

Co-Teaching Training Series Module 1

CO-TEACHING FOR STUDENT SUCCESS



Co-Teaching Series



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaDOE.org

- 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.

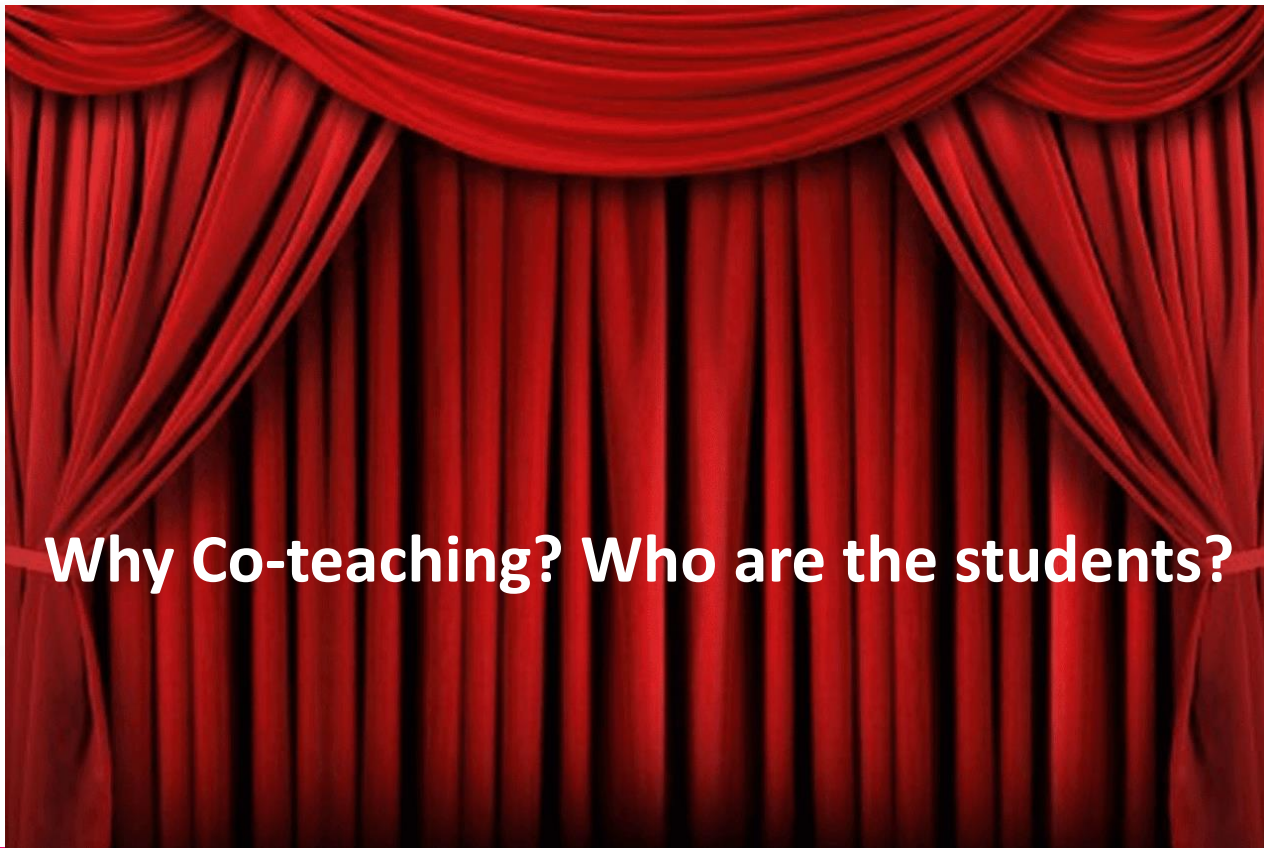
Learning Targets



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

- 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



Least Restrictive Environment



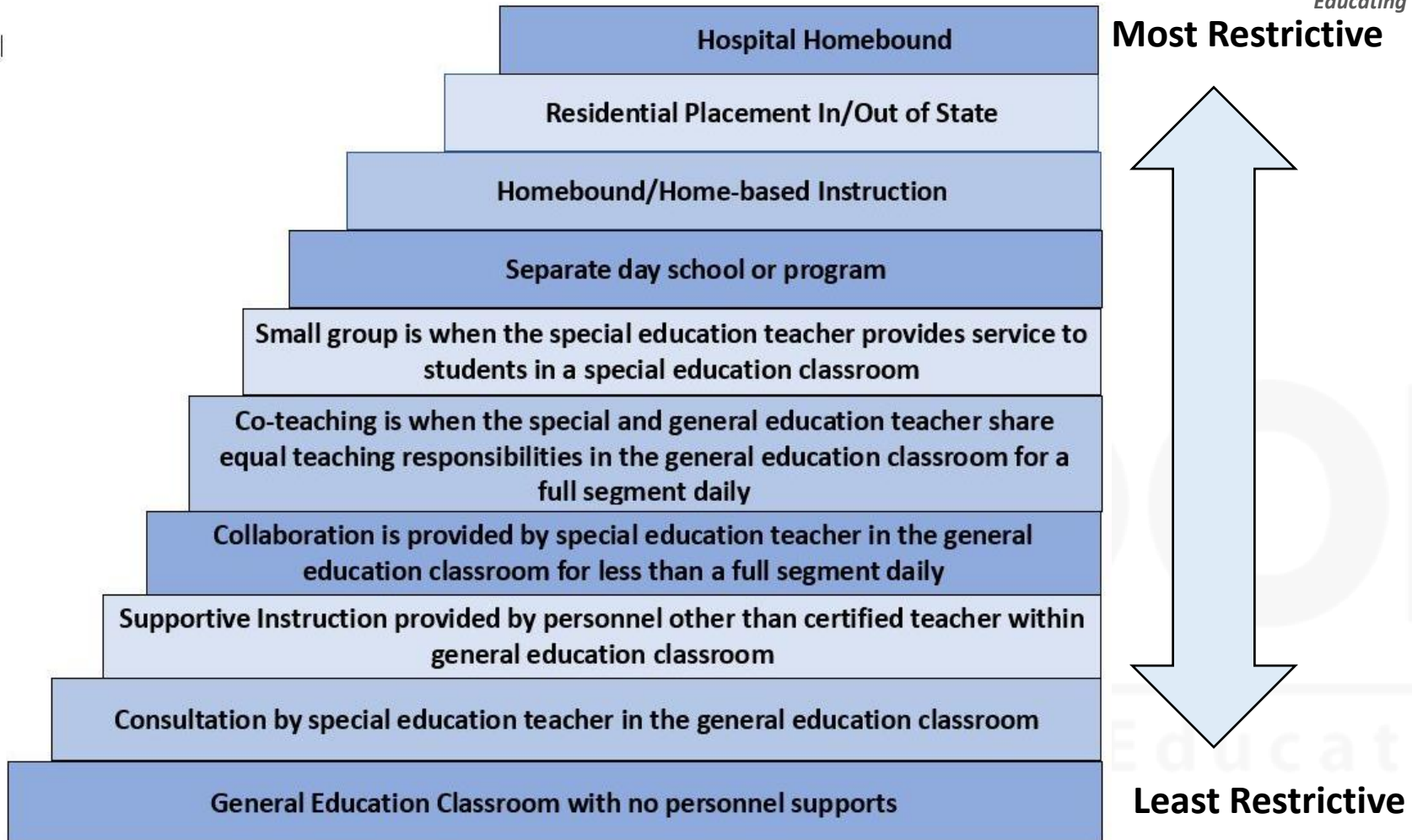
Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



LRE Decision Making Process



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

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



When Students are Included through Co-Teaching, they



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

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?



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org



DISABLING SEGREGATION

Video Reflection



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

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?

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...



