Tips and Resources for Co-teaching using Distance/Remote Learning

August 2020

Co-teaching is defined as…

Co-teaching is when two or more educators share a classroom and provide instruction to a group of students. 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 provides a framework to increase access to the general curriculum, to provide the learner access to effective academic and behavior instructional practices and to provide a multi-tiered system of support to all students.

GADOE Co-Teaching and LRE Resources

Distance/Remote Learning

Co-teaching using Distance/Remote Learning is when professionals work together in a mutually agreed upon platform to deliver instruction to meet the needs of the students when physical attendance and interactions are limited or not an option.

Distance/Remote Learning Ensuring FAPE

Distance learning plans in a child's IEP may include the provision of special education and related services at an alternate location or the provision of on-line or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities.

Supplemental Fact Sheet While Serving Children with Disabilities

Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak

Elements of Distance/Remote Learning

- Establish a rapport

- Identify your teaching styles and use them to create a cohesive distance/remote learning environment

- Discuss teacher strengths and weaknesses

- Discuss Individual Education Program (IEP) and students' needs and supports

- Formulate a plan of action for distance/remote instruction

- Utilize one of the co-teaching models

  - Parallel
  - Station
  - Alternative

- Utilize evidence based instructional strategies

Distance/Remote Learning

Understand and acknowledge responsibilities

Use resources and tools to support instruction
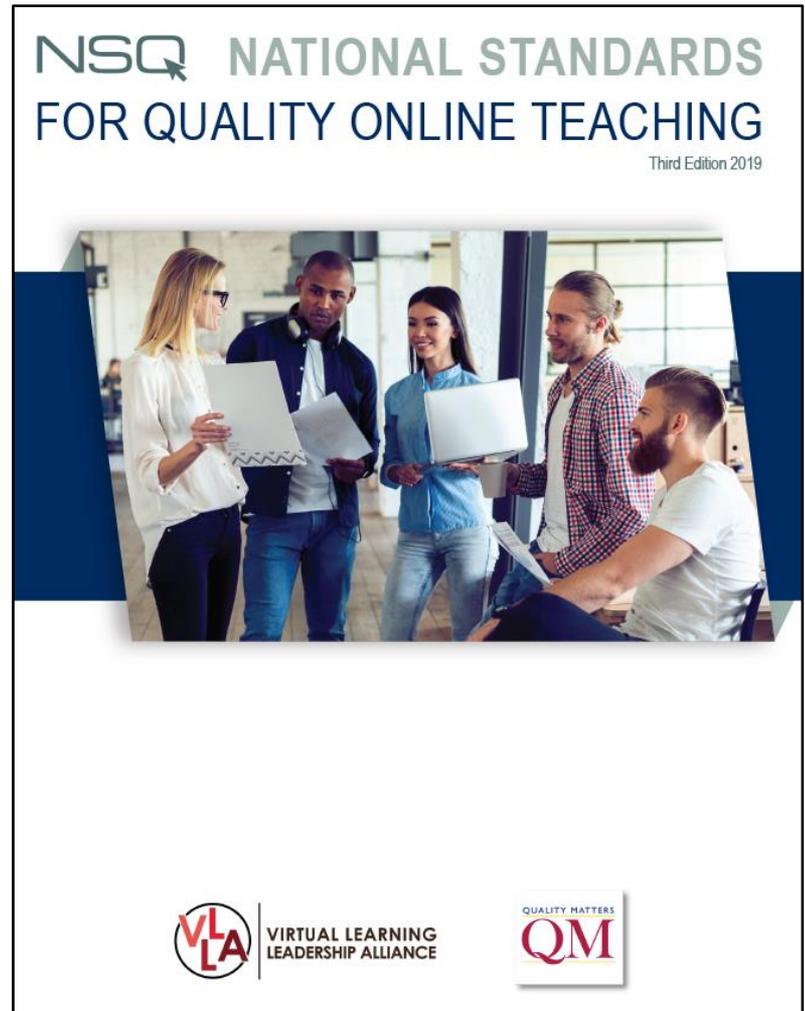
Create a community of support

