Module 3 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.

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.

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- The following module in the Co-teaching series was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

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.

TKES: Instructional Planning: Plans for instruction to meet the needs of all students. Teachers in Co-Taught classrooms must have time to effectively look at the needs of all students to plan instruction that will meet individual student needs.

TKES: Instructional Strategies: Implements research-based learning strategies tied to student relevance in the content.

Presents content clearly, scaffolds and enriches instruction

TKES: Differentiation: Uses formative assessments to incorporate flexible grouping (Co-Teaching models), and differentiation strategies

Uses chunking, scaffolding, graphic organizers, manipulatives, UDL etc)

TKES: Positive Learning Environment: Promotes environment where students are treated with respect and valued.

Promotes safe and supportive environment

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

Co-Planning

Co-Teaching Models

Instructional Practices

IEP Goals & Accommodations

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Adapted from the Kansas State Department of Education *Considerations for Specially Designed Instruction* (2017, August).

How do we apply what we have learned and get all the pieces to fit together.

Our challenge is to apply what we learned to design and implement instruction to meet the unique needs of the students we serve.

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).

Why do you think many co-teaching teams continue to not implement co-teaching with fidelity based upon evidence-based strategies?

How can you improve your practices? What do you need in order to implement co-teaching with fidelity?

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.**

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Leading the Co-Teaching Dance, Murwaski,

- The purpose of co-teaching in inclusive classes is not to double the content knowledge of the instructors. The purpose is to figure out ways to meet the **needs of the students** in the room in **a way *different* than has been tried *and was unsuccessful* in the past.**

Co-instructing should look substantially different because two teachers are in the room.

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.

Research describes the following co-teaching methods, noting that one approach is not more appropriate than the other, instead teachers should determine the instructional model dependent upon the content to be taught (Friend, 2008; Thousand et al., 2006).

Co-planning requires teachers to create lesson plans together and determine the appropriate accommodations and modifications for special education students.

Co-instructing requires teachers to implement the best delivery model for co-teaching the content.

Co-assessing requires teachers to work together to provide appropriate assessments to monitor progress of both the general and special education students.

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.**

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Specially Designed Instruction: Realizing the Potential of Co-Teaching
 10/31/2016 - Susan Jones, M.S. Ed.

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**.

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Stein, E. Two Teachers in the Room and Elevating Co-Teaching (2016). Wakefield, MA,CAST, Inc.

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.

Transforming Co-Teaching with Universal Design for Learning, Elizabeth Stein.(2018).

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.

Two Teachers in the Room, E Stein, 2018.

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?

The answer to the fourth bullet is NO, it does not help students be strategic, self-directed learners nor is it specially designed instruction. It takes more than just co-teaching models to improve student achievement. By combining co-teaching models, principles of UDL and specially designed instruction, students have more relevant learning experiences. In the slides ahead we will discuss briefly co-instructing lessons implementing UDL, SDI and Co-teaching models. We also recommend going through the mini-modules attached to this module.
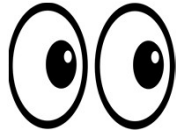
Take a Look At Co-Instructing

- Read the scenarios on the following two slides.

- Are the teachers co-instructing or turn taking?

- What specially designed instruction is being provided?

Read Scenario 1: Think about the co-teaching models, specially designed instruction, UDL and how are students engaged in learning.

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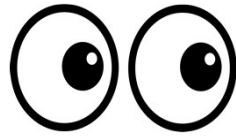
Five students with IEPs are in the room who have difficulty with note-taking, copying from one source to another and reading comprehension.

Read Scenario 2. Think about Co-teaching models, Specially Designed Instruction, UDL and How students are engaged in learning. Are both teachers actively engaged?

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?

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Discuss answers to questions
In both scenarios- One teach, one assist model of co-teaching was being used. This is the least effective model to improve student achievement.
The teachers are turn taking not really instructing based upon student needs.
Providing notes the next day to students observed as needing them is not specially designed instruction. Why?
Did either scenario check for understanding? Let students voice their learning? Utilize learning needs of students? Engage students in learning? Were both teachers actively engaged in learning? Discuss how with your team, how you might improve the lessons to improve outcomes for students and meet the needs of every learner.

