

Co-Teaching for Student Success

A Practical Guide for Classroom Teachers



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Co-Teaching Series: A Guide for Classroom Teachers

- The following module was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- This module, **Co-Teaching for Student Success: A Practical Guide for Classroom Teachers**, is designed to provide teachers with a variety of tools that can be utilized within the co-taught classroom to ensure the use of the seven best practices related to highly effective co-teaching.
- Co-teaching is more than using a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together.

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Read this information



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The participant will identify three or more resources applicable to improving co-teaching practices in their classroom, school or district.

In Georgia...

During the
2017-18 school year,
64.13%
of students with
disabilities were served
in the general
education classroom for
80% or more
of their school day.

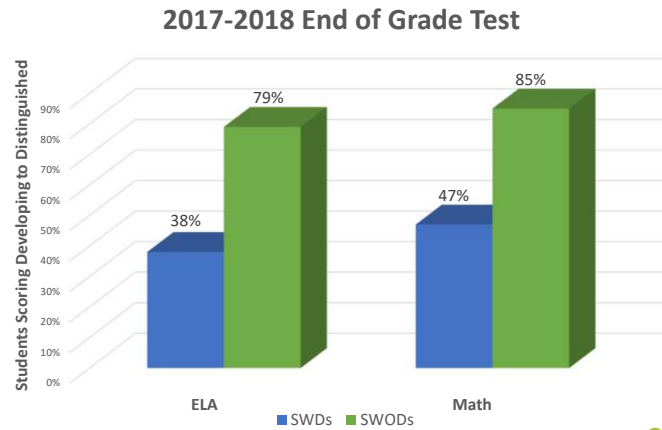


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This is data from the SPP/APR report for the state. 64.13% equals approximately 158,000 students with disabilities. Do we need include the data for students in the general education classroom for less than 40% of their school day (15.28% or approx. 37,646 students) and students in separate schools, residential settings, etc. (1.79% or 4,410 students)?

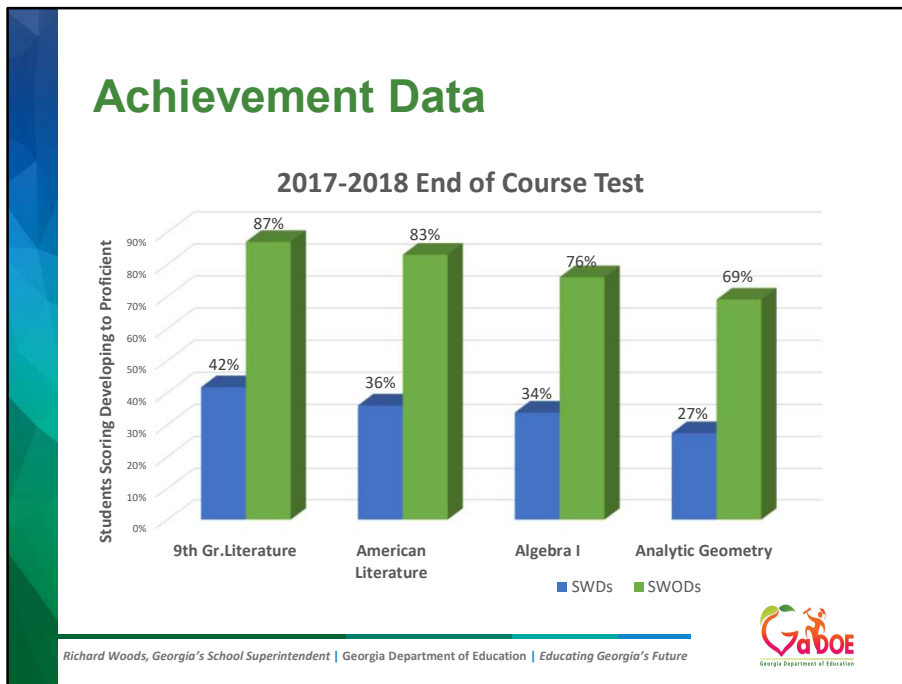
Achievement Data



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Despite the fact that 64% of the students with disabilities in Georgia are receiving instruction in the general education classroom along side their non-disabled peers, there continues to be a pretty large equity gap in regards to the achievement levels between the two groups. As you can see not only is there a big gap between the performance of the students with and without disabilities but the students with disabilities are not performing at the developing level or above anywhere near the 64% rate.



At the high school level, this equity gap only grows larger and again, students with disabilities are not performing at the developing level or above anywhere near the 64% level.

We're sharing this data with you to make the point that simply being in a general education classroom with two teachers does not seem to be enough to ensure that students with disabilities benefit from the instruction in the same way that their non-disabled peers do. It's not just having two teachers in the classroom that's important, it's what the two teachers are doing in the classroom that matters.

