Co-Teaching Training Series
Module 3

CO-INSTRUCTING FOR STUDENT SUCCESS

Co-Teaching Module 3

- Establishing an effective co-teaching partnership is a key to student success in the co-taught environment.

- Module 3, **Co-Instructing for Student Success** examines ways to make co-teaching more effective by ensuring both co-teachers are active participants in the instructional process and ensuring all learners are actively involved in learning and understanding content.

- Module 3 also consists of several mini-modules related to high impact instructional strategies for student with disabilities.

- 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 the professional learning together.

Learning Targets

- I can describe how the co-teaching models, effective instructional strategies and knowledge of each students' IEP goals and needed accommodations can be applied during co-instruction to optimize learning.

- I can implement principles of UDL and specially designed instruction to support successful co-instruction.

- I can access multiple resources related to high impact instructional strategies to improve student achievement for all students, including students with disabilities.

The design and delivery of co-instruction enables children to achieve the highest outcomes

Co-Planning

Co-Teaching Models

Instructional Practices

IEP Goals & Accommodations

Recent Research Says:

- When implemented as intended, co-teaching leads to increased academic success in the general education classroom for students with disabilities (Huberman, Navo, & Parrish, 2012; Rigdon, 2010; Tremblay, 2013; Walsh, 2012).

- While expectations for co-teaching remain high, disappointing results on high-stakes tests for students with disabilities suggest that many co-teaching teams are not providing instruction in ways that yield high results of this service delivery model (Murawski, 2006; Scruggs, Mastropieri, & McDuffie, 2007,Tremblay, 2013).

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Co-Instructing May Look Different

- Within one period, we may see both teachers take a lead in lecturing, giving directions, monitoring student behavior, or taking responsibility for a small group.

- We may see one teacher quietly collecting observational data while the other facilitates whole-group instruction, or one teacher problem solving with an individual student while the other continues the lesson.

- No matter what it looks like, **effective co-instructing always requires the active engagement of both educators for the entire period.**

Co-Instructing that Doesn't Result in Improved Outcomes for Students

- If the classroom looks much like that of a typical general education classroom, with the general educator doing direct instruction and the special educator in a supporting role, occasionally interjecting ideas or questions, calling this "one teach, one support" does not make it true co-teaching.

- More importantly, the research has found that it also does not result in changed outcomes for students. (Murawski & Goodwin, 2014).

How To Maximize Co-Instructing

- Co-instruction is the responsibility of both teachers.

- Can only be accomplished after careful co-planning to establish a clear understanding of the instructional goals and appropriate co-teach models.

- Formative and summative assessment must be included in the co-planning and co-instructing steps to determine student progress.

How To Maximize Co-Instructing

- **Effective core teaching using the principles of UDL, paired with specially designed instruction (SDI) tailored to the individual needs of students with disabilities**.

- Teachers can **intensify instruction** by choosing co-teaching models that allow for more individualization.

- These approaches include **station teaching, parallel teaching, and alternative teaching.**

Co-Instructing is more than a Co-Teaching Model

- Co-teaching models are a necessary starting point for creating meaningful co-taught classrooms.

- The models shape and organize lessons.

- Co-teaching models alone are not enough to improve student achievement.

- **Co-instructing must also include key instructional strategies and specially designed instruction**.

# Co-Teaching Must Be More than Models

- Effective Universal Design for Learning Strategies and Specially Designed Instruction allow relevant learning experiences for all learners in the room through each of the co-teaching models.

- Read the following scenario and discuss the guided questions.

Co-Teaching Classroom

- In a seventh grade classroom, co-teachers decide to implement station teaching to guide students to read and take notes on the Life Cycle of a Butterfly.

- **Station 1:** One co-teacher models note-taking as she presents facts and information about the lifecycle of a butterfly. She scaffolds struggling learners to copy the model the she provides as a visual support.

- **Station 2:** One co-teacher facilitates the reading of a text to add background knowledge. Students who can't read the text are told to listen as she reads orally, while other students read silently.

- **Station 3:** Independently students use technology to complete a graphic organizer about their knowledge so far and key vocabulary for the unit.

Co-Teaching Classroom

- What are your thoughts about this classroom?

- Is this an effective learning experience?

- Will it yield improved student outcomes?

