

Co-Teaching Training Series

Module 5

GENERAL SUPERVISION: THE ROLE OF THE ADMINISTRATOR



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



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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.

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

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](#)



Setting the Stage

Using our vision to facilitate effective co-teaching partnerships.



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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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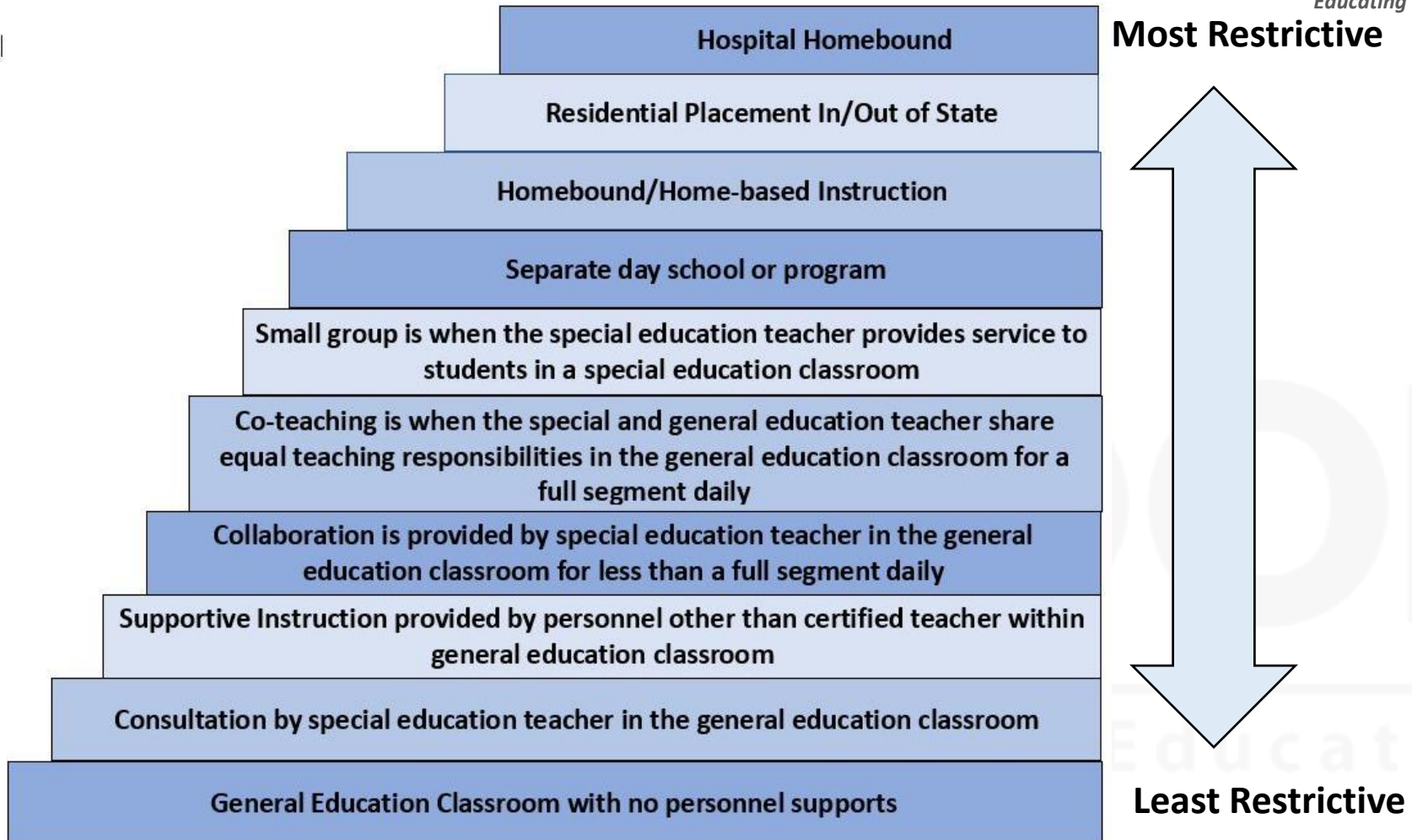
The Individuals with Disabilities Education Act (IDEA) requires that a continuum of service options be available to meet the needs of students with disabilities. The law also requires that: "to the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, 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).