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



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

Georgia Department of Education

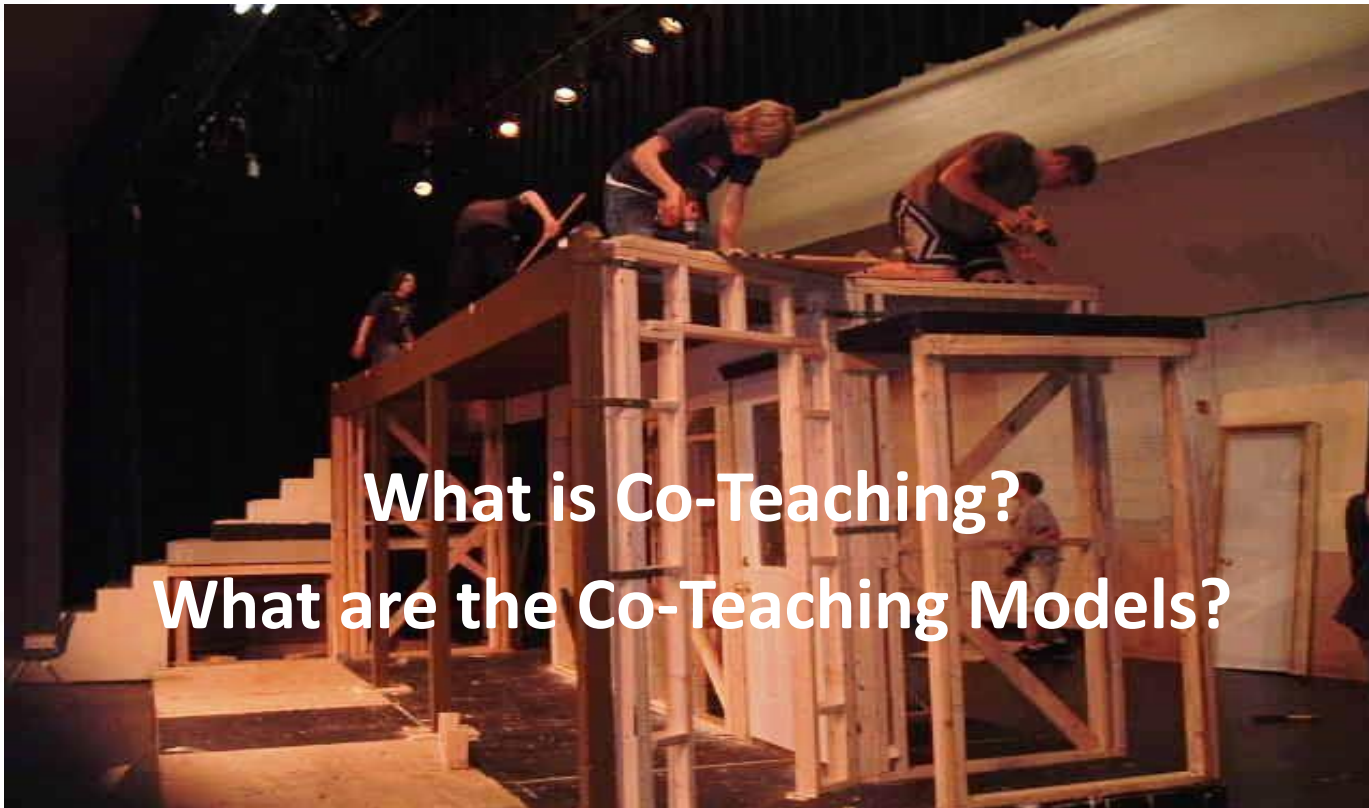
Reflection Activity

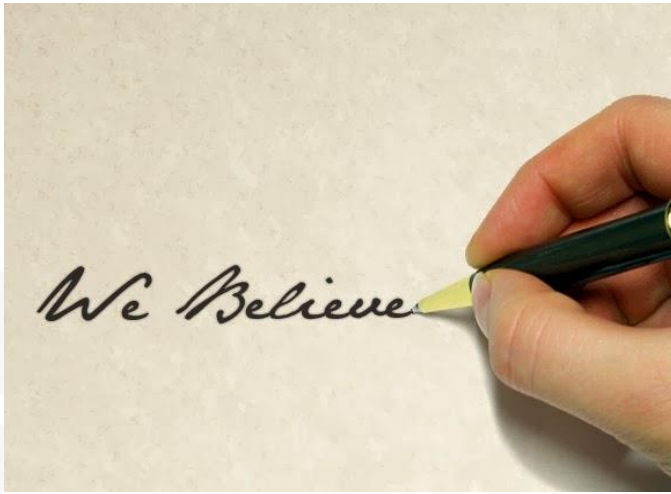


Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- 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





Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

- 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.