- While in station1, students were directed by modeling and presenting a visual on how to take notes, does just copying help learners be strategic, self-directed learners? Is this specially designed instruction?
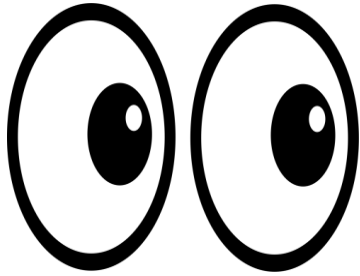
Take a Look At Co-Instructing

- Read the scenarios on the following two slides.

- Are the teachers co-instructing or turn taking?

- What specially designed instruction is being provided?

Scenario #1:

Grade 6: math class

Two teachers take turns demonstrating math problems on the board. Each teacher models his/her thinking while the students copy the mathematical process in their notebooks. Both teachers are actively up at the board providing the content through visual and auditory modalities. The students then work problems on their own in their notebooks. Teacher 1 works the problems out on the board while teacher 2 walks around to make sure the students are on task.

Three students with IEPs are in the class who have deficits in math calculations, math fluency, and writing legibly. One student also has a diagnosis of ADHD.
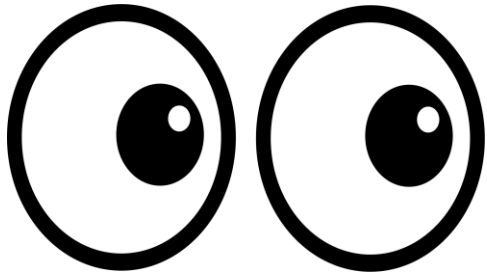
Scenario #2:

Any grade: Social Studies

Teacher A shares a PowerPoint with videos along with leading the class in a discussion based on the key points of the content. Teacher B walks around the room to notice students' attention and note-taking actions. Teachers A and B also alternate reading the information on each PowerPoint slide. As Teacher B walks around the room, he jots down the names of students who will need a copy of class notes to make sure they get all of the information. He will copy the notes and give to those students tomorrow at the end of class.

Five students with IEPs are in the room who have difficulty with note-taking, copying from one source to another and reading comprehension.

What Did You Observe?

- What Co-teaching model(s) were being used?

- Are the teachers co-instructing or turn taking?

- What specially designed instruction is being provided in Scenario 2?

Specially Designed Instruction

Specially Designed Instruction (SDI) is "instruction <u>directly connected</u> to the student's <u>IEP goals</u> and his or her documented <u>needs</u> … in any domain in which the student has special needs … [with] changes in <u>content</u> (but usually not standards), <u>methodology</u>, or delivery of <u>instruction</u> … [using] <u>ongoing monitoring of progress</u> [and] approaches and techniques that other learners do not generally need" (Friend, 2016, pp. 18-19).

For example, let's say The students with IEPS in Scenario #2, have an IEP goal that states he/she will learn effective note-taking strategies. And one has an accommodation about providing copies of partial notes to be completed due to visual spatial deficits. Does giving them a copy of the class notes after they have tried taking notes on their own count as support? Is it specially designed instruction?

- Instead, if the teachers had modeled a specific note-taking strategy such as <u>Cornell Note-Taking</u>, <u>Guided Notetaking</u> or used an <u>assistive technology device</u> for notetaking throughout the lesson, then we would have an example of **Specially Designed Instruction: *teachers modeling with an evidence-based note-taking strategy to guide students' understanding and application*.**

How could the lesson in Scenario1 be improved to meet individual student needs and increase student achievement and engagement?

