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Co-Teaching Training Series Module 5

GENERAL SUPERVISION: THE ROLE OF THE ADMINISTRATOR

Co-Planning
Co-Assessing
Co-Instruction

glrs
Georgia Learning Resources System

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Georgia Department of Education
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Module 5 was created through the collaborative efforts of GLRS 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.

Advantages of Co-Teaching

Numerous advantages of co-teaching have been noted when this delivery model is effectively implemented. Benefits to teachers and students include:

- More educational opportunities for all students.
- Reduced stigma for students with disabilities.
- Creation of a professional support network.
- More cohesive educational programs.
- Less lost instructional time.

(Friend, 2014)

Co-Teaching Series



- The following module is the fifth module in the Co-teaching series created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The fifth module, **General Supervision: The Role of the Administrator**, can be used to train and inform administrators on general supervision procedures for implementing evidence-based co-teaching practices in their district/school.
- Co-teaching is more than using a model. It is a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams and the administrator participate in this professional learning module together.

Learning Targets



- I can state at least three practices to support effective co-teaching teams in my district/school.
- I can utilize two resources for scheduling co-teaching in my district/school.
- I can state three reasons why co-planning is crucial to successful co-teaching in my district/school.
- I can utilize three general supervision tools for supervising evidence-based co-teaching in my district/school.

As you are aware, your LKES evaluation looks at a number of areas. For the purposes of this professional learning we'd like to draw your attention to Standards 1 & 2 which focus on being an instructional leader and on improving school climate in your building. As we continue to move through this professional learning, we encourage you to reflect upon how the things you are hearing and learning can be applied to the areas of being an instructional leader and promoting the success of all students, of how you articulate your vision and beliefs around effective co-teaching, and how all of this can improve the learning environment for all students so that they feel safe, valued, cared for and successful.

- **Performance Standard 1: Instructional Leadership:** The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.
- **Performance Standard 2: School Climate:** The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Co-Teaching Expertise



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General Educator

- Content area
- Scope and sequence of curriculum
- Pacing of curriculum
- Georgia Standards of Excellence
- Knowledge of state testing
- Knowledge of additional resources for the content area

Special Educator

- Specially designed instruction strategies
- Behavior modification techniques
- Identifying specific needs
- Knowledge of the IEP
- Knowledge of special education law
- Monitoring and documenting of student progress

Administrator

- Creating a culture of collaboration
- Scheduling common planning time
- Arranging for professional development
- Limiting the number of special education students in one class
- Observes co-teaching
- Meeting with co-teaching support groups regularly

As we begin to think about co-teaching, it's important to recognize that everyone has a part to play. Take a look at this list. Are there areas that you feel need to be added to these lists? Are there any areas that are identified under one professional that needs to be listed under more than one professional? Are there any areas you need more information about?

Pay special attention to the roles and responsibilities that you have as an administrator. This module will cover each of these responsibilities in a great deal of detail.

Module 5

Role of the Administrator



Module 5 is divided into 4 sections. If time permits you can work through the entire module or you may advance to the section of particular interest.

[Section 1-Setting the Stage/Establishing Teams](#)

[Section 2-Scheduling/Projections](#)

[Section 3-Co-Planning](#)

[Section 4-Supervision and Monitoring](#)

Read this slide



Setting the Stage

Using our vision to facilitate effective co-teaching partnerships.

In this section of our professional learning we'll be exploring some of the following questions...

What is co-teaching?

Why is co-teaching necessary?

What is your vision for co-teaching?

How do you select co-teaching teams?

What is parity and how can you facilitate it?

Defining Co-Teaching



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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Adapted from: <http://www.marilynfriend.com/basics.htm>

In order to create our vision for co-teaching, we must know what co-teaching is and what it is not. The video we watched early talked a little about this as well. Read the definition.

Watch the video on Co-Teaching

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

Points to remember about the definition of 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 general education classroom.
- Co-teacher's specific level of participation may vary based on their skills and their instructional needs of the student group. Both teachers are important.

Dr. Marilyn Friend 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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The Individuals with Disabilities Education Act (IDEA) requires that a continuum of service options be available to meet the needs of students with disabilities. The law also requires that: "to the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily." IDEA Sec. 612 (5) (B).



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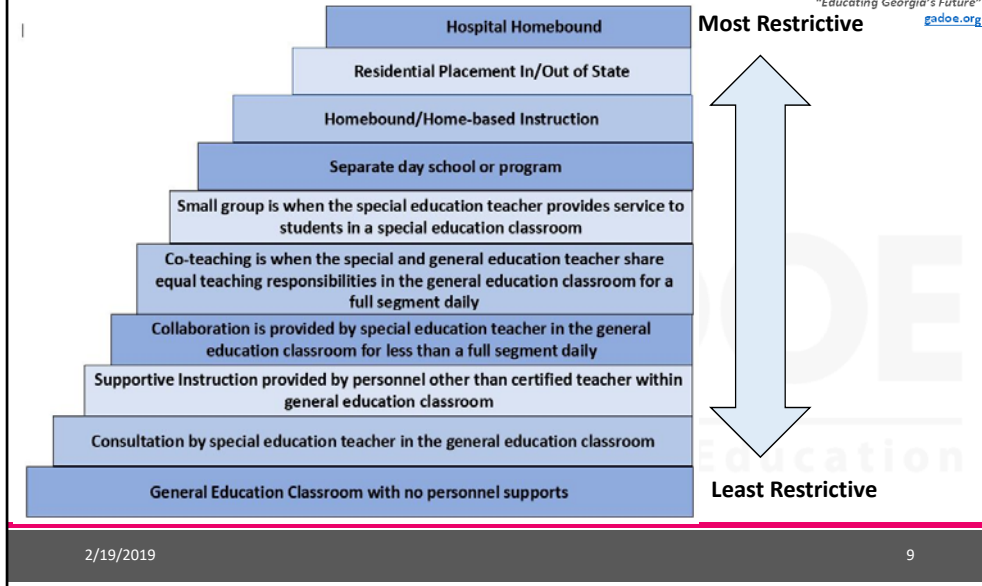
So why do we provide co-teaching?