Continuum of Services



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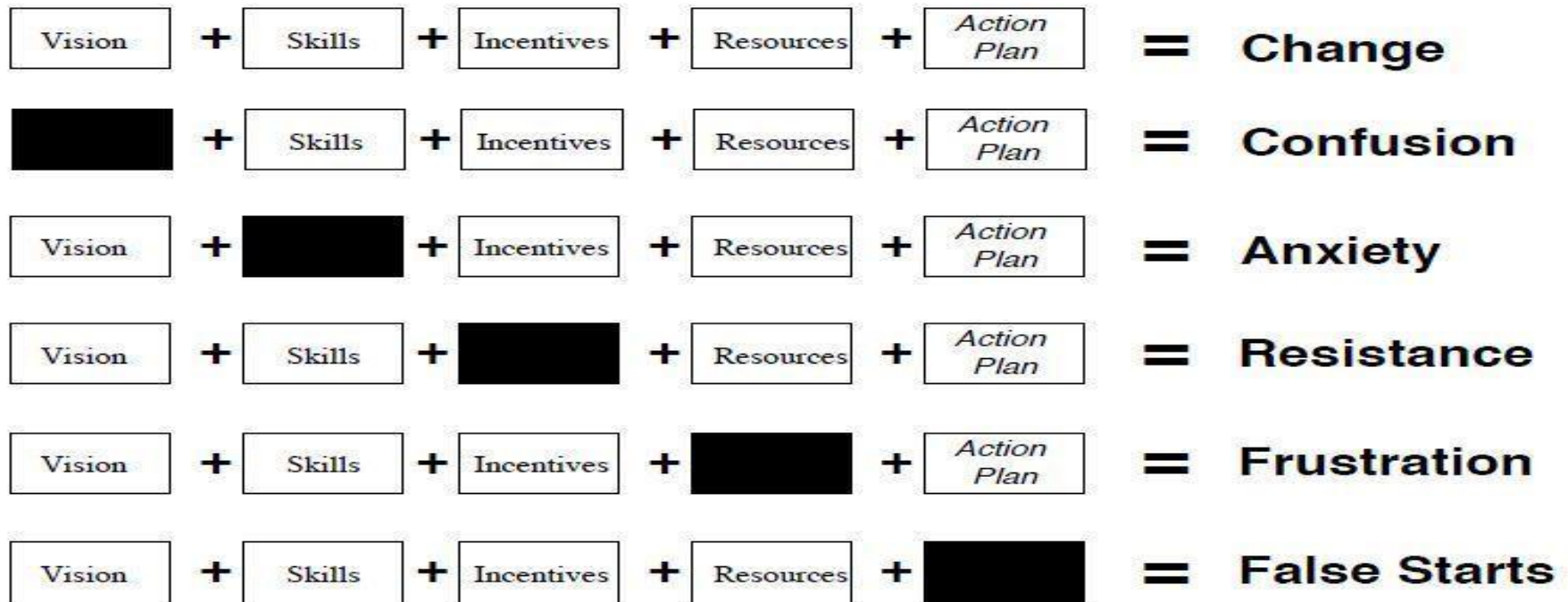
- What is your district/school belief statement around co-teaching?
- Can you articulate it?
- If not, this is a good place to stop and develop a belief statement of what your district, school or department believes about co-teaching.
- Write it down. Communicate it. Believe it. Put action to it.

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.

Learning Reflection 1

- 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.



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

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.

Providing Professional Learning



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- 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.

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?

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.

Scheduling for Co-Teaching: General Education Teachers



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- 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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Responsibility of Person(s) Scheduling



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Placement/Services Options



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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.

Impact on FTE/Funding



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- 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.

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

Before Scheduling...



**Consider your
existing resources**

Resource Identification



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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?

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

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.



Special Education Projection Form



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Student Name:	Eligibility:	Grade:	General ed. segments without support	General ed. segments with Supportive Instruction	General ed. segments with Consultation*	Collaboration segments	Co-Teaching segments	Special Education Classroom segments	Total # of Special Education segments per day

Caution!



