work
Gen Ed students unchallenged	All students challenged
2 warm bodies	2 engaged expert teachers
Sped for Sped and Gen Ed for Gen Ed	All for all
Identical job responsibilities	Pre-determined shared responsibilities

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There are some common myths in co-teaching. Let's review them and discover the truth behind the myth.

So from the definition and the myths and truths, you should have a fairly clear picture of what co-teaching is and is not.

Co-Teaching Best Practices



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- Shared Vision
- Effective Co-planning
- Specified Classroom Management and Organization
- Effective Instructional Delivery
- Effective Monitoring and Evaluation
- Reflection for Improvement
- Professional Development



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There are some basic Best Practices for Co-teaching. These are the non-negotiables for effective co-teaching.

How do you know if you have a shared vision? You have to have discussions and discover each other's vision and then compromise on your common shared vision. Your first assignment will help you through this process. The following 6 bullets will be based on those same conversations. You will set procedures for co-planning, classroom mgmt and organization, instructional delivery, and monitoring and evaluation, and continually reflect on how everything is working in planning.



Coteaching is a weapon of mass instruction! This was taken from Bobby Smith who is a School Improvement Specialist for the Georgia Department of Education.

What he meant was that with the combined effort of 2 teachers, an instructional coach and administrators and High Impact Instructional Strategies you all can create co-teaching classrooms fully armed to get the job done!

Doing this won't be easy so we need to talk about being sensitive to each other in this process. In order to improve, we have to get feedback from others. This isn't easy for teachers. It is hard to put yourself out there for critique. Many teachers I know prefer to keep their ideas to themselves and work on their own. Maximum impact won't happen this way.... We have to work together...collaborate and cooperate!

John Hattie completed a Meta-Analyses of over 800 Research articles relating to achievement. In his book, he says that Co-teaching has an Effect Size of .19 To understand what that means, he found that when he analyzed all of the teaching strategies and interventions that an ES of .40 is was average. He also reports that strategies with an ES of .40 can result in up to one year of growth for the student and

that practices with an effect size of 1.0 or more can result in 2-3 years of growth for students.

Therefore, when we look at co-teaching and see an effective size of .19, it seems that co-teaching might not be as effective as we might hope.

So what does this say about co-teaching and its effectiveness?

As a stand alone practice it really doesn't matter does it? It is an average practice at best right?

The research that Hattie looked at for co-teaching did not look into strategies used in those classes. It only looked at the fact that there were 2 teachers in that classroom. The bottom line is that it's not about just having two teachers in the room, but its about what those two teachers are doing and that they are implementing high impact instructional strategies with fidelity, using formative and summative assessments and looking at individual needs. Just having two teachers in a room does not increase student growth.

In module 2 we will look at the importance of co-planning for instruction and in module 3 we will look at co-instructing. During that module we will explore a number of the instructional practices and strategies that both John Hattie and Robert Marzano highlight as having the greatest positive impact on student learning (or the greatest effective size). Finally, in module 4, we will explore best practices in co-assessing which also involves a number of the high impact strategies and practices that Hattie and Marzano highlight.

So in order for co-teaching to be the "weapon of mass instruction" that Bobby Smith referred to it as, it can't simply be two teachers in a classroom, but rather two teachers who are utilizing their training, skills, beliefs and tools to ensure that instruction for ALL of the students in the classroom is maximized to the greatest extent possible.