State Identified Barriers

Access to the General Curriculum for ALL Students

Access to Positive School Climates for ALL Students

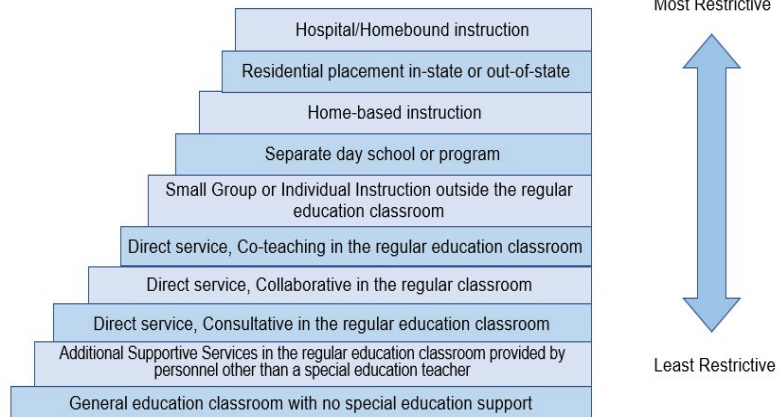
Provision of Specially-Designed Instruction in the Least Restrictive Environment

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When the GaDOE embarked upon the State Systemic Improvement process that is focused on improving the graduation rates for students with disabilities, a very in-depth data analysis process led to the identification of 3 state-wide barriers that appear to be having a negative impact on students with disabilities graduating with a regular education diploma. These are the barriers – as you can see they too relate to the idea that students with disabilities must have access to the general education curriculum and also be provided with the specially designed instruction they need in order to progress in the general education curriculum.

Continuum of Services



Co-Teaching by Definition

The special education teacher AND the general education teacher provide service to students with disabilities and share equal teaching responsibilities for ALL students in the general education classroom.



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Read the definition



Coteaching is a weapon of mass instruction! This was taken from Bobby Smith who is a School Improvement Specialist for the Georgia Department of Education.

What he meant was that with the combined effort of 2 teachers, an instructional coach and administrators and High Impact Instructional Strategies you all can create co-teaching classrooms fully armed to get the job done!

Doing this won't be easy so we need to talk about being sensitive to each other in this process. In order to improve, we have to get feedback from others. This isn't easy for teachers. It is hard to put yourself out there for critique. Many teachers I know prefer to keep their ideas to themselves and work on their own. Maximum impact won't happen this way.... We have to work together...collaborate and cooperate!

So in order for co-teaching to be the "weapon of mass instruction" that Bobby Smith referred to it as, it can't simply be two teachers in a classroom, but rather two teachers who are utilizing their training, skills, beliefs and tools to ensure that instruction for ALL of the students in the classroom is maximized to the greatest extent possible.

**BRAINSTORM ACTIVITY OF BARRIERS TO EFFECTIVE CO-TEACHING – WHOLE GROUP
SUCCESSSES OF EFFECTIVE CO-TEACHING**

Co-Teaching Best Practices

- Shared Vision
- Effective Co-planning
- Specified Classroom Management and Organization
- Effective Instructional Delivery
- Effective Monitoring and Evaluation
- Reflection for Improvement
- Professional Development



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There are some basic Best Practices for Co-teaching. These are the non-negotiables for effective co-teaching.

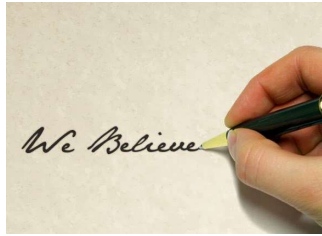
Discuss each of these in more detail.

So with these best practices in mind, we've developed some professional learning resources that school districts can access and utilize.

Shared Vision

“Vision **without** action is merely a **dream**. Action **without** vision **just** passes the time. Vision **with** action can change the world.”

Joel A. Barker



- What is your district/school belief statement around co-teaching?
- What is your individual belief statement around co-teaching? Your co-teacher's belief statement?
- 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.