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 Cornell Note-Taking, Guided Notetaking or used an assistive technology device 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.*

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https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/5-simple-strategies-for-note-taking
https://www.understood.org/en/school-learning/assistive-technology/finding-an-assistive-technology/11-apps-to-help-kids-with-note-taking#slide-1
Also Handouts on Guided Note taking for reference. The purpose is no to teach guided note taking in the module but to offer a resource and note how it becomes specially designed instruction.
Guided Note Taking – teach student how to take notes through guided note taking. See the following for more info:

https://www.bloomboard.com/users/amelia-fraz/collections/note-taking-for-students-with-learning-disabilities/37261fe5-6ce5-4d4a-b8c6-7ac88350b6f2

https://sites.google.com/a/gse.rutgers.edu/cues-notetaking-website/home/cues-note-taking-strategy

https://www.pinterest.com/pin/16114511143707594/

https://www.washington.edu/doit/what-are-some-ways-provide-note-taking-accommodations-student-disability

http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-

http://www.theteachertoolkit.com/index.php/tool/guided-notes

Turn and Talk

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

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Have participants turn to their partner and discuss co-teaching models variations that could be used, teaching strategies, specially designed instruction that might have been implemented.

How are both teachers sharing responsibility for instruction?

How do the co-teaching approach chosen facilitate instruction of content, student engagement, and meet individual student learning needs?

Was technology integrated into the lesson?

How might you improve this co-instruction experience for the teachers and students?

Specially Designed Instruction

Effective Co-Instructing

Offering a holistic education to **each and every child** *in our state.*

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

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The design and delivery of SDI is the core of special education. SDI is the vehicle to ensure students with disabilities receive high quality instruction and services that will result in progress toward academic and functional standards, graduation, and meaningful postsecondary outcomes (Indiana and North Carolina Department of Education)

Kansas- The majority of children with disabilities spend 80% or more of the school day in general education settings where the delivery of SDI can become difficult to distinguish from
high quality core instruction, especially as differentiated instruction and universal design for learning (UDL) approaches are more prevalent in general education settings. Furthermore, within the multitiered system of supports (MTSS) framework, some supplemental and many intensive interventions may not be substantively different from SDI. The distinctive features of SDI—
or what makes special education "special"—is offered to promote common language and understanding for all stakeholders

Specially Designed Instruction is the bridge to link a student's present level of performance and to the grade level standards.
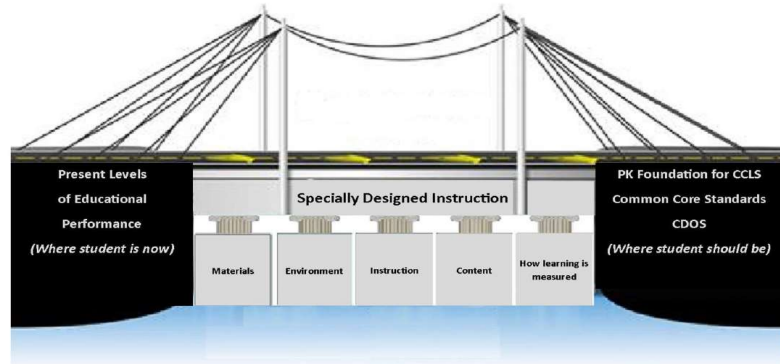
Developed Valerie Cole Southern Tier RSE TASC 2013

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Specially Designed Instruction is the BRIDGE to link IEP and a student's present level of performance to the standards.   Materials, Environment, Instruction and Content as well as how the teach will measure progress is the bridge between the IEP, present level of performance and the standards.
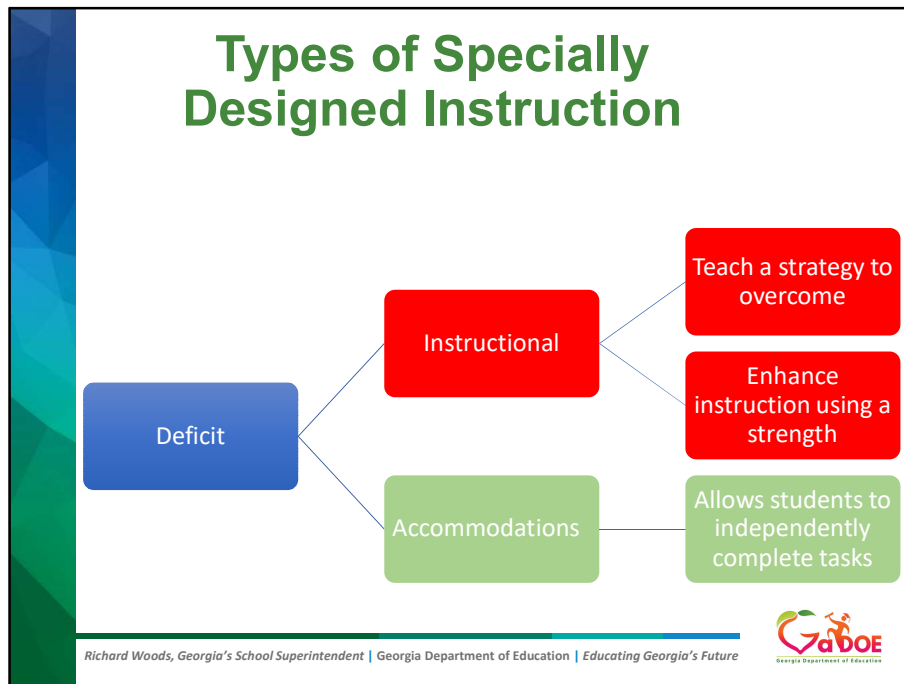
Specially Designed Instruction