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

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...



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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.

Common Misconceptions



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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!



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org



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.

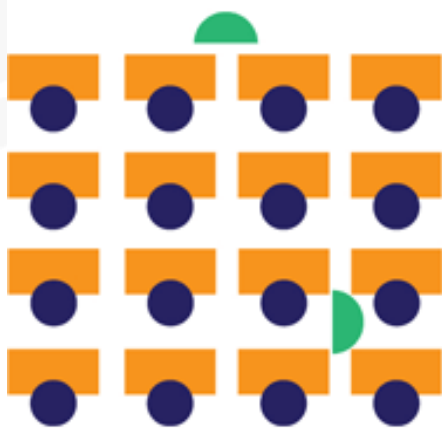


The Six Models of Co-Teaching Explored



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org

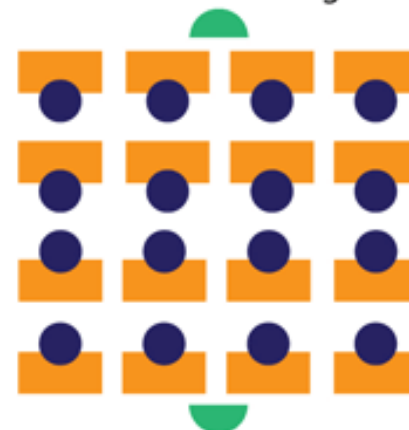
One teach, one drift



Team teaching



Parallel teaching



Alternative teaching



One teach, one observe



Station teaching



Co-Teaching Models

<p>One Teach, One Observe</p>	<p>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.</p> <p><u>ONE TEACH, ONE OBSERVE VIDEO</u></p>	<p>Goal Percentages >20% of the lesson should be this model</p>
--	--	---

Co-Teaching Models



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

<p>One Teach One Assist/Drift</p>	<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><u>ONE TEACH, ONE ASSIST</u></p>	<p>This model should be >20% Of the Lesson</p>
---------------------------------------	--	---

Co-Teaching Models

<p>Alternative Teaching</p>	<p>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.</p> <p><u>ALTERNATIVE TEACHING</u></p>	<p>20-40% of the lesson should utilize this model</p>
------------------------------------	---	--

Co-Teaching Models

<p>Team Teaching</p>	<p>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).</p> <p><u>TEAM TEACHING</u></p>	<p>20-40% of the lesson should utilize this model</p>
-----------------------------	---	--