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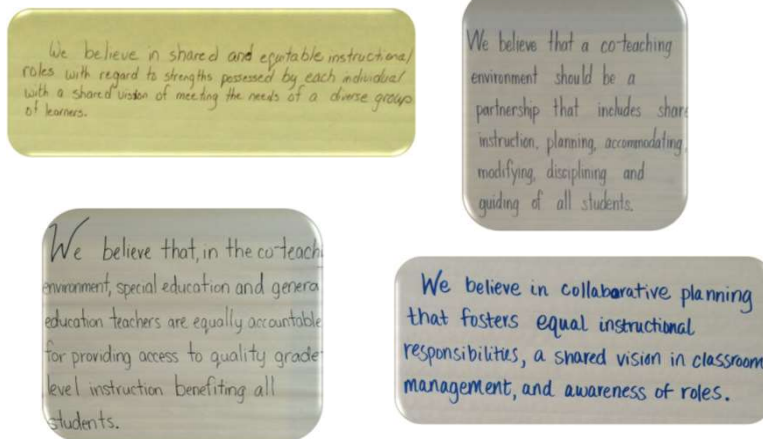


What is your district or school belief statement around co-teaching? Can you articulate it? If you don't know, it might be a good idea to ask your special education director or building principal. If you don't know what they believe then it is likely that others do not either. Unfortunately, it may also 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/school has a written belief statement, take a moment to write it down.

If your district/school does not have a written belief statement, maybe you could encourage members of the leadership team in your district to make this priority. If having a belief statement in your district or school is not a possibility, then at minimum, you and the co-teacher your work with should develop a mutual belief statement. (see handout "What Do We Believe About Co-teaching?" as a resource to help you get started)

Example Belief Statements



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These are some examples of districts who were starting to work on their belief statements. These were not the final statements but just them getting started.

You can utilize the “What we believe about co-teaching” graphic organizer as a tool to get you started. As you consider what you believe about each area identified, you should brainstorm words that come to mind. Once you finish with brainstorming, you should be able to write a belief statement about each area that can then be used to write one overall belief or vision statement for co-teaching in your classroom, school or district.

Visible Partnership

- Both teachers' names are on the board.
- Both teachers' names are on report cards.
- Both teachers have space for personal belongings.
- Both teachers have similar furniture.
- Both teachers take a lead role in the classroom.
- Both teachers talk during instruction.
- Both teachers give direction or permission without checking with the other teacher.
- Both teachers work with all students.
- Both teachers are considered teachers by all of the students.



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In addition to having a clear vision for what co-teaching will look like in your classroom, relationship that shows equal respect, there are some basic specific observable behaviors that show that parity or equality exists in the co-teaching classroom setting. This is not an exhaustive list but it is a beginning.

In addition to the visible signs that indicate that parity exists, co-teachers should also **use language that clearly establishes parity to students and others**

- Use phrases such as 'our' students, rather than 'your' students.
- When speaking to the class, say, 'we' rather than 'I.'
- Never identify students openly in front of the class as special ed students.
- Encourage groups to work together in mixed-ability groups so that expectations conveyed are spoken using the same language for all students.
- When working with same-ability groups, teachers do not differentiate their language to signal out the students with special needs. For example, "Take your sped group over there."



What Do I Believe?

**Parity
Development Tool**

**What are some tools
or strategies that you
use?**

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Parity Planning Tool - 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.

While this tool is extensive and would take some time to go through, it provides a detailed list of topics that you and your co-teacher could benefit from discussing. While you may certainly choose to use the whole thing, you could also use this as a guide to develop a shortened version of a parity planning tool. I know districts that have developed and utilize a parity planning tool. Teachers are expected to meet together to discuss the items on the tool, fill in information, sign and date it and send a copy to their principal and the special education director as documentation. This is a great practice!

Effective Co-planning

"The planning and implementation of [co-teaching] must be deliberate, structured, systematic and ongoing in order for it to be successful."

AIR.org, 2010



What is Co-Planning?

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.

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Why Should We Plan Together?

- 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
- Failure to plan is failure to succeed.

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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, in Collaborative Teaching 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.

Co-Planning for Instruction: A Three-Part Planning Model

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

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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
2. Electronic planning –
3. On-the-spot planning-

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.

Three-Part Co-Planning Model

1. **Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction.
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Let's look at this idea of periodic face-to-face planning more closely:

1. Periodic Face-to-face planning – if creation of master scheduling planning time into the schedule is a challenge or not possible, it is suggested that principals provide coverage for co-teachers at least an hour every 4 weeks for macro planning:

- Macro-planning is typically spent with grade level or content area planning teams. Be sure that you include time with your co-teaching partner during these days. This type of planning must begin by looking at the end-of-course goals for the students as set forth in the state's academic standards and diploma requirements.
- Initial discussions of goals and the creation of benchmarks, which allow co-teachers to assess learning and growth, is best done face-to-face, perhaps even before school starts, to ensure the co-teachers share common goals.
- Once learning targets and benchmarks have been set, the benchmark assessments should be plotted on a shared calendar. This allows teachers to create time frames for instruction and formative assessment within units.