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

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Georgia Department of Education

This offers a visual of specially designed instruction and how it is teacher driven but specialized with purpose to meet individual needs of students.

Types of Specially Designed Instruction

Deficit

Instructional
- Teach a strategy to overcome
- Enhance instruction using a strength

Accommodations
- Allows students to independently complete tasks

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There are 2 forms of specially designed instruction: Instructional and Accommodations – as we plan for student success we must be doing both of these for students

When we think about instructional specially designed instruction we're talking about teaching the student a strategy they can use to overcome their deficit/weaknesses or to utilize one of their strengths to enhance the instruction in the classroom.

Accommodations on the other hand allow the student to independently complete the 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

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Read the slide and emphasize that this approach includes ALL students, including students with disabilities and students who are limited English proficient.

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.

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Engaging Information: A teachers can use a power point with visuals, video clips, and text notes, along with his/her voice but how are the students really connecting? Many while passively listening and viewing, have other things in their minds, which means the teacher has not gained meaningful attention.

Expressing Understanding: Does a teacher asking a few questions, really allow all learners in the room to express their understanding or nonunderstanding of the content? To truly gain understanding instruction must allow for multiple practice turns from students and goal-directed, organized learning.

Processing Information: While the teacher can check off they presented the material visually, auditorily and tactilely (student note-taking), did the teacher guide students to generalize, transfer information, and move the information to long-term memory?

 Read this information and the slides.   Open for discussion of what these principles mean in terms of understanding and promoting learner variability in the classroom.

Because many times teachers fail to actively engage learners through instruction that looks at learner variability, must instruction time is wasted. In co-teaching, the atmosphere aligns itself to have a classroom rich in instructional experiences that meets the needs of all learners. Students must understand a clear purpose for learning and identify strategies that work for him/her.

Teachers can create expert learners in co-teaching by helping students gain strategies to improve their independent learning skills and motivators. Co-teaching should motivate a

growth mindset not create a closed mindset.

How are the two teachers going to balance and utilize each other's expertise? How will the diverse needs of the students be met? How will the learners in the room be inspired to become on-going learners? How will the two make learning meaningful?

Think about a lesson you plan to implement in the near future. What materials do you plan to use to deepen your student's personal connections learning? What instructional methods will you use to support student understanding of the content? How will you measure if these strategies worked? Have a group share their answers.

Elizabeth Stein, Elevating Co-teaching, 2018.

This concept incorporates a set of principles that teachers can use to develop their instruction from the beginning that gives all students an equal opportunity to learn. This is done by identifying and eliminating barriers within the learning environment that may prevent some learners from succeeding.

The three principles of UDL are:

Multiple means of engagement

Multiple means of representation

Multiple means of action and expression

These principles provide a blueprint for creating goals, methods, materials and assessments that allow all students opportunities to become successful learners.

For additional information on Universal Design for Learning in Education, visit the National Center on Universal Design for Learning at http://www.udlcenter.org/.

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

33

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

Now that we've talked about both Universal Design for Learning and Differentiation, you may be confused or recognize that there seem to be a lot of overlap. This chart does a good job of contrasting the two concepts.

Read over these….

Then we will look at a few more examples to see how to implement UDL, Differentiation and SDI in the co-taught classroom.

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.

35

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?