Read this slide highlighting "SWDs are educated with children who are not disabled...."

Continuum of Services



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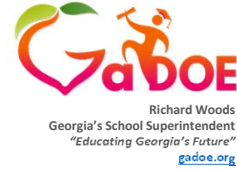
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In Georgia when we talk about serving students in the Least Restrictive Environment, we can use the LRE Continuum of Services to help us understand the idea of going from least restrictive to most restrictive.

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

Handout 1



- 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.

We have looked at the “WHY” , the definition of co-teaching and the continuum of services. Now let’s think about what you and your district/building believe around the topic of co-teaching. 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 has a vision articulate it. If not write a vision for coteaching and articulate.

- Murawski and Spenser, 2011

Co-teaching shouldn’t be seen as a “special education thing,” but rather as a “best practices in education thing.”

Positive communication is an important element of collaborative partnerships (Turnbull, Turnbull, Erwin, & Soodak, 2006), and is vital for effective co-teaching (Friend, 2014).

Articulate a vision for co-teaching in your district/school.

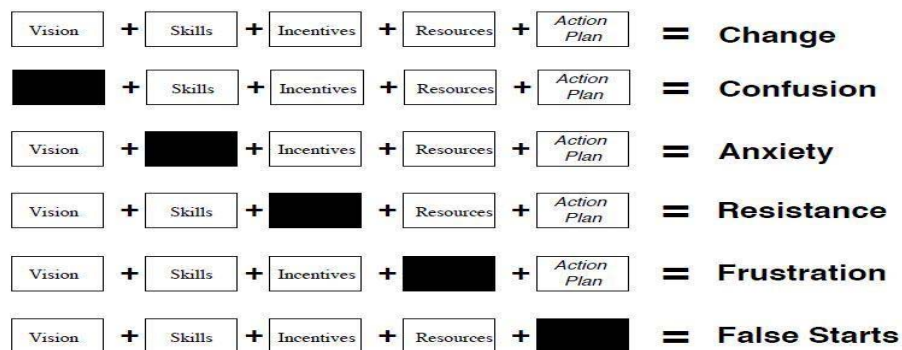
Build a consensus for the vision of co-teaching.

What's Needed for Positive Change



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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.

Administrators who want to support co-teaching success need to have correct vision, skills, incentives, resources, and action planning (Thousand, Villa, Nevin, 2006). **Based on this chart....where is your district and school around the belief in coteaching? Where are your co-teaching teams 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 do you, the administrator 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. Are you communicating the vision of co-teaching? Are you ensuring teachers have the skills? Are there incentives? Are there resources? Is there an action plan to ensure co teaching teams are successful?

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 Reflection 1



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- How do a supervisor's attitudes and beliefs about students with special needs affect co-taught programs? What are your attitudes and beliefs?
- Jot down a definition of co-teaching and your vision of co-teaching that you would share with your district/school.
- Jot down a definition of co-teaching that you would share with a parent.



At this point, let's reflect on your attitudes and beliefs about students with special needs and your belief of co-teaching. What do you believe?

Now see if you can define co-teaching including tenets and associated best practices while using your notes as a scaffold and your vision for co-teaching.

How would you explain co-teaching to your district/school to change their mindset about co-teaching to a positive one or 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.

Selecting the Co-Teaching Team



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- Co-teaching is when two professionals co-plan, co-instruct, and co-assess a diverse group of students in the same general education classroom.
- Both teachers are equals and provide substantive instruction to all students.
- Administrators should review strengths and weaknesses of teachers when planning co-teaching teams.
- Be sure to give them the parameters of what classes, grades, or subjects will need to be co-taught
- Provide resources and incentives to these teams to maximize their chances of success

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Not all teachers are natural collaborators. It is important that administrators support the development of the co-teaching relationship through reviewing both teachers strengths and weaknesses and teaching styles when planning who will teach together, providing professional learning requiring teams to participate together, and having clear expectations for an equal partnership.

These are

- If you have to form the co-teaching pairs, try having faculty complete surveys on learning preferences, multiple intelligences, personal dispositions, and relationship dynamics. Dieker and Murawski's (2013).
- Can you identify individuals with complementary personalities who you think would work well together? Ask each one individually about co-teaching with the other.
- Set up fun ways for faculty members to meet and interact with one another, such as a pizza lunch or TGIF party. This will assist in the relationship-building process and will start to build natural partnerships.
- Develop a Co-Teaching Handbook to help guide the team through setting up for success.
- Remember, the more collaborative your school culture is, the easier it will be to create and maintain co-teaching teams.

This is a link to a tool that administrators can use to determine teaching styles and strengths/weaknesses and preferences which can aid in selecting co-teaching teams

Handout 3

www.aamu.edu/Academics/EHBS/centers/Documents/tsi.pdf

Creating Parity



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- Recognize co-teaching requires parity between teachers and you are the team leader.
- Administrators can assist co-teachers in creating strong team identities.
- For example, when both names are included on class rosters, classroom doors, and in the school handbook, students, parents, and other staff members begin to see the co-teaching relationship as a true partnership.
- Professional Learning is a key component.