Provide participants with a copy of the **60-Minute Co-Planning Protocol (handout 3)** & discuss (Friend, Hamby & McAdams – CEC Conference 2014) This planning protocol which has been adapted from Marilyn' Friend is one method that can be utilized during face-to-face planning. **(STOP & SHARE AND DISCUSS THIS TOOL)**

Due to the challenges teachers experience around time and competing priorities, within a co-planning framework, conversations need to be streamlined and focused on the end goal. The use of questions to guide the planning process will be useful:

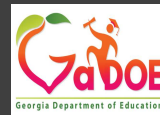
- What is the target for the course, for the month, or for the class session?

This sounds very simple however it's much more difficult in practice because creative thinking in the context of collaboration can cause teachers to easily veer off course and become unproductive during the time they are together. Having a structured time allotment, setting a goal and setting a time frame supports the flow of co-planning and helps to ensure they stay on task and accomplish what they need to accomplish.



60-Minute Co-Planning Protocol

What are some tools
or strategies that you
use?



Three-Part Co-Planning Model

1. **Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction.
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1. Electronic planning – Co-teachers should use electronic planning as a complement to their face-to-face planning. However, this does not mean sending each other random emails that often end up lost or inadvertently deleted. Nor does it mean counting on text messaging as a key planning tool. So many electronic collaboration platforms exist that they have become an essential co-planning tool.

Electronic planning should be the primary mode of co-planning used by teachers.

Once macro planning (course & unit overviews) have been established, the use of a co-planning template such as the one created by Dr. Wendy Murawski or Dr. Lisa Dieker or one of the ones we've already looked at during this module. Such a template can be inserted into an electronic platform and completed in an asynchronous manner (not occurring at the same time).

Online Options for Electronic Co-Planning

Google Drive - Google Drive - Video	Dropbox - www.dropbox.com
Edmodo - https://www.edmodo.com	Evernote www.evernote.com
Google Hangouts - Google Hangouts Video	On-line Planbook - https://planbook.com/
Microsoft 365 – One Drive - www.microsoft365.com	Schoology - https://www.schoology.com/home.php
Wikispaces Classroom - www.wikispaces.com	Others ?

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Eliminates issues related to having common planning time for all co-teaching teams

Eliminates need for teachers find time before or after school to plan

Means the general education teacher plans the core lesson and special education teacher plans for accommodations and specially designed instruction

Provides flexibility for teachers to plan based on their own schedules and preferences

Keeps planning time available for other required tasks

Three-Part Co-Planning Model

- 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
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1. On-the-spot planning- if co-teachers conduct periodic high quality face-to-face planning that includes components of both macro and micro planning, then on-the-fly planning can be very effective in keeping things going successfully.

There are 3 ways that co-teachers plan during the course of their day (next slide)

3 Methods of On-the-Spot Planning

- **Instructional Start-up Strategy:** Students are given an appropriate 4-5 minute assignment to be completed individually or with a partner. Students are taught that they should not interrupt the teachers except for an emergency (and they should be reinforced for following directions).
- **Review and Predict** – one teacher asks students to review what they have been learning and doing. This lets the teacher who just entered know where the students are in the learning. The teachers ask students about the instructional plans when both teachers are present.
- **Fast Talk** – co-teachers sometimes update their plans with a hurried conversation during class changes.

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Instructional Start-up Strategy –

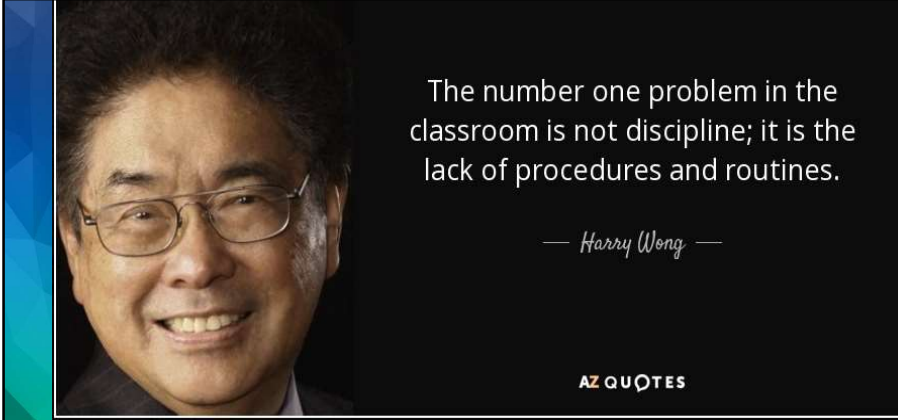
- Elementary – when the second teacher enters the room
- Middle/High – beginning of class (if co-teachers together the whole period and when second teacher enters the room (if co-teaching only occurs for part of the period)
- This allows teachers several minutes to touch base, make a revision in the lesson plan, or discuss a student issue

Review & Predict –

- Primarily used in elementary & middle school
- Occurs when the second teacher enters the room

Fast Talk –

- Especially in middle & high schools
- This strategy is appropriate if more in-depth planning has occurred but is should never constitute all the planning that occurs for co-teaching




The number one problem in the classroom is not discipline; it is the lack of procedures and routines.