Specially Designed Instruction
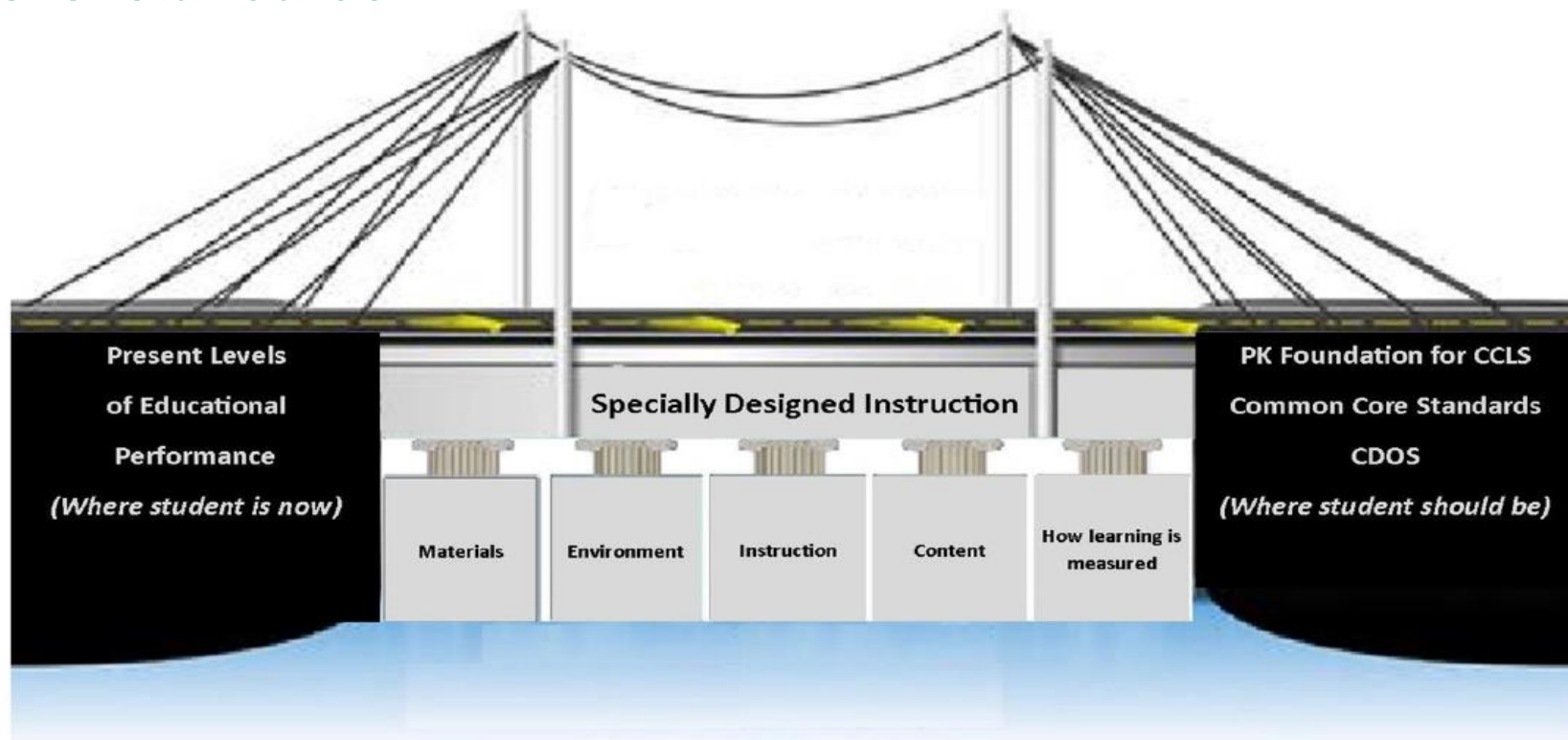
Effective Co-Instructing

Specially Designed Instruction is what makes special education "special."

Specially Designed Instruction is the bridge to link a student's present level of performance and to the grade level standards.

Present Levels of Educational Performance
(Where student is now)

Specially Designed Instruction

Materials | Environment | Instruction | Content | How learning is measured

PK Foundation for CCLS
Common Core Standards
CDOS
(Where student should be)

Developed Valerie Cole Southern Tier RSE TASC 2013

Specially Designed Instruction

Specially	Designed	Instruction
• Individualize • Personalized • Customized	• Purposeful • With Intention • Planned	• Teaching • Coaching • Directing