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Let's look at the definitions of parity.

- Webster' Dictionary defines parity as "the quality or state of being equal"
- In Physics parity is described as a symmetry of behavior in an interaction....
- In Sports when we describe parity as an equal playing field for all participants, regardless of economic circumstances

Based on these definitions, what do you think parity looks like in co-teaching?

What might be some things that influence parity?

Parity Planning Tool (**Handout 2a**)– 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.

Co-teaching Reflection Tool (**Handout 2b**) - 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?

Parity, Parity, Parity (**Handout 2c**)- 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.

(What type of incentives?) Reduce cafeteria and bus duties; jeans days; bring in lunch for teachers; celebrations and successes shared

Providing Professional Learning



- Ensure collaborative culture is in place.
- Use a variety of experts, not just special education.
- Provide job embedded Professional Learning Communities (PLCs).
- Ensure all co-teachers are trained in evidence-based co-teaching practices.
- Make sure special educators can clearly articulate their areas of expertise and how to provide specialized instruction based upon IEPs.
- Never assume, staff know and understand their roles.
- Ensure all staff are familiar with the co-teaching models.

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Since professional learning is a key component to developing an effective co-teaching team, we should consider the practices seen on this slide when developing, scheduling and providing effective professional learning. (READ and DISCUSS)

Do you or your district provide professional learning for co-teaching teams? If so, how often? What topics does it cover? Based on your past experience with co-teaching teams, what PL do you think co-teaching teams need in the future?

This is an excellent resource to support professional learning for your staff:

An Administrator's Guide to Co-teaching, ASCD.org;

http://www.ascd.org/publications/educational_leadership/dec15/vol73/num04/An_Administrator's_Guide_to_Co-Teaching.aspx

The following link will take you to Marilyn Friends article in Educational Leadership entitled *Welcome to Co-Teaching 2.0*.

http://www.ascd.org/publications/educational_leadership/dec15/vol73/num04/Welcome_to_Co-Teaching_2.0.aspx

Learning Reflection 2 Case Study



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Ms. Renkin, an 8th grade math teacher, is co-teaching for the first time. She is convinced that her co-teaching partner, Ms. Blanchfield is not doing her part. Ms. Renkin's idea of co-teaching is a division of labor, so she expects Ms. Blanchfield to mark half of the papers, plan half of the lessons, and contact half of the parents. Ms. Renkin has been complaining to the math supervisor and is making her concerns known to anyone who will listen. The math supervisor is now complaining to the special education supervisor and doesn't want this co-teaching team to continue next year.

Statement of the problem: How do administrators support positive relationships between co-teachers?

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This slide contains a brief case study about a co-teaching team.

Read the case study.

Formulate a solution and positive outcome for the problem statement.

Discuss with your elbow partner or reflect on your own.

- Have participants share in small groups. Call on participants to share the kinds of things they came up with in the large group.

Learning Target 2 Scheduling



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Scheduling for Co-Teaching



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- Most important, schedule students receiving special education into the master schedule first.
- Try to avoid having more than 30 percent of a general education class designated as having special needs.
- This includes students with disabilities, English language learners, students on 504 plans, and even students who are highly gifted.
- Each of these students is likely to require more attention than the typical learner; plus, the more students with special needs there are in the class, the more their needs begin to dominate classroom instruction and the less "inclusive" it truly becomes.

- (Murawski & Dieker, 2013).

Scheduling for Co-Teaching: General Education Teachers



- Be careful not to burn out your teachers or spread them too thin.
- The more specialists a general education teacher sees in one day, the less likely it is that the teacher will co-plan with any of them, so assign general educators only one special educator to co-teach with.

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Scheduling for Co-Teaching: Special Education Teachers



- Special educators can collaborate with multiple colleagues; but to truly co-teach, which entails co-planning, co-instructing, and co-assessing, they need to start with one or two partners.
- It's also important to limit the number of content areas and grade levels in which the special educator co-teaches.

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Responsibility of Person(s) Scheduling



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It is important to keep in mind selecting the best person(s) to be responsible for developing the building schedule for co-teaching. They need to have a deep understanding of what is best for ALL students and balancing that with what is best for use of district and school resources.

Placement/Services Options



| Placement/Services | Description of Service and Personnel Support |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| General Education without support | Child with disability is served in a general education class with no special education support |
| General Education with Additional Supportive Services | Child with disability is served in a general education class with support from a para, interpreter, job coach, or other certified personnel |
| General Education with collaboration | Child with disability is served in a general education class with support from a certified special education teacher 50% of the segment |
| General Education with co-teaching | Child with disability is served in a general education class with support from a certified special education teacher for the entire segment. |

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The person(s) responsible for scheduling should have a clear understanding of the service/placement options that may be found within students' IEPs and what each of these options means in regards to the environment and personnel supports the student should receive.

Handout 4 An Administrators Guide to the Instruction of Students with Disabilities in the Least Restrictive Environment, GaDOE, (2019)

Impact on FTE/Funding

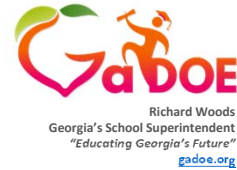


- Minimum funding size and maximum class sizes for general and special education, collaborative, and co-taught classes
- Funding through FTE generated for each level of personnel support, and
- The balance between earning funds for general and special education services.

Additionally, the person(s) responsible for scheduling should have knowledge and understanding of other critical components of scheduling including knowledge of funding, class sizes and FTE.