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- Projections **are not placement decisions.**
- Only an IEP committee can determine placement.
- Projection information aids in determining professional learning, space allocation, number of teacher allotments needed, and which classes will require collaboration and co-teaching.

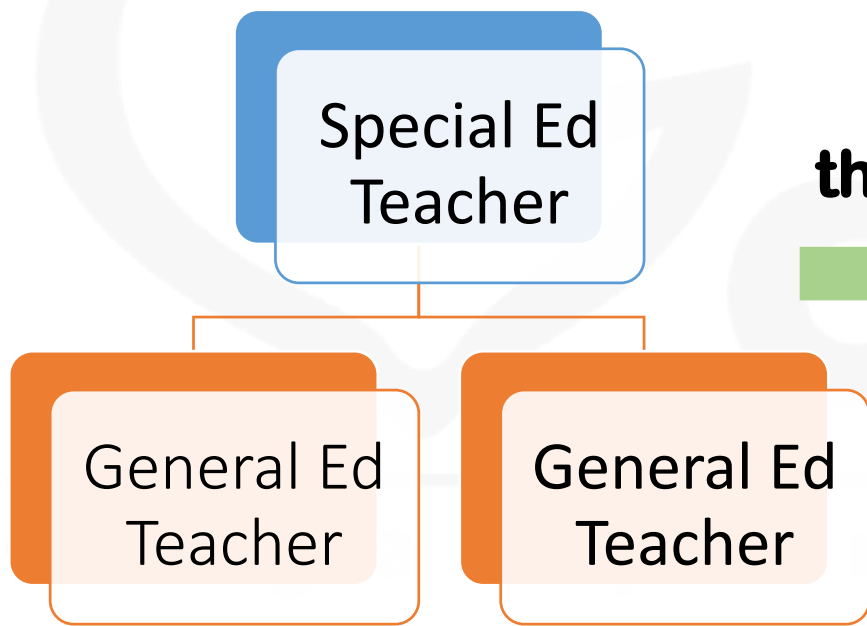
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Putting Together the Master Schedule

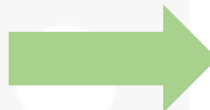


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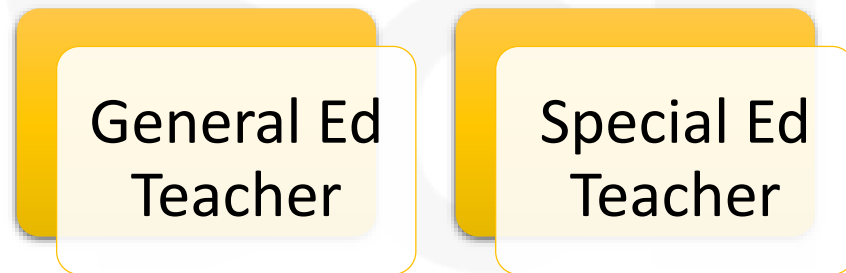
Collaborative



then



Co-Teaching



Scheduling Examples

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

Building Master Schedules that Support Co-Teaching



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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](#)

Learning Target 3

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

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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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

Learning Reflection 3: A Co-planning Case Study 1



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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?

Learning Reflection 3: A Co-planning Case Study 2



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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