Types of Specially Designed Instruction

Deficit

Instructional

Teach a strategy to overcome

Enhance instruction using a strength

Accommodations

Allows students to independently complete tasks
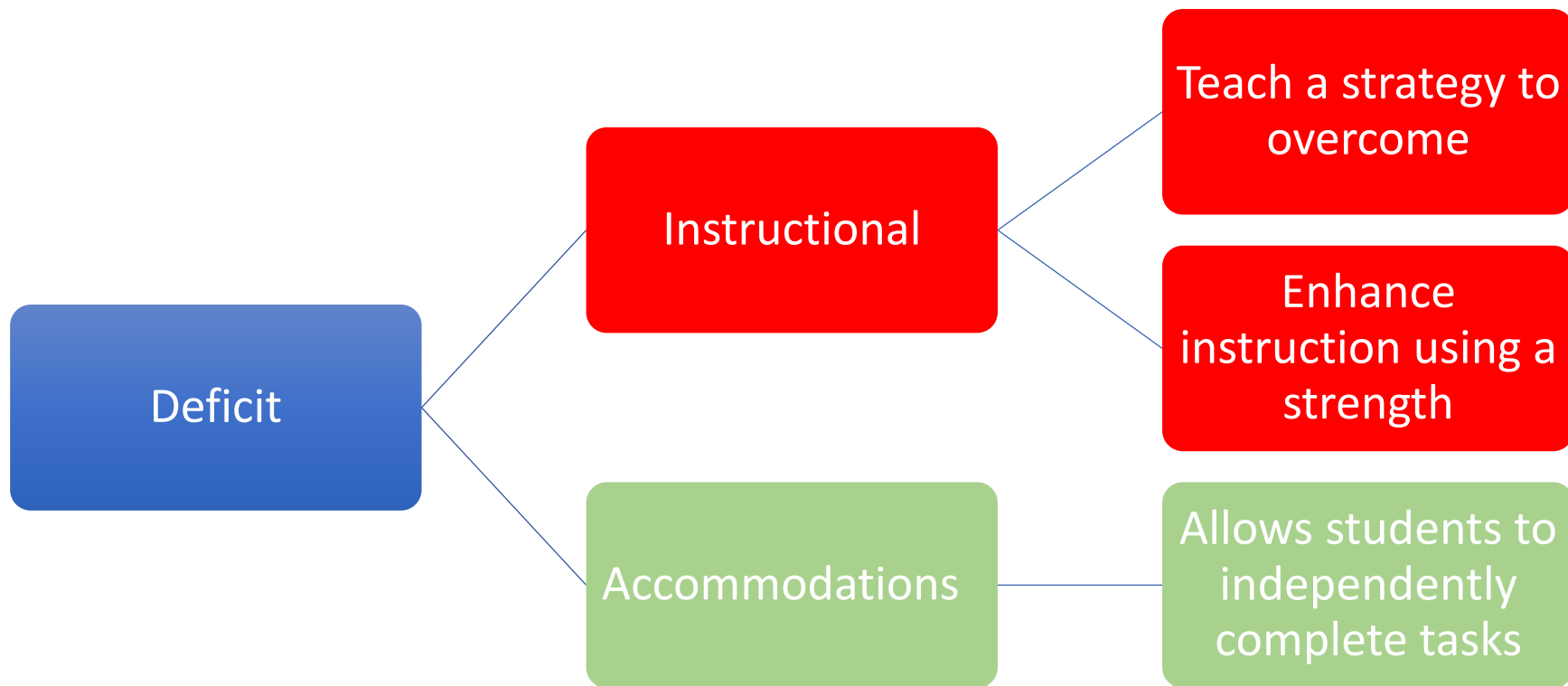
Universal Design for Instruction(UDL)
and
Differentiated Instruction

- To change outcomes for students, we also need to change input.

- Doing the same thing, just with another adult physically present in the room, doesn't make those changes.

- That's where Universal design for learning (UDL),Differentiation, Specially Designed Instruction and other key instructional strategies comes in to proactively help all learners.

UDL and Differentiation

- Teachers who plan universally designed lessons are ensuring that students have multiple means of representation (input), engagement (activity), and expression (output) (CAST, 2018).

- Differentiation is the concept that students learn differently and thus may need to have different adaptations or accommodations to help them be successful (Tomlinson et al., 2003).

- Most special educators are extremely familiar with the phrase "Fair does not mean equal. Fair means you get what you need." (Lavoie, 1998).

Universal Design for Learning (UDL)

Universal Design for Learning is a scientifically valid framework for guiding educational practice that:

- Provides flexibility in the ways
  - information is presented
  - students respond or demonstrate knowledge and skills
  - students are engaged
- Reduces barriers in instruction
- Provides appropriate accommodations, supports, and challenges
- Maintains high achievement expectations for **all** students

Learner Variability

- Learners have a variety of strengths and needs that must be valued and nurtured.

- How we perceive, engage, and express our understanding.

- Learners vary the way they engage with information.

- Learners vary the way they express their understanding of information.

- Learners vary in the way they process information.