Keeping both what is best for the students and for the school/district in mind does require a balance. As you begin the journey of scheduling, it would be wise to seek guidance and assistance from others who have been successful with this type of scheduling in the past.

Considerations When Scheduling



- Projected Enrollment
- IEP requirements for SWDs
- Non-negotiables in school schedule
- Certification of Available Personnel
- FTE Mandates
- Curriculum/graduation requirements
- Planning, lunch, specials times
- Course Offerings

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These are some of the basic areas that need to be considered when making scheduling decisions for co-teaching. (READ and DISCUSS) *Ask the administrators if they have any experiences, lessons learned, or successes they would be willing to share as it relates to scheduling and any of these considerations. If you ask them to share barriers, be sure and preface it with the idea that if they have run into a barrier, you would like to hear how they removed the barrier.*

What other information might need to be considered that is not listed on this slide?

Before Scheduling...



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Consider your existing resources

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- Before beginning to plan for the upcoming school year, a careful review of the current resources in your building and LEA is essential.

Ensuring you know what certifications all of your staff have will make scheduling much easier and will ensure that you don't have to make personnel changes once the year begins due to not having staff who not adequately certified for the teaching arrangement they are scheduled to.

Resource Identification



Complete the form below including all faculty and staff:

| Name | Date | Certifications currently held | Content area of certification | Certifications in process | Are you willing to add a certification area? |
|------|------|-------------------------------|-------------------------------|---------------------------|----------------------------------------------|
| | | | | | |
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One way that you can consider the existing resources is by having staff complete this Resource Identification for - **Handout 4** An Administrators Guide to the Instruction of Students with Disabilities in the Least Restrictive Environment, GaDOE, (2019)

- Request that each staff member in the building complete the Resource Identification form (**Handout 4**). This form should be completed for each general and special education teacher and other support staff.
- Identify certification status of each teacher in the building
- Identify special education teachers with general education content certification including the area in which they hold content certification.
- Identify teachers in process of adding additional certifications.

Scheduling Guidance

Review IEPs of
Students

Review Staff
Determine
Availability

Ratio Between
SWD and Non
SWD

Build Master
Schedule for
Teachers

Schedule SWD
First

Proceed With
Scheduling
Process

These are the important steps that must be taken in order to develop a schedule for your school.

- 1.** Using the students' IEPs, identify required special education support services by student and content area
- 2.** Review current staff for various class arrangements to determine who is available to provide inclusion support services.
- 3.** Decide a ratio for general education students to students with disabilities, based on the students' needs. This ratio may vary from classroom to classroom based on student composition and teacher scheduling in the classroom. There is no state-required ratio; this is a locally determined decision.
- 4.** Build the master schedule for general education and special education teacher assignments, ensuring that student needs drive master schedule. This is especially important at the secondary level because your ratio may determine a need for special education support in multiple sections of the same course.
- 5.** Schedule students with disabilities into classrooms prior to scheduling of non-disabled peers.
- 6.** Proceed with traditional student scheduling process.

Assessing Future Needs through Projections



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- Projections are a "best guess" for planning for the next school year.
- Begin this process in February of each school year.
- Projections assist in helping determine the number of teachers, classes and personnel supports that will be required.
- Projections help determine the services students will need.



Discuss this slide.

Handout 4 An Administrators Guide to the Instruction of Students with Disabilities in the Least Restrictive Environment, GaDOE, (2019)

- Eligibility category of special education, i.e. SLD, EBD, OHI, MID, MOID, etc.
 - Grade for the up-coming school year (NOT the current grade)
 - Specific course/class, i.e. Algebra II, not math or US History, not social studies
 - Number of segments to be spent in each setting **per day**
 - Total number of special education segments per day for each student
-
- Each teacher completes a projection form for the students on their current caseload.
-
- This information is then provided to the administrators responsible for scheduling the building and hiring personnel.
-
- This also applies to teachers with students transitioning from elementary to middle school and middle school to high school.

Caution!



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- Projections **are not placement decisions.**
- Only an IEP committee can determine placement.
- Projection information is for determining professional learning, space allocation, and teacher allotments needed. Additional information will require collaboration with the school.

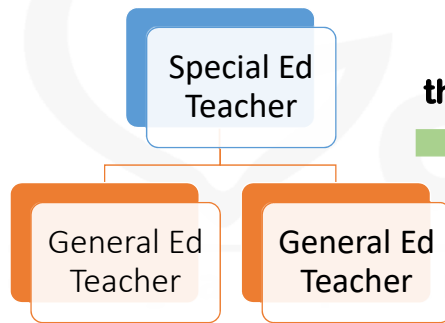


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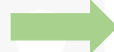
Putting Together the Master Schedule



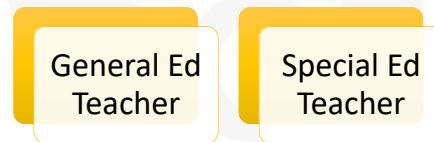
Collaborative



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Co-Teaching



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Handout 4 An Administrators Guide to the Instruction of Students with Disabilities in the Least Restrictive Environment, GaDOE, (2019)

1. Schedule all collaboration classes first. Select the two general education teachers that will collaborate with the corresponding special education teacher. Schedule the two general education classes for the segment. Schedule the special education teacher for the same segment.
2. Schedule these three teachers for the same planning time.
3. Repeat this process for each trio of teachers providing collaborative support.
4. Pair each special education teacher scheduled to co-teach and the special education paraprofessionals scheduled to provide supportive instruction with a general education teacher in the appropriate class and grade level.
5. Schedule all co-teaching pairs (general education and special education) with the same planning time.
6. The names of the students with disabilities in the collaborative and cotaught classes must be manually entered into a computer scheduling program.
7. The maximum class size for the collaborative and co-taught classes must be manually set to reflect the students with disabilities assigned to the class by subtracting the

number of students with disabilities from the maximum class size.