Learning Target 1 Reflection



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

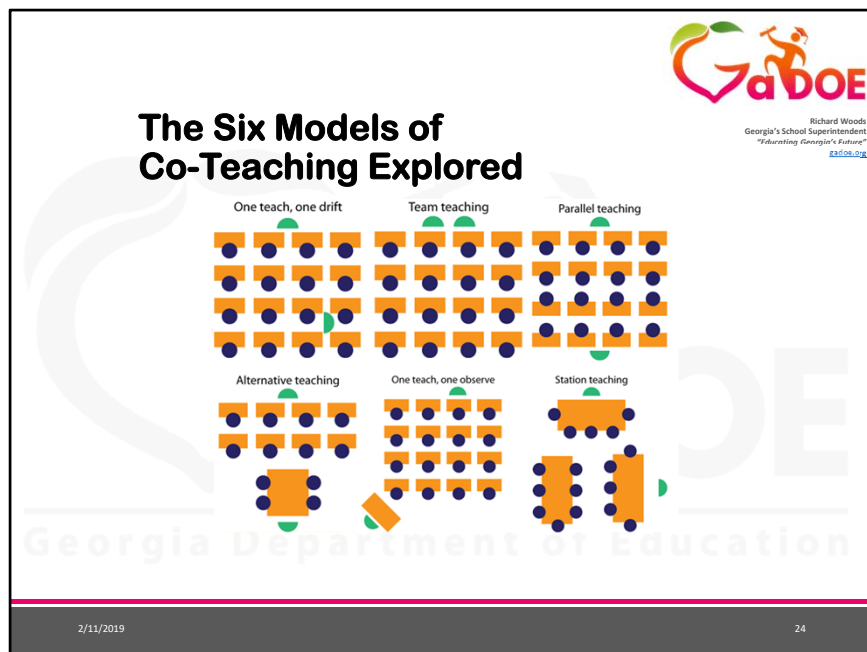
Jot down a definition of co-teaching that you would share with a parent.



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At this point, let's see if you can define co-teaching including the tenets and associated best practices while using your notes as a scaffold.

How would you explain co-teaching to a parent who calls you because her child told her that there were 2 teachers in her class? What key words would you use to describe co-teaching? Take a moment to jot down a definition that you might share with that parent.



The following slides review the six models of co-teaching. For more in depth understanding complete the module on Co-Teaching Models. Using Slides 24-30, discuss which models lend themselves to whole group/small group, which require more focused co-planning, which models work best with different lessons or how you might use a model with a lesson that you have not thought about before to gain greater success. Discuss why some models yield higher effect than others. Ask participants to share examples of when they have used each of the models and the outcomes of the lesson.

Review HANDOUTS 4 & 5 on Co-Teaching Models. What questions do you have about the models of coteaching? Direct participants to the Link for Models of Co-Teaching Videos. As the Facilitator, you may want to show them and have discussion after each.

Co-Teaching Models



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One Teach, One Observe	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. ONE TEACH, ONE OBSERVE VIDEO	Goal Percentages >20% of the lesson should be this model
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Handout page 4 & 5 Co-Teaching Models Visual and Five Variations of Co-teaching.

Co-Teaching Models




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Station Teaching	<p>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.</p> <p><u>STATION TEACHING</u></p>	<p>20-40% of the lesson should utilize this model</p>
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Handout page 4 & 5- Co-Teaching Models Visual and Five Variations of Co-teaching.



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Co-Teaching Models

One Teach One Assist/Drift	<p>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."</p> <p style="text-align: center;"><u>ONE TEACH, ONE ASSIST</u></p>	<p>This model should be >20% Of the Lesson</p>
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Handouts 4 & 5 Co-Teaching Models Visual and Five Variations of Co-teaching.

Article, "Co-Teaching: Moving Beyond One Teach, One Assist" **Handout 6**

Read the Article and lead a discussion around agrees and "ahas" from the article.

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Alternative Teaching	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. <u>ALTERNATIVE TEACHING</u>	20-40% of the lesson should utilize this model
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Handouts 4 and 5: Co-Teaching Models Visual and Five Variations of Co-teaching.

Co-Teaching Models



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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). <u>TEAM TEACHING</u>	20-40% of the lesson should utilize this model
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Handouts 4 and 5-Co-Teaching Models Visual and Five Variations of Co-teaching.



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Co-Teaching Models

Parallel Teaching	<p>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.</p> <p><u>PARALLEL TEACHING</u></p>	<p>Goal Percentages</p> <p>20-40% of the lesson should utilize this model</p>
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Handouts 4 and 5-Co-Teaching Models Visual and Five Variations of Co-teaching.




482 Walkthroughs were conducted in 7 school districts across Georgia. The following percentages were based on observations in the walkthroughs. Keep in mind that when the observer was in the classroom, he/she could click on any and all models of co-teaching that he/she observed...in other words, they were not limited to only identifying one model during the observation period but could instead record all of the co-teaching models they observed during the observation period.

Table talk and chart.....After 18 years of working on co-teaching why are we still using one teach one assist and team teaching as our primary models of co-teaching? What will help you as co-teachers move to more intense models of co-teaching?