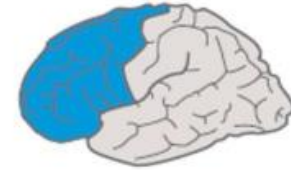- Learner Variability is in the heart of UDL and helps cultivate expert learners.

Universal Design for Learning

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action and Expression

What is Differentiation?

- Responsive teaching vs. one-size-fits-all teaching

- Teachers proactively plan varied approaches:
  - to what students need to learn
  - how they will learn it
  - how they will demonstrate what they learned

- In order to increase the likelihood that each student will learn as much as they can, as efficiently as possible

UDL	Differentiation
• Proactive	• Reactive
• Based on overall understanding of learner variability	• Based on readiness, interest, and learner profile data of current students
• Emphasizes flexible learning environment	• Emphasizes flexible grouping
• Does not change the learning expectations for the student	• Does not change the learning expectations for the student
• Provides multiple means of engagement, representation, and action & expression	• Differentiates content, product, process, and learning environment

Let's Look A Few More Examples

Classroom 1:

The class of 25 students sits in rows facing the front of the class as one co-teacher gives a lecture as he flips through a visual PowerPoint on analyzing characters in a story. The other co-teacher monitors student performance by quietly walking around the room. This teacher is feeling the urge to chime in—to add to an idea, clarify a thought, or guide meaningful connections—but remains quiet because this teacher knows a lot of content must be covered, and the clock is ticking. The bell rings, and some students are given printed PowerPoint slides as notes.

Classroom 2

The class of 25 students sits in rows as class begins. One of the co-teachers begins with a short video to spark students' attention. After the quick viewing, the other co-teacher asks students to take two minutes to share with a peer sitting near them about their connection with the video. Both teachers listen in on the student exchanges, providing an opportunity to formatively assess students' understanding.

Each teacher jots down quotes or key ideas shared by students to document student performance.

Teachers tell the class some ideas heard as they made their way around the room as a way to connect the students to the next phase of learning.

Teachers work together to extend students' content knowledge through a lecture style format, with one teacher sharing the knowledge through visual and auditory modes, and the other teacher chiming in with clarifying ideas and questions.

The first teacher models note-taking on the board. The two teachers stop at strategic points to share their thinking and provide a few minutes for students to process the information. All students are offered access to notes by either allowing them to take a picture of the teacher-modeled notes on the board or by taking a note-taking organizer handout.

Students have the choice to write, sketch, or highlight key ideas in their notes.

All PowerPoint visuals are also available to students on the class website.

Think-Pair- Share

- Which classroom promoted active engagement?
- Which classroom utilized principles of UDL and provided specially designed instruction?
- Which classroom offered opportunities for all learners to connect and express their understanding?
- Which class demonstrated that each teacher and student was seen, heard, and valued?
- How could you improve Classroom 1 using principles of UDL, Differentiation or adding Specially Designed Instruction to meet individual student needs?

Application Time

Application Time

- Review the Individual Learning Profile Provided. These are the identified special education students in your sample classroom.

- Review the UDL Reference guide.

- Review the "Co-Instructing: Approaches to Engage Both Teachers and Students".

- Review the "Application Time Note Page".

- You and your co-teacher will use these tools to answer questions about the following scenarios.