- 8.** Complete the scheduling of general education classes.
- 9.** As IEPs are finalized, individual student schedule adjustments should be made.
- 10.** If on a block schedule, complete the process for first and second semester.
- 11.** If the school has a 9th grade academy, schedule the entire 9th grade separately, general education students and students with disabilities.

Scheduling Examples

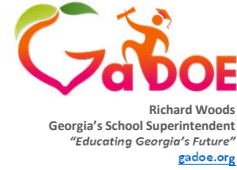


- [Kansas University Co-teaching Scheduling Guidance](#)
- [Virginia Department of Education's Targeted Technical Assistance Centers – Effective Scheduling for All](#)

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These are excellent resources for administrators to access which provide tips on creating schedules for co-teaching and provide great examples of schedules for Elementary, Middle and High School. Please take 7 minutes to go to these resources and review with your team.

Building Master Schedules that Support Co-Teaching



Building Master Schedules that Support Co-Teaching

- These webinars provide tips on building a master schedule that supports effective co-teaching practices.
- [Elementary School Focus](#)
- [Middle School Focus](#)
- [High School Focus](#)

This is the link to the article containing these webinars.

<https://www.marylandlearninglinks.org/challenges-goals-and-solutions/>

Learning Target 3 Co-Planning



This section of the module provides multiple examples of tools that your teaching teams can utilize when co-planning.

What is Co-Planning?



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Co-planning allows the general and special teacher to:

- Communicate the needs of all students in the classroom in relation to the curriculum and the teaching of daily lessons and tasks
- Find ways to remove the barriers to effective teaching practices while keeping the rigor of the coursework intact
- Take the time to decide the big ideas that need to be understood and together make sure that those ideas are developed into effective lessons

Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016.

Why Co-Planning is Critical?



- Ensures needs of all students are met
- Allows team decision making
- Provides a way to problem solve to meet student challenges
- Allows a more productive learning environment
- Provides a goal-oriented learning environment
- Allows for greater opportunities for student feedback

Gately and Gately (2001) identify common planning as a critical component in effective collaboration between co-teachers. Allocated time to collaborate and plan instruction ensures needs of all children are met. It allows for shared decision making.

According to Murwaski, co-planning is the essential key to successful co-teaching. Without co-planning your co-teaching will not yield high effect size results for improved student outcomes. Co-planning is invaluable in gathering information to create a more active and productive learning environment for students with and without disabilities.. When the expert in content and the expert in adaptations plan together, the result is success.

The co-taught classroom typically includes learners who require multiple explanations to understand the topic or concepts. Sometimes, one teacher's style can reach many of the students, but the second teacher's style can support those students who need additional clarification. Therefore, the differences in teaching styles become complementary and beneficial rather than a barrier or hinderance.

Without Co-Planning...



- Lessons often remain unchanged
- The needs of diverse learners may not be specifically addressed.
- Parity between the co-teachers can be superficial and may result in one co-teacher doing the bulk of the planning and teaching.
- Students with special needs are likely to be underserved and their needs only marginally met.

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Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016. 37

- We have discussed some reasons why co-planning is critical to effective evidence-based co-planning practices. Below are three quotes about administrators roles in the co-planning part of co-teaching. Read the quotes below, and discuss.
- Administrative support is key to developing creative ways to ensure that partners have common planning time (Murawski, 2009).
- Friend (2014) suggests that structures and expectations for co-planning should be revised to reflect the growing demands on educators' time and the complexity of the master schedule.
- Administrators may opt to provide longer periods of monthly or quarterly planning time for co-teachers instead of including weekly planning time in the master schedule (Friend, 2014).

Co-Planning Time Options



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When co-teachers do not have a scheduled co-planning time, they can explore other possibilities such as the ones listed below:

- Compensate teachers for summer and after-school planning (Friend, 2014)
- Schedule planning time during school-based or division-wide professional development days (Friend, 2014)
- Get creative with late-start or early-release days (Murawski & Dieker, 2004)
- Host a before-school planning breakfast

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Have Tried/Will Try Activity

Please take 5 minutes to discuss which options you have tried in your district/school and which ones you plan to try next. In addition, please share ideas you have tried or want to try that are not listed here.

According to Friend, Hamby & McAdams in their handouts from the 2014 CEC Convention, we need to begin to look at the challenges of co-teaching and especially the issue of time to co-plan in comparison to how other fields are addressing and problem-solving around the issue of time. With that in mind, they propose a three-part model for co-planning that is drawn from other professions.

- 1. Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction
- 2. Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform
- 3. On-the-spot planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

It is imperative that teachers have support from administration and district-level staff as it relates to co-planning time for co-teachers as it will ensure both the success of the teaching team and the learners within the classroom.

Other ideas to help with co-planning time:

- Create and post agendas and lesson plans on school shared drives
- Share co-planning templates on an electronic platform
- Schedule quarterly power planning sessions
- Rotate substitutes for monthly planning sessions (Friend, 2014)
- Recruit volunteers or administrators to cover co-teachers' classes (Friend, 2014)
- Eliminate hall duty or other job-related duties for co-teachers

In addition to traditional methods of planning, there are a number of electronic platforms that can enable teachers to plan asynchronously.

These are links to free platforms that can be used by your teachers for co-planning.