Co-Teaching Models



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga.doe.org

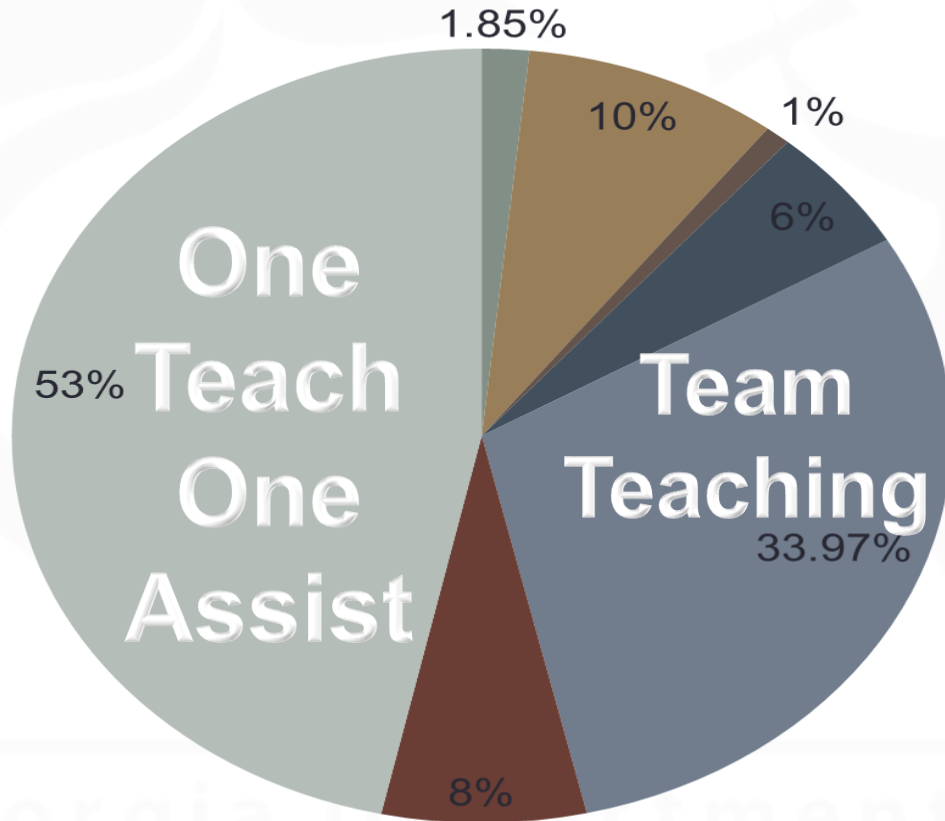
Parallel Teaching

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.

PARALLEL TEACHING

Goal Percentages
20-40%
of the lesson should utilize this model

Table Talk and Solutions **Percent Observed**



- No Evidence of Co-Teaching
- Alternative
- Parallel Teaching
- Station Teaching
- Team Teaching
- One Teach One Observe
- One Teach One Assist