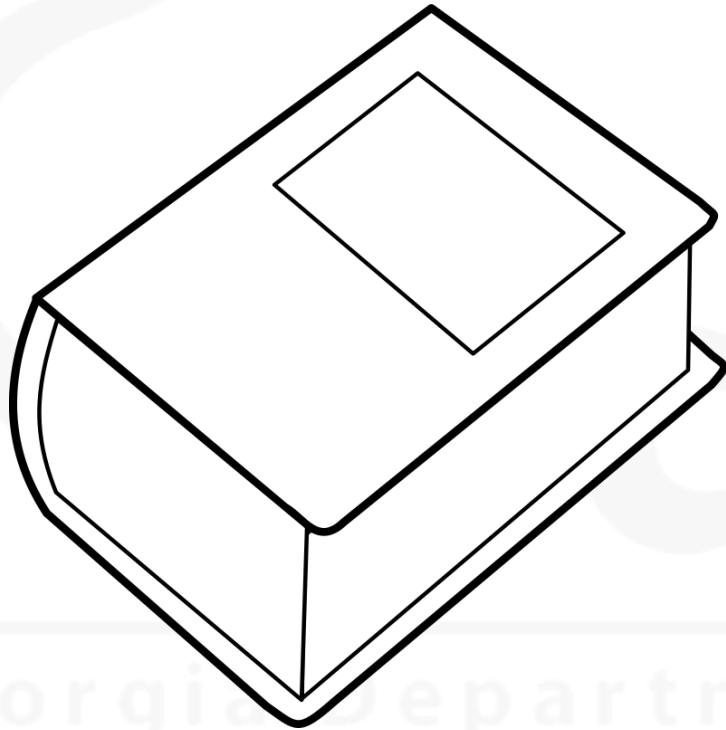
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Create a Co-Teaching Procedures Manual



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

Review Co-Teachers Lesson Plans



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- 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

Supervision: Implementation Fidelity



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- 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

Supervision: The Role of the Substitute



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For your school....

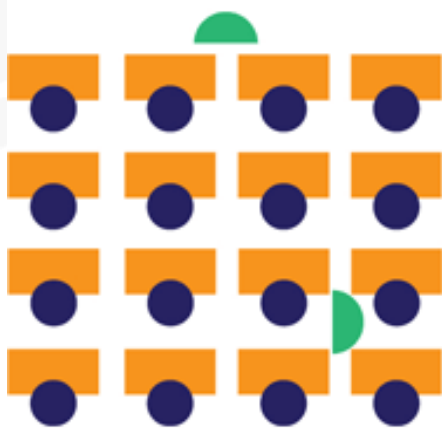
- Is co-teaching addressed in the packet of information substitute teachers receive about the district/school?
- What information should be included?
- How could your school develop standard procedures for addressing the topic of substitute teachers and the co-teaching?
- Do your co-teachers prepare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

The Six Models of Co-teaching Explored



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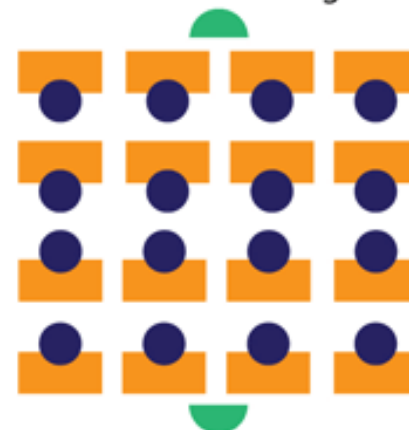
One teach, one drift



Team teaching



Parallel teaching



Alternative teaching



One teach, one observe



Station teaching



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.

Co-Teaching Observation Walkthrough



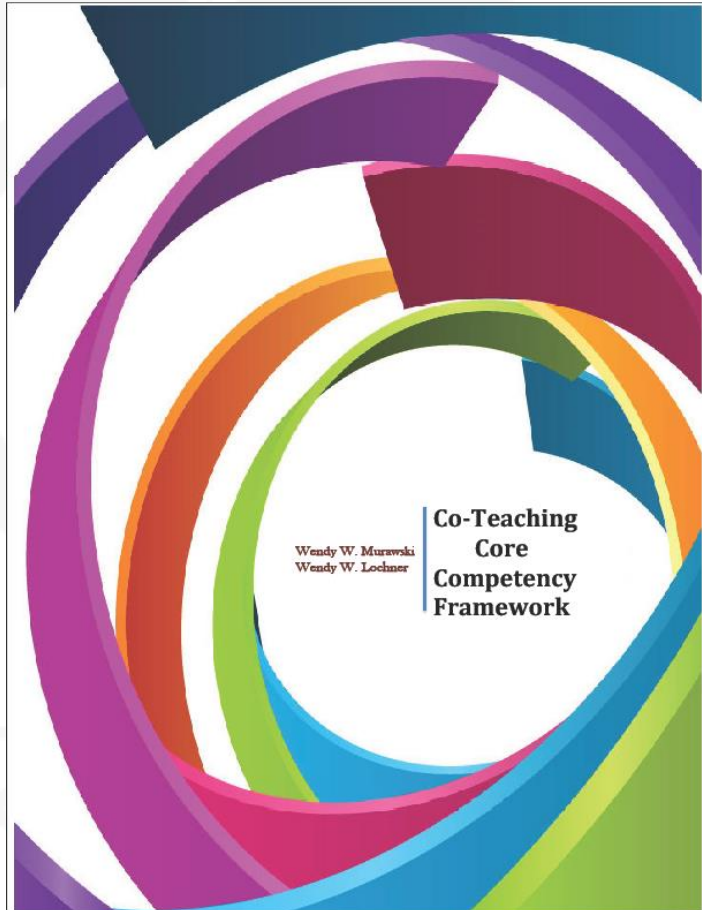
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(Circle one)