- Anytime Meeting(<http://www.anymeeting.com>) This is a web-conferencing software.
- Dropbox (<http://www.dropbox.com>) is cloud-based and used for storing documents and files.
- Zoho (<http://www.zoho.com>) is cloud-based platform used for file sharing, chat, and other collaborative activities.
- Vocaroo (www.vocaroo.com) is a voice-recording service that teachers can use to record reminders to send to students or record lesson plan suggestions for co-teachers who do not have common planning times.
- Schedule instructional assistants to monitor students during practice sessions while co-teachers plan in the back of the classroom.
- Allow Front-Load Co-Planning Days for Co-Teaching teams to do nothing but plan for a day.
- Allow teachers to use electronic planning platforms. Some are listed below in the notes section.

Learning Reflection 3: A Co-planning Case Study 1



Mr. Janre, a 9th grade social studies teacher, teaches one co-taught and four solo classes. Although he understands that there are students with significant needs in the co-taught class, Mr. Janre feels an obligation to keep the lessons in all of his classes the same. Mr. Janre insists on using the same materials to ensure all students are exposed to the same curriculum in the same manner. His co-teacher, Ms. Ruion, is a first-year teacher and is willing to create different materials and use different teaching approaches and strategies, but can't seem to convince Mr. Janre to co-plan.

Statement of the problem: How do co-teachers create a unique learning environment?

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This slide and the next provide two short case studies related to co-planning issues teachers often encounter.

Read the case studies and develop solutions on how to solve the problem statements associated with the case studies from an administrative perspective.

What other support would you provide to the co-teaching team to ensure positive outcomes?

Learning Reflection 3: A Co-planning Case Study 2



Erik, a bright and motivated student, has significant reading difficulties and is in a co-taught class. His teachers adapt the reading level of materials or create assignments that incorporate text-to-speech technology so Erik can access the work. One co-teacher always reads exams to him and he does exceptionally well. The curriculum is dense and fast-paced and Erik, with the accommodations provided, is flourishing. However, his reading skills are not improving and there never seems to be enough time to address the reading goals on Erik's IEP.

Statement of the problem: How do co-teachers address IEP goals in a co-taught class?

Learning Target 4 Supervising Co-Teaching



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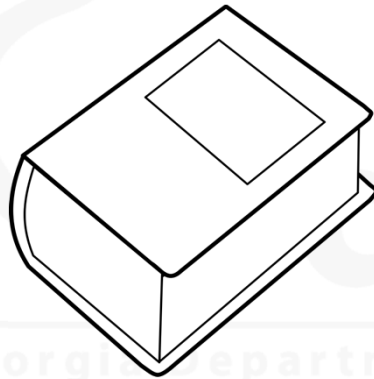
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The following section provides suggestions for how administrators can evaluate the effectiveness of their co-teaching teams. Additionally, it provides several examples tools that provide information about what to look for in an effective co-taught classroom as well as tools that can be utilized to provide co-teaching teams with coaching and feedback supports.

Create a Co-Teaching Procedures Manual



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Creating a handbook for Co-teaching is an example of an evidence-based practice for general supervision monitoring around LRE.

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- Many districts/schools create a handbook on co-teaching procedures and practices to follow. Co-teachers meet at the beginning of the year and read and discuss the handbook and sign off as verification they have discussed key components of co-teaching and know the expectations and roles.
- Districts/schools also create procedures for paraprofessionals supporting general education classes to clarify roles, as well as procedures for substitutes.
- Creating a handbook for co-teaching is an example of a best practice general supervision procedure around LRE.

Review Co-Teachers Lesson Plans



- Ensures that teachers are co-planning
- Motivates teachers to make time to effectively co-plan
- Provides documentation of co-planning
- Provides information about what is occurring in the co-taught classroom. Is instruction different because two teachers are in the room?
- Co-teaching must be evident in every lesson plan

Why is it important to review any teachers lesson plans? **Lesson planning is important** for teachers because it ensures that the activities help students meet their educational goals, allows for efficient use of classroom time and keeps the **lessons** on track regardless of distractions.

Why is it important to review co-teachers lessons plans? For the same reasons above but to ensure that **because two teachers are in the room, instruction looks substantiatively different, there is a variety of co-teaching models being utilized and multiple grouping based upon needs.**

Discuss with your elbow partner how you monitor co-teaching lesson plans? If you currently do not monitor, will you begin?

Supervision: Implementation Fidelity



- Three Co-teaching walkthroughs annually
- Accommodations are implemented with fidelity
- Differentiation and specially designed instruction is observed
- Evidence of student engagement
- Documentation of Co-planning

Give participants the following handouts. Discuss how these tools could be used along with TKES walkthroughs to gain co-teaching information and feedback to build effect co-teaching classrooms. Emphasis that best practice to build implementation fidelity is to complete at least three co-teaching observations with feedback annually (Kansas University Evidence-Based Practice Co-Teaching Project, 2018). To build fidelity, you must inspect what you expect.

Classroom Observation Implementation Fidelity Checklist
Co-Teaching Self-Assessment Observation Form
Co-Teaching Observation Walk-through

Supervision: The Role of the Substitute



For your school....