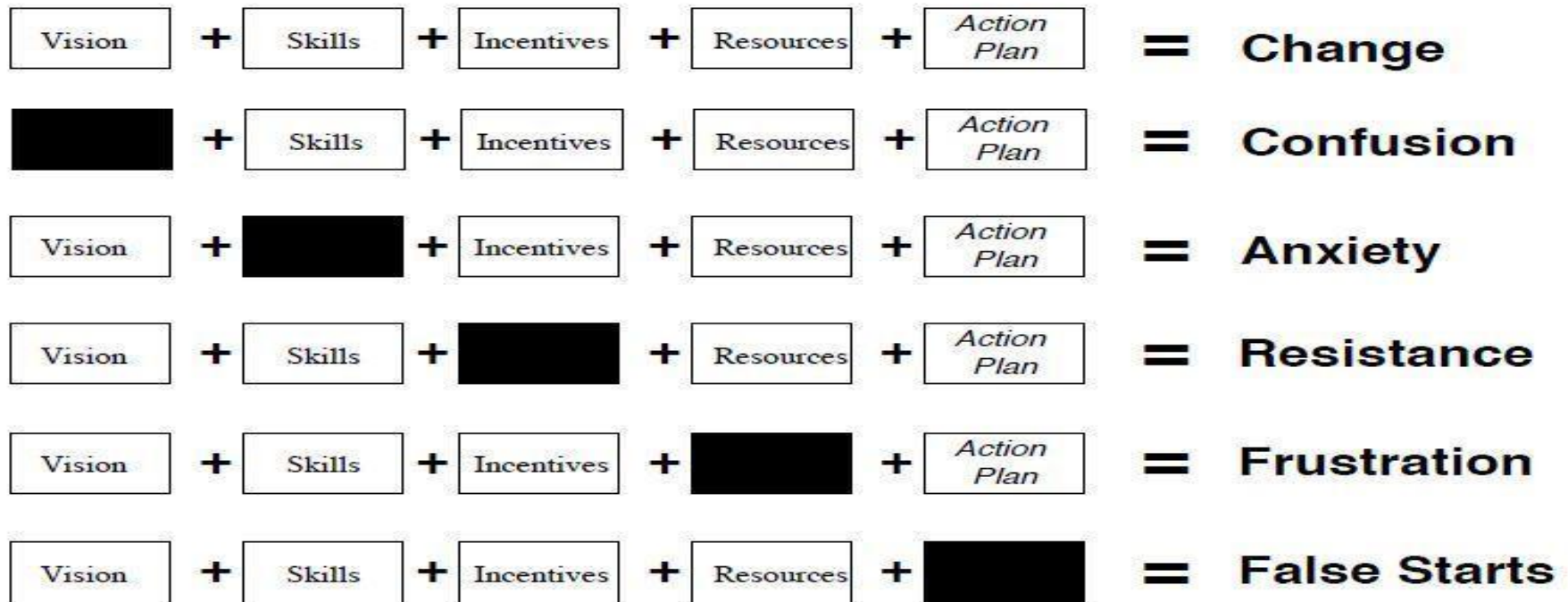
BASED ON 482 WALKTHROUGHS

What's Needed for Positive Change



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Managing Complex Change



Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

What are the six steps to successful
co-teaching?



6 Steps to Successful Co-teaching



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

- 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



Richard Woods
 Georgia's School Superintendent
"Education Georgia's Future"
ga DOE.org

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



Class Learning Plan



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Class Learning Plans
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 sight words, fluency, understanding sequence, and recognizing cause and effect. Math X & Div. facts, multi-digit X, recognizing operations in word problems. Poor spelling and poor use of adj. and adv. In sentences. 	Lang. Arts – 786 Math – 835 Reading – 818 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 38%	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. <ul style="list-style-type: none"> Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers. Writing complex sentences, main idea and logical flow and capitalization/punctuation 	Reading – 804 ELA – 789 Math – 825 Science – 792 SS – 786	Division facts 100% Answer Math problems 63% Write with correct cap & punct. 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 attn. 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.



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org

Brace Map

Standard:

ELAC 9-10RH3

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

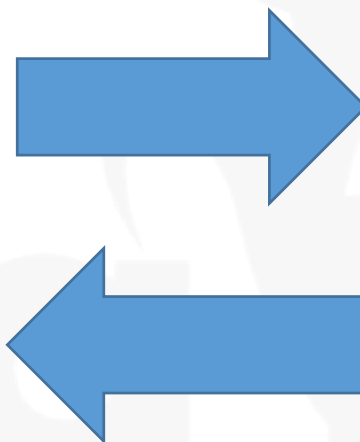
- reading comp
–main idea,
sup details,

Consider Your Students & Your Classroom



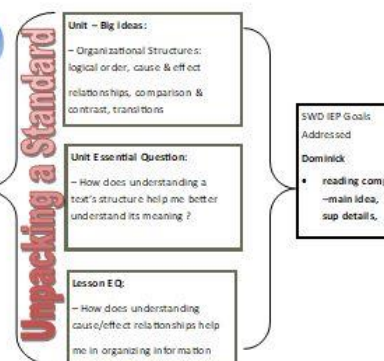
Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Student	Learning issues from Psych./Eligibility Report, PLOP	Weaknesses identified thru CRCT/GHSGT	IEP Goal Area / Summary of Objectives	Accommodations	Recommended strategies
Dominick	Language processing, comprehension, disorganized	ELA - 745 Math- 756 Weakest in Data Anal & Measurement Meas & Geom.	Vocab, multiple meanings, reading comp - main idea, sup details, 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/retaching
Amanda	ADHD, focusing & attention, weakest areas 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 prob, vocab.	Small group, preferential seating, repetition of directions, frequent breaks, extended time	provide structure for instruction/class setup connect learning to real life use cues to focus attention use graphic organizers ask student which strategies work best to focus attention



Brace Map

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



Step 5: Formulate a plan of action and act as a unified team.



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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



Georgia Department of Education

Step 6: Take risks and grow



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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...



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org



Then Parity Exists!

Visible Partnership



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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.



Georgia Department of Education

Parity Development Tools



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- 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





Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- 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>
- Scruggs, T. M. (2007). Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. *Exceptional Children*, 73(4), 392-416.



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

IDEA Federal Fund Disclaimer

“The contents of this training were developed under an IDEA grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. No materials developed with IDEA federal funds may be sold for profit.”

Georgia Department of Education