Think about the article you read, "Moving Beyond, One Teach, One Assist". (Handout 6)

Work in your table groups to brainstorm why this is still an issue. **Come up with 2 solutions**



What's Needed for Positive Change

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Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Change
	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Confusion
Vision	+		+	Incentives	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills	+		+	Resources	+	Action Plan	=	Resistance
Vision	+	Skills	+	Incentives	+		+	Action Plan	=	Frustration
Vision	+	Skills	+	Incentives	+	Resources	+		=	False Starts

Adapted from Kessler, F., Villa R., & Thousand J. (2002). A framework for thinking about systems change. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 30-128). Baltimore: Paul H. Brookes Publishing Co.

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Based on this chart....where is your co-teaching team and why? Why is it so hard to change the mindset around co-teaching ? Why do you think it is difficult to see high impact effect size around co-teaching? How can we be the solution?

Applying the model to complex change, it takes vision, skills, incentives, resources and an action plan to get a system to produce change in a community. If you have all five, you will likely end up with change. And, if you leave one of the components out, you will likely end up with something different.

Managing complex change requires FIVE COMPONENTS.

The above model illustrating the components necessary to bring about and manage complex change has applications to community coalitions.

If you have skills, incentives, resources and an action plan but you don't have a **vision** — that guiding force behind what you're trying to do — you will not end up with change. You will end up with confusion because you won't have that guiding force to refer back to during the process.

If you have a vision, incentives, resources and an action plan, but leave out the **skills** necessary (i.e. communication, public speaking, political or advocacy) to effect the change you seek, you will be left with anxiety among your coalition members. If you have people who are unprepared to do the work, it doesn't matter if they have a great vision.

If you have the vision, skills, resources and action plan, but leave out the **incentives** — the types of things (rewards, recognition, celebrations) that keep key community stakeholders involved — you may have change, but it will be more gradual. It may take years to years to accomplish what you could have done in a shorter period of time.

If you have the vision, skills, incentives and action plan, but leave out the **resources** (money, time, equipment), you will end up with a lot of frustration because you've got a plan, and you know how to accomplish it, but you don't have the resources to get the job done.

If you have the vision, skills, incentive and resources, but no **action plan** — a plan broken down into steps that people can take and accomplish in small bits — you will end up with a lot of false starts. The members may take off in a certain direction, only to realize that an important step was skipped, forcing them to stop their progress and go back and take care of it.

Source: The Managing Complex Change model was copyrighted by Dr. Mary Lippitt, founder and president of Enterprise Management, Ltd., in 1987.

Learning Target 2 Reflection



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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.



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This activity can be done in a small group or with elbow partners.

For seasoned teachers or co-teaching teams that have worked together before, do the activity as described above. For those teachers/teams that are new to co-teaching or one another, utilize one of the 2 lesson scenarios provided. **(Handout 7)**.

Have them discuss how they could utilize 2 to 3 of the co-teaching models to teach the lesson. **Only one of the models can be one teach, one assist, OR team teaching.**




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Performing on the Stage

What are the six steps to successful
co-teaching?



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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

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Handout 8

- Read through the handout and the six steps to successful co-teaching. Briefly discuss what each means and take a moment to individually think about them as a co-teacher..




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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?

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Establishing a rapport is the first step in a co-teaching partnership. Just like in a marriage, it is the little things that can make or break us. This is critically important on many different levels. Get to know each other on a personal level. After all you will be together the entire year. What things do you have in common? Are you married? Children? Hobbies? Where did you grow up?


Get to know each other on a professional level.

When the two of you have a comfortable relationship and rapport with each other, the children feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate.

Handout 8a is a great tool that teams might use to get to know one another better.

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



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You've completed your Teaching Styles Inventory Handout 1. It will be important for you to analyze the results yourself and for you and your co-teacher to discuss the results of each of your inventories. Handouts 9 and 10 which we will be looking at in just a few minutes will help you with this discussion.

When we think about teaching styles, we may consider questions such as the following: (review just a few)

- Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives?
- How do you manage behaviors? What are your discipline styles?
- Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable.
- When you plan lessons together, you can use your two styles to complement one

another and thus enhance the lessons and the delivery of instruction.