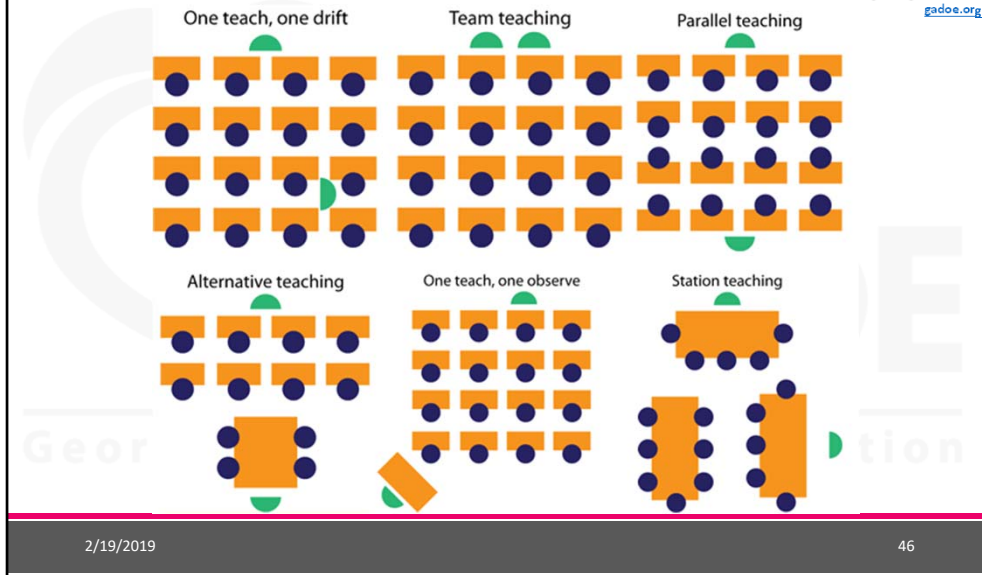
- Is co-teaching addressed in the packet of information substitute teachers receive about the district/school?
- What information should be included?
- How could your school develop standard procedures for addressing the topic of substitute teachers and the co-teaching?
- Do your co-teachers prepare for substitutes?

This should be included in the districts procedures for coteaching

The Six Models of Co-teaching Explored



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Handout 5 For more in depth understanding of the six co-teaching models please refer to the Introduction Module and Module 1 of the Co-Teaching for Success Series. Note the most effective models are station teaching, parallel teaching, alternative and team teaching. The least effective is one teach/one drift or one teach/one observe. These two models should rarely be used or observed. As best practice an administrator should not observe these models being used in a coteaching classroom more than 20-30% of the time. Most of the time, team, station, parallel or alternative teaching should be observed no matter what grade level of subject.

If administrators in this session are not familiar with the 6 models of co-teaching then you may want to consider stopping here and moving the "Introduction to Co-Teaching Module" which covers the 6 models.

Co-Teaching Self Assessment and Observation Form



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For each Indicator, circle where you see the co-teaching team. Then discuss with your co-teaching partner. Decide one area as a team you will focus on for improvement and set a goal.

Write the goal: _____

If using this form as a Co-Teaching walkthrough, circle what you observe.

| Indicator | Stage 1 | Stage 2 | Stage 3 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Co-Planning | There is little or no evidence of co-planning. It is observed that the special education teacher just walks in the room and assists on most days. | There is evidence of some co-planning, but not clearly defined roles and clear understanding of outcomes. It is observed the general education teacher is leading the lesson and classroom. | There is clear evidence that the team consistently co-plans together. It is hard to tell who the general education teacher is and who is the special education teacher. The classroom runs smoothly and is it very different because two teachers are in the room There are clear outcomes. Multiple groupings and co-teaching approaches observed |
| Instructional Roles | Both teachers share instructional roles and responsibilities | Both teachers share equally in instructional roles and responsibilities | Both teachers consistently share all instructional roles and responsibilities. It is difficult to tell which teacher general education and which teacher is special education. |

This is just a sample. Handout 6 is the tool in its entirety

This includes five Indicators of Evidence-Based Effective Co-Teaching Practices and ratings from Stage 1- Beginning, Stage 2- Emerging, Stage 3- Effective Practices to Improve Student Outcomes. This tool can be used as a self- assessment tool for co-teaching teams at the beginning of the year and then at the end of the year. It can also be used as an observation tool for co-teaching walk-throughs. This tool can be used to guide professional learning for co-teaching teams. Developed from multiple resources by the GaDOE.

Co-Teaching Observation Walkthrough



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(Circle one)

Co-teaching Academy Walkthrough Form

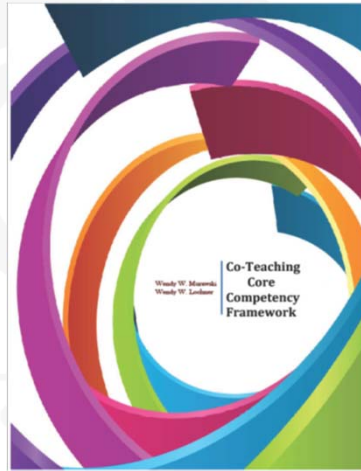
| Indicator | Look fors... | Observed | Not Observed | Evidence (What did it look like?) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Parity and Roles (Positive Learning Environment, Assessment Uses, Professionalism, Communication) | <ul style="list-style-type: none"> o Clearly defined actively engaged INSTRUCTIONAL role for each teacher throughout lesson | <input type="checkbox"/> Opening <input type="checkbox"/> Lesson <input type="checkbox"/> SWP <input type="checkbox"/> Closing | <input type="checkbox"/> Opening <input type="checkbox"/> Lesson <input type="checkbox"/> SWP <input type="checkbox"/> Closing | |
| | <ul style="list-style-type: none"> o Roles provide instruction that match the learning target or provide specially designed instruction to students | | | |
| | <ul style="list-style-type: none"> o Teachers demonstrate Self-Efficacy and Proficiency in their role | | | |
| | <ul style="list-style-type: none"> o Both teachers interact with all students. | | | |
| | <ul style="list-style-type: none"> o Both teachers implement accommodations and supplemental instruction as needed. | | | |
| | <ul style="list-style-type: none"> o Students seek feedback from both teachers equally | | | |
| Co-Planning (Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies) | <ul style="list-style-type: none"> o Documented evidence of advance co-planning in Lesson Plans (Use of Individual Learning Plan or similar) | | | |
| | <ul style="list-style-type: none"> o Evidence of co-Planning in lesson implementation with seamless delivery | | | |
| | <ul style="list-style-type: none"> o Accommodations are planned/provided according to the IEP and are appropriate to the lesson activity/goal. (Specialized Instruction) | | | |

This is just a sample. **Handout 7** is the form in it's entirety.