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Many resources, ideas, and more descriptions on UDL can be found at www.cast.org
Have one of two groups share out or if completing individually self-flect on these questions. Encourage teams/individuals to view the cast website.

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.

Handouts:

Application Time: Individual Learning Profile Module 3

UDL Reference Guide

Co-Instructing: Approaches to Engage Both Teachers and Students
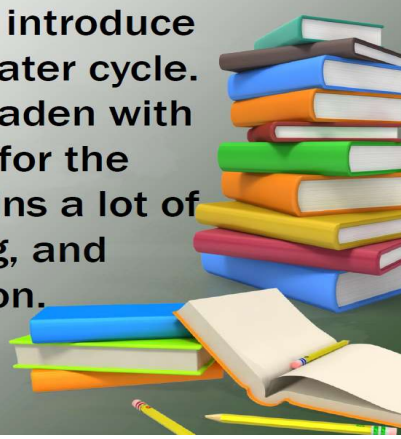
Application Time Module 3 Note Page

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 #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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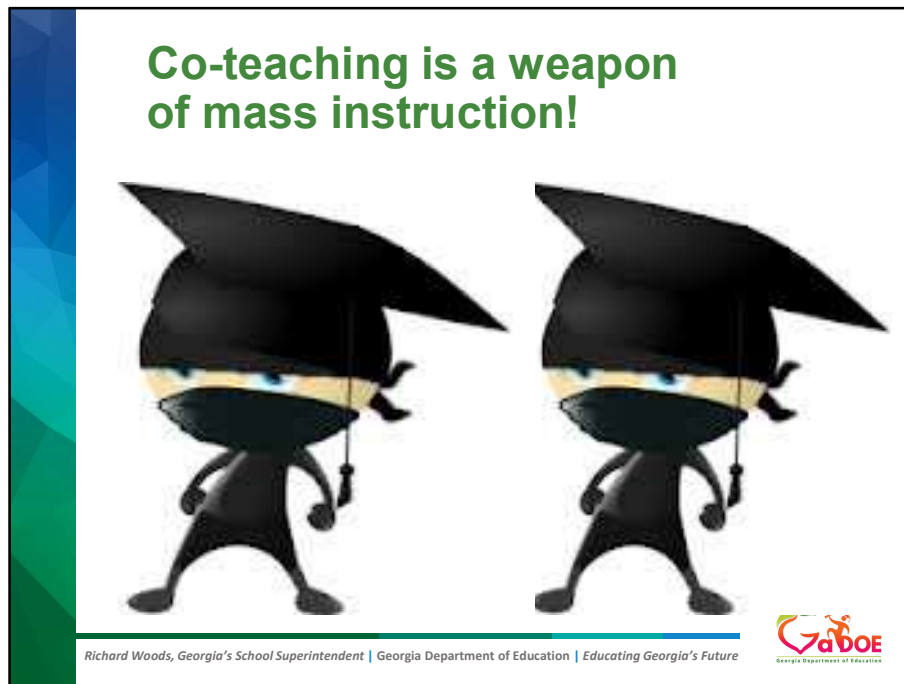
Using Universal Design for Learning /Differentiated Instruction paired with Specially Designed Instruction is key to increasing student achievement when co-instructing. Module 3 offers several mini-modules on key instructional strategies for improving outcomes for students who struggle. One module goes in depth with specially designed instruction.

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

46

Co-teaching is a weapon
of mass instruction!

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We have learned through out the Co-Teaching Series that Co-Teaching can be a weapon of mass instruction? This idea was taken from a GaDOE School Improvement Specialist to highlight the fact that when two teachers really work in concert with one another, taking into account the big picture of what they plan to accomplished as well as the individual and unique needs of the students in the classrooms they will be fully armed to get the job done!

If we, as educators, are going to improve student achievement within the LRE of Co-Teaching, a focus and priority must be on implementing co-teaching with fidelity. Co-teachers must have time to plan instruction and reflect on teaching and learning of the students. The key is always co-planning for every student and ensuring both teachers and all students are actively engaged.

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.

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Presents content clearly, scaffolds and enriches instruction

TKES: Differentiation: Uses formative assessments to incorporate flexible grouping (Co-Teaching models), and differentiation strategies

Uses chunking, scaffolding, graphic organizers, manipulatives, UDL etc)

TKES: Positive Learning Environment: Promotes environment where students are treated with respect and valued.

Promotes safe and supportive environment

48

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.

49

Resources

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- Virginia Department of Education
- Georgia Department of Education

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