- You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles.

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?





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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




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As you begin coteaching remember that co-teaching exposes one's strengths as well as one's weaknesses (which can be) quite threatening unless a great deal of trust exists between co-teachers. Until this trust develops, (you) might find (yourselves) stuck in the beginning co-teaching stage characterized by guarded, careful communication where partners communicate superficially, begin to develop boundaries, and attempt to establish a professional working relationship."

Based on your teaching styles inventory, make a list of your strengths and weaknesses on page 9 & 10 of your handout

Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction.



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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.

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Review information on this slide.

Refer them to Handouts page 11 (you can provide them with just one blank form (11a or 11b – the only difference is that one is on letter size and the other legal size and then the example 11c)



Effective Planning: Using What We Know About Students

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General Ed. Teacher _____ Class Learning Plan _____ Date _____
 Time/Period _____ Special Ed. Teacher _____ Class _____

Student	Learning STRENGTHS from Psychological and PLDP	Learning WEAKNESSES from Psychological and PLDP	Weaknesses identified thru State/System assessments	IEP Goal/ Objective & frequency of monitoring	Recommended Accommodations	Recommended Instructional strategies

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Handout 11a or 11b

Special Education Teachers play a lead role in designing and ensuring that the needs of SWDs are met. The first step is gathering all needed information regarding the students with identified disabilities. This is a tool that she/he can use to organize the known data to bring to planning sessions. I encourage you to keep this in a planning notebook or upload it to your google drive planning folder. This organizes all of the SWD's needs in your class along with specific data gathered about their performance.

As you co-plan, add notes to this document to address at the IEP meeting. For example, as you identify new strategies that work for students that have been tried in the classroom but are not on the IEP write them on this document in a different color so that you recognize that as information that needs to be addressed. Before an IEP, look over the document to see if any new strategies need to be added to the IEP. In addition, if you try strategies/accommodations from the IEP and through data collection discover that they are not appropriate for a student, cross through them on this document as a cue to address these in the IEP meeting.

General Education teachers may want to use this document to plan for students who

are in RTI or have a 504 plan. Just add in pertinent information and use it when planning. Let's look at a completed one...



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Class Learning Plan

General Ed. Teacher _____ Special Ed. Teacher _____ Date _____
Time/Period _____ Class _____

Student	Learning STRENGTHS From Psychological and PLOP	Learning WEAKNESSES from Psychological and PLOP	Weaknesses Identified thru State System assessments	IEP Goal/ Objective & Frequency of monitoring	Recommended Accommodations	Recommended Instructional strategies
Alexa	Auditory Processing	Comprehension knowledge, Long-term retrieval, short-term memory. <ul style="list-style-type: none"> Reading eight words, fluency, understanding sequence, and recognizing cause and effect. Math: \times & \div facts, multi-digit \times, recognizing operations in word problems. Poor spelling and poor use of adj. and adv. in sentences. 	Lang. Arts - 756 Math - 835 Reading - 816 Science - 826 SS - 774	Increase suble words from 556 to 650/1000. Increase grade level fluency from 40 to 65 words. Increase grade level comprehension to 50% accuracy. Instructional level comprehension level to 60% accuracy. Write with correct capitalization in 10 sent. Write simple and complex sentences. Answer Multiplication facts 100%. Division Facts 80%. Answer math problems 20%.	Some shortened assignments. Assignments chunked into smaller pieces. Extra time to complete assignments. Frequent breaks. Directions, questions and answer choice 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. <ul style="list-style-type: none"> Reading comprehension: reading facts and details understanding qualitative, recognizing cause and effect, and summarizing. Math: multiplication and division of multi-digit \times, adding fractions, adding mixed numbers. Writing complex sentences, main idea and logical flow and capitalization/punctuation. 	Reading - 804 ELA - 785 Math - 825 Science - 792 SS - 786	Division facts 100%. Answer Math problems 60%. Write with correct cap & punct. Increase reading fluency 100 to 125 words. Answer grade level comprehension questions with 50% acc. Answer instructional level passages with 80% acc.	Study Buddy Seated by student role model. Extra time to complete work. Shorten assignments to accommodate abs. 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/encouragement. Review instructions on new assignments for understanding. Increase reinforcement with Signs of Frustration. Questions read on assignments and testing to clarify understanding.