Co-Teaching Core Competency Observation and Indicator Checklist



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CO-TEACHING CORE COMPETENCIES OBSERVATION CHECKLIST

General Educator: _____ Special Service Provider: _____ Grade: _____
Observer: _____ Date/Time: _____

| LOOK FOR ITEMS | Indicator | | | | |
|------------------------------------------------------------------------------------------|-----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| T.1 You or co-teacher preferentially work together in the same physical space. | | | | | |
| T.1.1 You or co-teacher preferentially work together in the same physical space. | | | | | |
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| T.1.9 You or co-teacher preferentially work together in the same physical space. | | | | | |
| T.1.10 You or co-teacher preferentially work together in the same physical space. | | | | | |
| T.1.11 You or co-teacher preferentially work together in the same physical space. | | | | | |
| T.1.12 You or co-teacher preferentially work together in the same physical space. | | | | | |
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| T.1.49 You or co-teacher preferentially work together in the same physical space. | | | | | |
| T.1.50 You or co-teacher preferentially work together in the same physical space. | | | | | |

Co-Teaching Solutions System Checklist 2nd Revision ©Murwaski & Lockner, 2015

Handout 11 Appendix A “Co-Teaching Core Competency Framework”, Murwaski and Lockner (2015), offers an observation form and indicator checklist to use for ensuring effective co-teaching practices. This is only one of many free resources that administrators can use. It is not endorsed by the GaDOE and only offered as a resource.

Administer, Teacher, Parent and Student Perception Surveys



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- It is important to assess and evaluate what is working and not working in order to determine how better to improve.
- How do you support struggling co-teachers?
- What is working in terms of co-teaching?
- What are barriers in terms of co-teaching?
- How informed are the parents and what is their perception of co-teaching in their child's classroom?
- How do students feel about the arrangement?



Handouts 8, 9, & 10 provide examples of Parent, Student and Teacher Perception Surveys. The importance of collecting survey data and evidence is imperative to successful programs and outcomes for students.

Learning Reflection 4 A Case Study



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These co-teachers are smart, competent, get along with each other, and are committed to making sure that each student flourishes.

They understand how using various approaches that decrease the ratio of students-to-teacher will increase student learning. However, they have 30 students in their small, co-taught classroom.

They tried parallel teaching but the two groups were too close to each other and even modulated voices distracted the other group.

They tried to create stations, but felt that getting the students into groups took a long time and was disruptive.

Although they plan their lessons together, they usually follow a one teach, one support model. The students are not showing mastery of the standards.

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In this slide, you will review a case study and decide how you could help problem solve to improve co-teaching practices and student outcomes with two already good co-teachers.

Read the case study and provide two solutions.

Statement of the problem: How can you help these co-teachers deal with the constraints of the physical setting and move from one teach, one support model to increase student mastery of the standards?

Please talk with your partner and discuss at least two solutions to the problem statement.

Can You Answer the Learning Targets?



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- I can state at least three practices to support effective co-teaching teams in my district/school.
- I can utilize two resources for scheduling co-teaching in my district/school.
- I can state three reasons why co-planning is crucial to successful co-teaching in my district/school.
- I can utilize three general supervision tools for supervising evidence-based co-teaching in my district/school.

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Resources



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- Friend, M. (2014). *Co-teach! Building and sustaining effective classroom partnerships in inclusive schools* (2nd ed.). Greensboro, NC: Marilyn Friend, Inc.
- Friend, M., & Cook, L. (2014). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston, MA: Pearson Education.
- Lee, H. J., & Herner-Patnode, L. (2009). Collaborative efforts by mathematics and special education teachers for the inclusive mathematics class. *Psychology of Mathematics & Education of North America*, 1-8.
- Maryland Department of Education, Division of Special Education/Early Intervention Services. (December 2011). Maryland co-teaching framework. Retrieved from <http://marylandlearninglinks.org/1007>

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• Other Resources for Administrators:

- Murawski, W. W., & Dieker, L. A. (2013). *Leading the co-teaching dance: Leadership strategies to enhance team outcomes*. Alexandria, VA: Council for Exceptional Children.
- Murawski, W. W., & Lochner, W. W. (2011). Observing co-teaching: What to ask for, look for, and listen for. *Intervention in School and Clinic*, 46(3), 174–183.
- Murawski, W. W., & Spencer, S. A. (2011). *Collaborate, communicate, and differentiate! How to increase student learning in today's diverse schools*. Thousand Oaks, CA: Corwin.
- Nevin, A. I., Villa, R. A., & Thousand, J. S. (2009). *A guide to co-teaching with paraeducators: Practical tips for K–12 educators*. Thousand Oaks, CA: Corwin.
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strategies to facilitate student learning (3rd ed.). Thousand Oaks, CA: Corwin.

- Wilson, G. L. (2005). This doesn't look familiar! A supervisor's guide for observing co-teachers. *Intervention in School and Clinic*, 40(5), 271–275.
- 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/>
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- 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.



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