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"> 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"> Roles provide instruction that match the learning target or provide specially designed instruction to students 			
	<ul style="list-style-type: none"> Teachers demonstrate Self-Efficacy and Proficiency in their role 			
	<ul style="list-style-type: none"> Both teachers interact with all students. 			
	<ul style="list-style-type: none"> Both teachers implement accommodations and supplemental instruction as needed. 			
	<ul style="list-style-type: none"> 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"> Documented evidence of advance co-planning in Lesson Plans (Use of Individual Learning Plan or similar) 			
	<ul style="list-style-type: none"> Evidence of co-Planning in lesson implementation with seamless delivery 			
	<ul style="list-style-type: none"> Accommodations are planned/provided according to the IEP and are appropriate to the lesson activity/goal. (Specialized Instruction) 			

Co-Teaching Core Competency Observation and Indicator Checklist



CO-TEACHING CORE COMPETENCIES OBSERVATION CHECKLIST

General Educator: _____		Special Service Provider: _____		Grade: _____		
Observer: _____		Date/Time: _____				
LOOK FOR ITEMS		<input type="checkbox"/> 0 - Didn't See It <input type="checkbox"/> 1 - Saw an Attempt <input type="checkbox"/> 2 - Saw It <input type="checkbox"/> 3 - Saw It Done Well				
		0	1	2	3	DNOT
4.5 Two or more professionals working together in the same physical space.	<i>0 = Only one adult; two adults not communicating at all; class always divided into two rooms</i> <i>1 = Two adults in same room but very little communication or collaborative work</i> <i>2 = Two adults in same room; both engaged in class and each other (even if not perfectly)</i> <i>3 = Two adults collaborating together well in the same room</i>					
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	<i>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only</i> <i>1 = Some attempt at parity; both adults share a few materials and general space</i> <i>2 = Parity exists; adults share classroom materials</i> <i>3 = Clear parity; both names on board/report card; two desks or shared space; obvious/feeling from teachers that it is "our room"</i>					
11.6 Both teachers begin and end class together and remain in the room the entire time.	<i>0 = One adult is absent or late; adults may leave room for times not related to this class</i> <i>1 = One adult may be late or leave early or may leave for brief time</i> <i>2 = One adult may be late or leave early but for remaining time, they work together</i> <i>3 = Both adults begin and end together, and are with students the entire time</i> <i>Note: if adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable</i>					
8.6 During instruction, both teachers assist students with and without disabilities.	<i>0 = Adults are not helping students or are only helping "their own" students</i> <i>1 = There is some helping of various students but at least one adult primarily stays with a few of "their own"</i> <i>2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with</i> <i>3 = It is clear that both adults are willing to help all students & that students are used to this</i>					
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	<i>0 = Little to no prior planning is evident</i> <i>1 = All planning appears to have been done by one adult</i> <i>2 = Minimal planning is evident; most appears to be done by one adult</i> <i>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen</i>					
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)	<i>0 = There is no evidence of universal design; all students are expected to do the same thing</i> <i>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage & show what they've learned</i> <i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage & show what they've learned</i> <i>3 = The class was universally designed; opportunities for choice in how students learn, engage & show what they've learned were well selected</i>					

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?



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.

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

- 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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