— Harry Wong —

AZ QUOTES

Specified Classroom Management and Organization

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Harry Wong is one of the leading experts on classroom management and organization. If you google him, you can find a number of resources from both he and his wife related to classroom management.

All too often, teachers short-change the impact that careful planning and deliberate thought can have on the effectiveness of their classroom. In many instances, we are so focused on teaching the content to students and ensuring that they do well on our outcome measures that we neglect to give ample time to ensuring that our classroom is set up in such a way to encourage student success.

Top 17 Classroom Management Strategies: That Should be Emphasized in Every Classroom

(adapted from Lewis, November 2007)



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1. Increased ratio of positive to negative teacher to student interactions
2. Active supervision going on at all times
3. Positive interaction with most students during a lesson
4. Manage minor (low intensity/frequency) problem behaviors positively & quickly
5. Follow school procedures for chronic problem behaviors
6. Conduct smooth & efficient transitions between activities
7. Be prepared
8. Begin with clear explanations of outcomes/objective
9. Allocate most of day with instruction
10. Engage students in active responding
11. Give each student multiple ways to actively respond
12. Regularly check for student understanding
13. End activity with specific feedback
14. Provide specific information about what happens next
15. Know how many students met the objective/outcomes
16. Provide extra time/assistance for unsuccessful students
17. Plan for next time the activity is conducted



What's Your Ratio?

Classroom Management Self-Assessment

What are some tools or strategies that you use?

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The image displays six instructional delivery models and two book covers. The models are: One teach, one drift; Team teaching; Parallel teaching; Alternative teaching; One teach, one observe; and Station teaching. The book covers are 'HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION' and 'HIGH LEVERAGE PRACTICES for Inclusive Classrooms' by TeachingWorks. The TeachingWorks logo includes the text 'UNIVERSITY OF MICHIGAN' and the website 'http://teachingworks.org'. A URL 'http://cedar.education.ufl.edu/high-leverage-practices/' and the text 'Free Download Available' are also present.

Effective Instructional Delivery

HLPs

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



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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:

- Evidence from current research indicates, when implemented as intended, co-teaching leads to increased academic success in the general education curriculum and 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 realize the tremendous potential of this service delivery model (Murawski, 2006; Scruggs, Mastropieri, & McDuffie, 2007, Tremblay, 2013).

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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?

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.

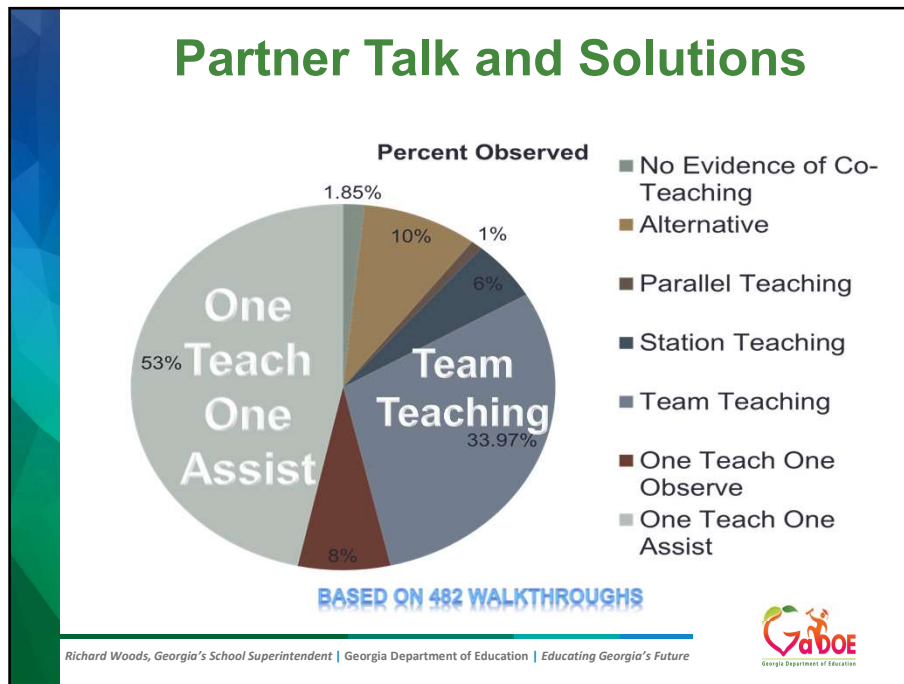
No matter what it looks like, **effective co-instructing always requires the active engagement of both educators for the entire period.**

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.