- You and your partner will then use the tools to begin planning a lesson for your classroom to implement when you return to co-teaching.
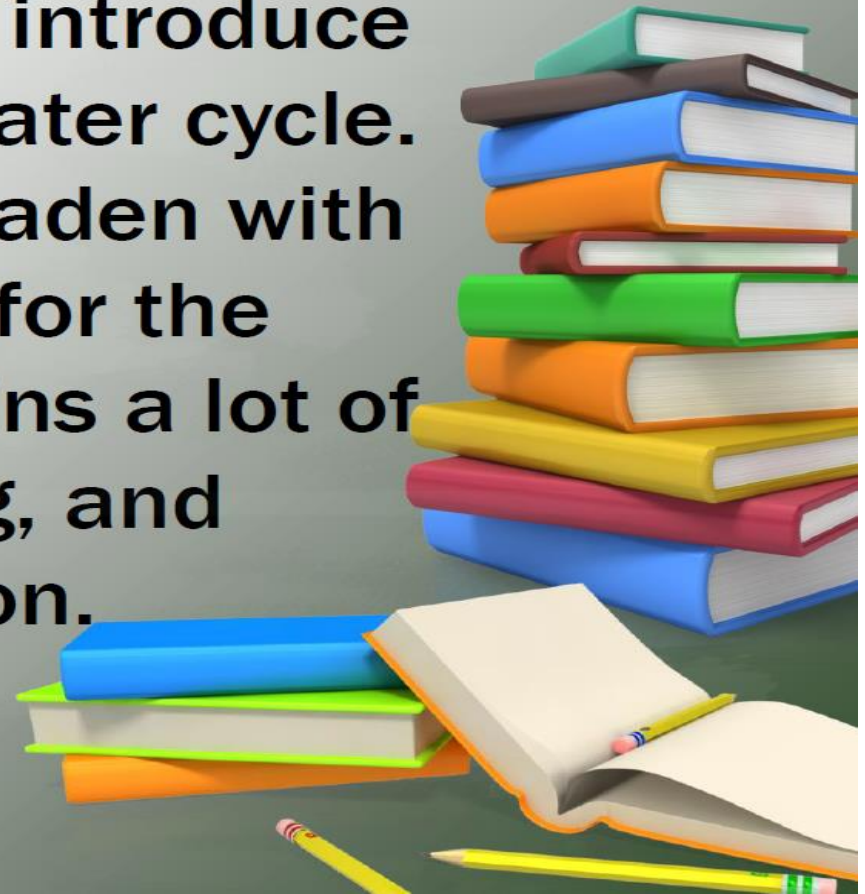
Application Time

- **Using these tools, work with your partner to answer the following questions.**

- What specially designed instruction might be use with the identified students?

- What principles of UDL and co-teaching approaches would best be considered when implementing the lesson?

- Be prepared to share your answers.

Application #1

In two days you will introduce a new unit on the water cycle. This topic is heavy laden with new vocabulary for the students and contains a lot of graphs, reading, and memorization.

Application 2

You have spent one class session introducing the concept of multiplying fractions. Both teachers seem unsure which kids have a conceptual understanding and which ones are just blindly multiplying. From the last assessment, it is clear that a third of your class still hasn't mastered simplifying fractions.

Application #3

Some of your students still can't decipher between informative and explanatory texts. They also struggle with developing evidence based ideas that aren't opinions.

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

Time to Share

_____

- Choose two or three groups to share their responses to Application Scenarios 1-3.

- Choose two or three to share how they will use these ideas to implement improved instruction in their co-teaching classroom.

Effective Instructional Strategies Mini-Modules for Co-Instructing

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This module also includes several Mini-Modules related to key instructional practices that the impact learning of students. It is recommended that you view these mini-modules to gain greater knowledge and understanding on the following:

- Specially Designed Instruction

- High Leverage Practices

- Evidence Based Interventions

- Differentiated Instruction

- Universal Design for Learning

- Strategies to Support Content in Co-Teaching

Co-teaching is a weapon of mass instruction!

Can You Answer These Learning Targets?

- I can describe how the co-teaching models, effective instructional strategies and knowledge of each students' IEP goals and needed accommodations can be applied during co-instruction to optimize learning.

- I can implement principles of UDL and specially designed instruction to support successful co-instruction.

- I can access multiple resources related to high impact instructional strategies to improve student achievement for all students, including students with disabilities.

Next Steps

- As a co-teaching team discuss how you can incorporate UDL, specially designed instruction and other instructional strategies in the classroom to increase teacher and student engagement and improve student learning.

- Complete the additional mini-modules to increase knowledge and understanding of how to improve teaching for students with disabilities.

Resources

- Stein, E.(2018). Elevating Co-Teaching Through UDL. Wakefield, MA: CAST, Inc.

- Armstrong.(2012). Neurodiversity in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development

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- Friend. 2014). Co-teach! Creating and Sustaining Effective Classrooms. Greensboro, NC: Marilyn Friend, Inc.

- Rose, T. (2011). Learner Variability and UDL. Wakefield, MA: National Center on Universal Design for Learning.

- Stein, E. Two Teachers in the Room. (2018). New York, NY: Routledge, Inc.

- Bergquist, E. (2017).A Co-Teaching Conversation: Using UDL, SDI and Co-teaching models for the Inclusive Classroom: Wakefield, MA. Center for Applied Special Technology.

- Virginia Department of Education

- Georgia Department of Education

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