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Handout 11c

Information from a document such as this should help to make co-planning much more efficient and effective as teachers can ensure they are meeting the needs of all of the students within the classroom during a given lesson or activity.

This can be a valuable tool to both the general education and special education teacher as they plan together.

General Education Plans

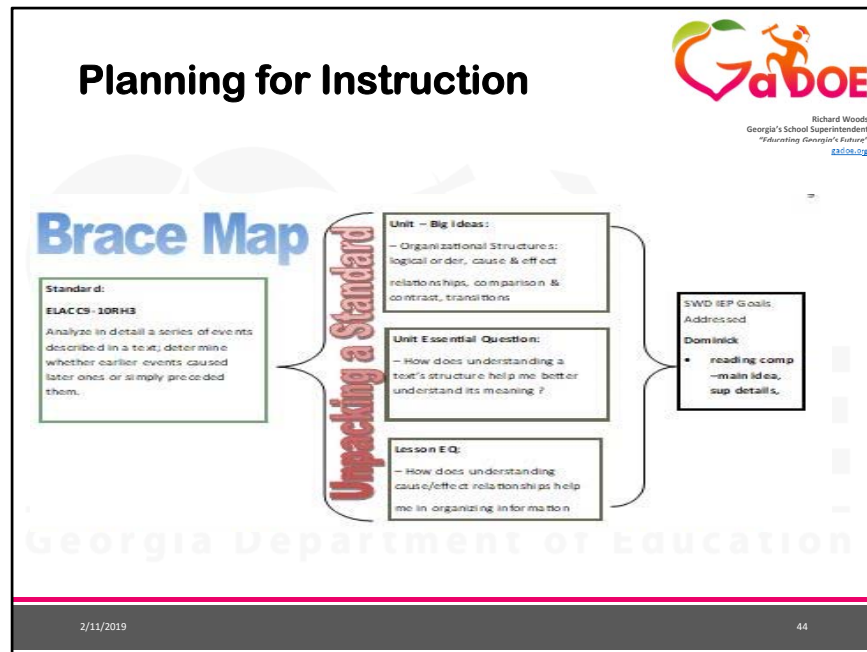


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- Figure out how the students' special education goals intersect with national and state standards and other year-end goals for all of the students in your classroom.
- Use the curriculum to figure out which units will help students meet which year-end 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.

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Review the information on this slide...



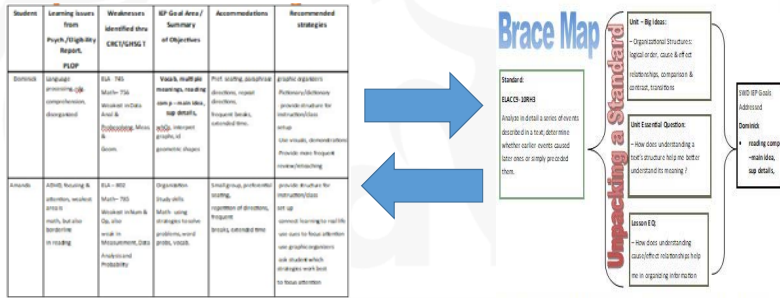
This brace map describes the process we just mentioned in the previous slide:

- 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.



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Consider Your Students & Your Classroom



Have Participants complete the activity in the handouts 11 – 12. This process doesn't work just one way but instead one informs the other.


Take 20 minutes to discuss the information and begin looking at the process of identifying the goals of the students in your classroom and how the needs of both general education and special education students can be met in the same classroom.

- Think of several of the students with disabilities or 504 plans and fill in as much as you can on the "Individual Learning Plan" – discuss how this completed document might be useful to both members of the team and how you might use it.

Now take about 20 more minutes & Using the Brace Map provided and the materials you brought to the training (the pacing guides, standards, unit plans (etc.) and the individual learning plan) work as a co-teaching team to determine which students goals can be addressed in your standards based co-taught classroom. (Handout 12 – Brace Map – Planning for Instruction)


- Consider a unit or standard that you plan to teach in your classroom. Using

information from the Individual Learning Plan consider how what is being taught in the general curriculum might also address the students' IEP goals.