482 Walkthroughs were conducted in 7 school districts across Georgia. The following percentages were based on observations in the walkthroughs. Keep in mind that when the observer was in the classroom, he/she could click on any and all models of co-teaching that he/she observed...in other words, they were not limited to only identifying one model during the observation period but could instead record all of the co-teaching models they observed during the observation period.

Table talk and chart.....After 18 years of working on co-teaching why are we still using one teach one assist and team teaching as our primary models of co-teaching? What will help you as co-teachers move to more intense models of co-teaching?

Think about the article you read, "Moving Beyond, One Teach, One Assist". (Handout 6)

Work in your table groups to brainstorm why this is still an issue. **Come up with 2 solutions**

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 serve as a well-defined structure that shape and organize lessons.
- Co-teaching models alone are not enough to improve student achievement.
- Co-instructing must also include key instructional strategies and specially designed instruction.
- Co-instruction must engage both teachers in the total instructional period and every learner engaged in learning is valued.

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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 reduce group size and allow for more individualization. Such approaches include station teaching, parallel teaching, and alternative teaching.

What are High Leverage Practices (HLPs)?

High Leverage Practices are a “set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession.”

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Handout 1 HLPs in Special Education Flyer CEEDAR.CEC

Are foundational for effective teaching

Are supported by research

Applicable to the everyday work of teachers

Used frequently and with different types of learners

Cross content domains and grade levels

Used throughout ALL tiers of a Multi- tiered System of Supports (MTSS)

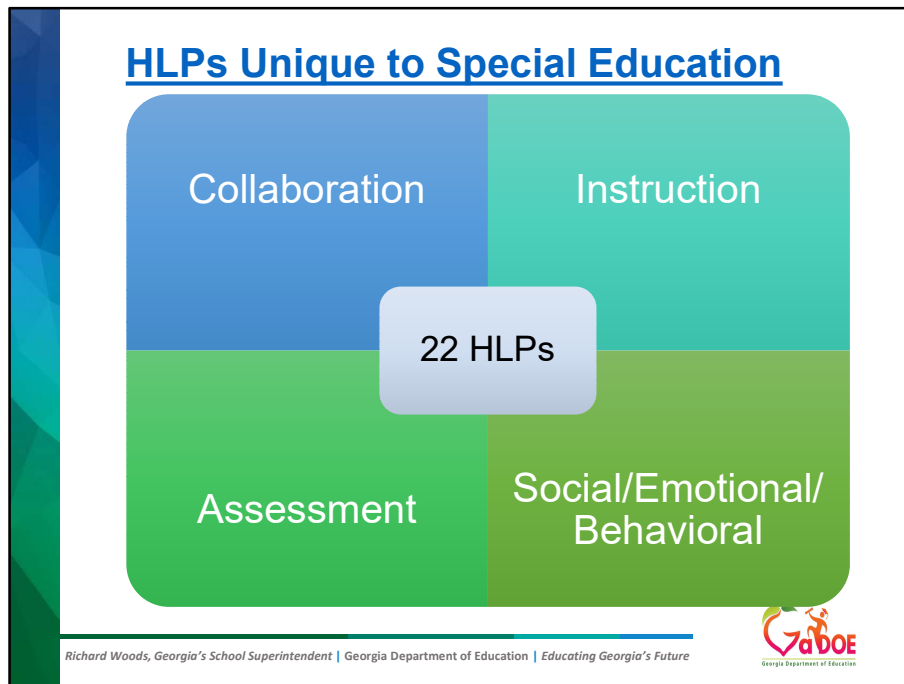
Supported by research

Reference

Windschitl, M., Thompson, J., Braaten, M., Stroupe, D. (2012) Proposing a Core Set of Instructional Practices and Tools for Teachers of Science. *Science Education*, 96 (5), 880.

With most students with disabilities receiving instruction in the general education classroom and ESSA's focus on improved outcomes, schools and educators are understanding the urgency to improve outcomes for students with disabilities.

Implementation of high leverage practices can be an effective way for schools to address the needs of **ALL** students, especially students with disabilities and those struggling to meet grade level standards.



The HLPs are divided into 4 domains of teacher practice: collaboration, instruction, assessment and social/ emotional/ behavioral. From these four domains there are 22 practices intended to address the most critical practices that every K–12 special education teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

You can utilize the hyperlink at the top of the page to access a free download of the High Leverage Practices that has been developed by the CEEDAR Center.

All teachers should have a deep knowledge of a core set of effective instructional practices.

Reference

McLeskey, J., & Brownell, M. (2015). High-leverage practices and teacher preparation in special education (Document No. PR-1). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/wp->


content/uploads/2015/10/Practice-Review-Mcleskey-Brownell.pdf.

High Leverage Instructional Practices

11. Identify and prioritize long- and short-term learning goals.	12. Systematically design instruction toward specific learning goal.	13. Adapt curriculum tasks and materials for specific learning goals.	14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.	16. Use explicit instruction.	17. Use flexible grouping.	18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.	20. Provide intensive instruction.	21. Teach students to maintain and generalize new learning across time and settings.	22. Provide positive and constructive feedback to guide students' learning and behavior.

[The Iris Center](#)

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Of the 22 HLPs these 12 focus specifically on instructional practices

The CEEDAR Center is in the process of developing videos for each of the HLPs. Here you can see that 4 of the HLPs for instruction are hyperlinked to these videos. In addition to this, the Iris Center in collaboration with the CEEDAR center has worked to identify connection between HLPs and the resources they have available on their website. There is also a hyperlink to The Iris Center on this slide.



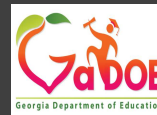
Co-Teaching Log

Lesson Plan Template

**High Leverage
Practices Crosswalk**

**What are some tools
or strategies that you
use?**

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Assessment, just like planning and instruction, should always be done in a collaborative manner by co-teachers.

When it comes to co-teaching, there are two distinct, but related kinds of assessment—

the assessment of your **students' performance** and
the assessment of **your co-teaching performance**.

Co-Assessing Student Performance

Co-assessing occurs when the co-teachers collaboratively evaluate, grade and reflect upon the results of assessments.

Co-assessing also includes reflecting informally on how a lesson went. Assessments might be formative (e.g., quick writes, homework, exit slips) or summative (e.g., lab reports, tests, essays).

In either case, **co-assessing** conversations should focus on what students have learned, where there is room for growth, and next steps for instruction.

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Co-Assessing Student Performance

What It IS:

When both teachers assess and evaluate student progress. IEP goals are kept in mind, as are the curricular goals and standards for that grade level.

What It Is NOT:

When the general education teacher grades “his” kids and the special education teacher grades “her” kids – or when the general education teacher grades all students and the special education teacher surreptitiously changes the grades and calls it “modifying after the fact.”

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Adapted from: Murawski, W.W. (2002). Demystifying coteaching. CARS+ Newsletter, 22(3), 19

Read slide

Co-Assessing Non-Negotiables

- Assessment decisions should be made **jointly** by both the general educator and the special educator.
- Assessment is more than a grade in a grade book.
- There is no one right way to assess students. They are different learners, and they will require different modes of assessment.

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McLesky and Waldron, 2002, Inclusion and School Change: Teacher Perceptions Regarding Curricular and Instructional Adaptations
Bowe, 2005, Making Inclusion Work
Murwaski and Bernhardt, 2013, Administrator's Guide to Co-Teaching
Hattie and Timperley, 2007, The Power of Feedback
Murwaski, 2013, Making the Co-Teaching Marriage Work

Co-Assessing Non-Negotiables

- Co-teachers must define what student improvement and learning means to them in the co-taught classroom.
- Co-teachers must adopt, “They are our kids, and we will assess them together”.
- Co-teachers should conduct formative assessments with feedback provided frequently.
- Compromise will frequently be necessary by both teachers.



Class Learning Plan

What are some tools or strategies that you use?



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This is a tool that can be utilized by co-teaching teams to ensure they are meeting the needs of all of the students in their classroom. This tool can assist teams as they plan instruction – ensuring that they anticipate areas where students might struggle and provide differentiation, scaffolds, accommodations or specially designed instruction. Additionally, this tool can be utilized as a way to monitor and assess – you can use the class learning plan to document the accommodations that students accessed, that were beneficial, etc. This tool can then be used to provide data for the IEP team around the types of accommodations that have meaning and benefit to students verses those that are never utilized and could be removed from the IEP.



- Student assessment is only one part of the job.
- Co-teachers must also assess their own performance, both as individuals and as a team.
- Part of your performance is, of course, tied to your students' performance, but there is still more to evaluate.

Co-Assessing of Co-Teacher Performance

WHAT IT IS:

When teachers reflect on the progress and process, offering one another feedback on teaching styles, content, activities, and other items pertinent to improving the teaching situation.

WHAT IT IS NOT:

When teachers get frustrated with one another and tell the rest of the faculty in the teachers' lounge or when one teacher simply tells the other teacher what to do and how to do it.