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




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Handout page 13 – Collaborative Teaching Responsibilities

Planning is more than just lesson planning. How many of you have had the opportunity to talk about these things with your co-teaching partner. Sometimes it's these details that can make or break a co-teaching partnership.




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Step 6: Take risks and grow

Be reflective...

- P**lan together weekly
- A**ddress classroom concerns proactively
- R**eceive ongoing administrative support
- T**hrive on challenges
- N**urture a sense of classroom community
- E**valuate student performance
- R**eflect on practice and strive for improvement
- S**upport each other



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Handout 14 – Use the Co-teaching self-reflection to evaluate how things went & to reflect on changes that can be made

Don't be quick to scrap an idea just because it didn't go the way you expected. Reflect and ask yourself what were the barriers. Fix what is broken and leave what is working alone!

After Co-Planning Meeting

- Both teachers prepare and gather materials for the lesson.

After the Co-Taught Lesson (Evaluation)

- Both teachers evaluate student outcomes.
- The special educator monitors progress on IEP goals with the general educator's input.
- Both teachers reflect upon their co-teaching relationship.
- Both teachers record notes regarding changes and suggestions for future lessons to be shared at the next planning session.


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If All of This Happens...



Then Parity Exists!

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If you are successful as a co-teaching team at addressing steps 1-6 that we've just covered then the result is going to be parity.

Let's look at the definitions of parity.

Based on these definitions, what do you think parity looks like in co-teaching?
Are we equal? What might be some things that influence our parity?



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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.



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In addition to having a relationship that shows equal respect, there are some basic specific observable behaviors that show that parity exists in the co-teaching classroom setting. This is not an exhaustive list but it is a beginning.

Read and discuss this slide



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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



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Parity Planning Tool (handout 15)– Coastal GLRS developed a parity planning tool that is designed to provide co-teaching teams with some guiding questions that will help them explore nearly every area they may encounter in the classroom.

Handout 16 - The Maryland State Department of Education has developed a reflection tool that provides prompts that assist the co-teaching team in determining where they are in the continuum of developing true parity in the areas of planning, instructional environment, physical environment, discipline, and the school environment. Are they at the initiating, developing or sustaining stage?

Handout 17 - The Council for Exceptional Children created a checklist that co-teaching teams can quickly use to evaluate how well they convey to students that their teaching relationship is truly collaborative, that it is a partnership based on parity.

Handout 18 – Coastal GLRS created a co-teaching walkthrough form that can be utilized to assist administrators, instructional coaches in knowing what to look for and to guide feedback for co-teaching teams. This walkthrough could also be utilized as a self-reflection tool for teams.

Handout 19 – Coastal GLRS has also created a co-teaching progress monitoring form that can be utilized to monitor the progress of co-teaching teams from one co-teaching walkthrough to the next.

Handout 20 – Finally, the GaDOE has developed a tool that teaching teams can use to self-assess or that administrators can use as an observation tool.

Learning Target 3 Reflection



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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?




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Final Thoughts



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['Co-Teaching Is a Marriage' - YouTube](#)



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Watch the short video on Co-Teaching is a Marriage to summarize the co-teaching partnership.

Two Baltimore-area school teachers explore what it's like to share a classroom every day. Read the related story (handout 21) Article "Pairing Up"

Can You Answer These Learning Targets?



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- 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

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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?

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Resources

- Makofsky, S. (2014). *Special Education Guide*. Retrieved October 7, 2014, from THE GENERAL ED TEACHER'S GUIDE TO THE INCLUSIVE CLASSROOM: <http://www.specialeducationguide.com/pre-k-12/inclusion/the-general-ed-teachers-guide-to-the-inclusive-classroom/>
- Marston, N. (n.d.). *6 Steps to Successful Co-Teaching*. Retrieved October 3, 2014, from NEA National Education Association : <http://www.nea.org/tools/6-steps-to-successful-co-teaching.html>
- Michael N. Sharpe, M. E. (2003, July). *Collaboration Between General and Special Education: Making it Work*. Retrieved October 7, 2014, from NCSET Issue Brief Examining Current Challenges in Secondary Education and Transition : <http://www.ncset.org/publications/viewdesc.asp?id=1097>
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