Adapted from: Murawski, W.W. (2002). Demystifying coteaching. CARS+ Newsletter, 22(3), 19

Providing Feedback to Each Other

- The right attitude is far more important than the right skills.
- Debriefing is essential for improvement.
- Debriefing can be simple and quickly completed on a daily basis verbally, through an email or text message.
- Some co-teachers may only be able to debrief weekly.
- Honest feedback is key to improved relationships and instruction.
- Discuss how you will give each other feedback and the format of your feedback.

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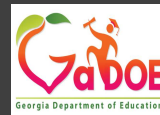


Feedback between co teachers is very important to the continuous improvement process.



Co-Teaching Reflection Tool

What are some tools
or strategies that you
use?





In his dissertation which was a random controlled study on the impact of professional learning on the effectiveness of co-teaching he found that PL had a positive impact on educator attitudes and co-teaching practice. PL served to remove common barriers often identified in the research.

Encourage them to continue their learning journey and to always be working to improve their teaching practices.

Co-Teaching Resources

The screenshot displays two pages from the Georgia Department of Education (GaDOE) website. The top page is titled "Co-Teaching and LRE Resources" and features a navigation menu with options like "Offices & Divisions", "Programs & Initiatives", "Data & Reporting", "Learning & Curriculum", "State Board & Policy", "Finance & Operations", "Contact", and "Calendar". The main content area includes a search bar, the GaDOE logo, and a list of resources under the heading "Co-Teaching and LRE Resources". A blue arrow points to the "LRE" section, which lists "Administrative Guide to Developing IEP for Students with Significant Cognitive Disabilities".

The bottom page is titled "Co-Teaching Series" and also features the same navigation menu. It includes a search bar, the GaDOE logo, and a list of resources under the heading "Co-Teaching Series". A blue arrow points to the "Introduction" section, which contains the text: "The Introduction to Co-Teaching Models module reviews the six common models of Co-teaching and offers pros and cons of each model. It also presents examples of when you might use the different models of Co-teaching. Video examples of each model are presented and activities if using this as a professional learning community." Below this, there are "Learning Targets" and a list of "Co-Teaching Series" modules, including "Module 1 - Co-Teaching for Student Success", "Module 2 - Co-Planning for Student Success", "Module 3 - Co-Instruction for Student Success", "Module 4 - Co-Assessing for Student Success", and "Module 5 - General Supervision: The Role of the Administrator".



Co-Teaching Resources

Resources for Co-Teaching Series Introduction:

- One-Pager
- Facilitator Guide
- Participant Handouts
- Introduction to Co-Teaching Series Presentation PowerPoint
- Introduction to Co-Teaching Series PowerPoint with Notes

Each module contains



A 1-pager for each module topic



Georgia Department of Education
Division for Special Education Services and Supports
Co-Teaching for Student Success: A Parent Guide

What is 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.

What Does Co-Teaching Look Like?

One Teach, One Observe or Assist	One teacher leads instruction while the other observes and gathers data or circulates the room and provides individual assistance as needed.
Station Teaching	Both teachers divide content and students. Students spend time with both teachers. A third or fourth teacher may utilize computer and independent or open tasks.
Parallel Teaching	Both teachers teach the same content, but the class is divided. The classes for differentiation. Teachers alternate groups they work with.
Team Teaching	Both teachers share delivery of instruction. It requires a true learning approach and the most planning.
Alternating Teaching	One teacher delivers instruction such as vocabulary review while the other teacher directs content or a self-management strategy lesson. This is great for reinforcing and consolidation.

Frequently Asked Questions

Which one is my child's teacher? Both teachers will work with your child and are responsible for instruction, assessment, and guidance of all students in the room.

What if my child is not doing well? Because two teachers are in the room, the teachers should provide the individualized support your child needs to succeed.

How is it decided if my child will be in a co-taught class? This is an IEP team decision. It is one of the service components outlined under the IEP placement services.

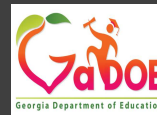




Co-Teaching Modules & One-Pagers

What are some tools
or strategies that you
use?

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"When teachers are working together, they can do powerful things to improve their own teaching and, in turn, improve student learning."

- Robert John Meehan (The Joy and Sorrows at Teacher's Journey)



Can you answer
the



The participant will identify three or more resources applicable to improving co-teaching practices in their classroom, school or district.

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Next Steps

- You and your co-teacher should complete the “Co-teaching Reflection Tool” provided in this presentation, compare and discuss your ratings, and then utilize them to develop goals and next steps for improving or refining your co-teaching practices.
- Determine which of the tools provided in this presentation would make a positive impact on your current practices and develop a plan with your co-teacher for how to implement and utilize the tools.

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