Engage the learner

Model appropriate behavior and expectations for safe technology use

Individualize instruction based on learner's needs

Monitor progress and identify needs through assessment

Align instruction and resources with goals and curriculum

NSQ NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING
Third Edition 2019

VLLA VIRTUAL LEARNING LEADERSHIP ALLIANCE

QUALITY MATTERS QM

NSQ National Standards for Quality Online Teaching, 3rd Edition 2019

GaDOE
Georgia Department of Education

Planning for Distance/Remote Learning

- Meet weekly by setting regular meeting time

- Stick to the plan unless you both agree to adjust

- Ensure both teachers have access to all platforms and can view student work

- Both teachers provide feedback

- Identify who will lead the live instruction vs who will offer video or notes for support

- When students succeed, share successes together

- Share student growth and student struggles with the family

- Be proactive with parents by having contact hours for questions

- Remember FERPA - be mindful of students' privacy

Use of Technology

- Video read alouds
- On-line journaling (make video of students performing tasks)
- Screencast (video of teacher's voice and/or face and content)
- Use color-coding or highlighting applications for key words or details
- Email and text
- Record the lesson with closed captioning or visual captioning

GADOE Special Education Services and Supports – Assistive Technology

Instructional Supports for Distance/Remote Instruction

- Make sure students have access to a computer and reliable home Wi-Fi/internet access

- Keep the same school-wide behavior expectations and be consistent

- Focus on evidence-based teaching practices

- Utilize a platform which allows for breakout sessions

- Allow the student to have a voice

- Use explicit feedback to encourage, support, and reinforce student

- Create a virtual platform scavenger hunt where student completes tasks in the virtual environment to demonstrate their ability to navigate accurately

Instructional Supports for Distance/Remote Instruction

- Extend submission times for assignments for those students who may not have reliable Wi-Fi

- Add additional instructional videos for students to watch for Specially Designed Instruction (SDI)

- Provide a checklist with time limits; use a planner and visual time/stop clock

- Create a learning community by setting digital agreements with students to keep them engaged and motivated

- Document, Document, Document

Maximize Distance/Remote Interaction

- Pre-plan for each task and use private chat to prompt learners to ask questions

- Chunk the Lessons – display examples of what is being taught

- Set polls and quiz questions – use polls as a starting point for discussion or to check understanding

- Use the chat box – have students share answers

- Allow students control to write or highlight on whiteboard in video conferencing

- Record modeling lessons to reference prior content knowledge and allow students an opportunity to watch at different times or multiple times as needed

- Create/set-up private channels or chat rooms to allow students an opportunity to discuss topics and share with classmates for group projects

Distance/Remote Learning Co-Teaching Examples
(Instructional Supports)

General Education Teacher	Special Education Teacher
A. Providing direct instruction to large group in classroom setting	A. Checking/answering student questions in chat box
B. Providing enrichment activities such as writing or journaling to a group	B. Working with one group in a "break out" room re-teaching a concept
C. Reading aloud or using audio for a book	C. Providing visual cues and pictures that illustrate story being read
D. Monitoring time and answering questions asked/posted by students	D. Have students watch a previously recorded video modeling how to solve a problem and provide prompts for students to begin practicing
E. Provide/create chat box for students to reply in writing and provide feedback	E. Hold Google hangout or chat room for verbal responses and provide feedback

Social and Emotional Supports

- Relieve stressors, fears and anxieties by designing and providing activities for:
  - [Emotional support](#)
  - Coping strategies
  - Establishing trusting relationships
- Allow students time to:
  - Share
  - Talk
  - Interact
  - Ask questions
- Create an accessible pathway for students to contact school counselor
- Give Learning Styles inventories to identify students' strengths and to support planning and instruction
- Be patient with students

Distance/Remote Learning
Co-Teaching Examples
(Social and Emotional Supports)

General Education Teacher	Special Education Teacher
A. State the learning target	A. Clarify the learning target
B. Teacher explains the content	B. Use manipulatives as the General Education teacher is explaining
C. Whole group feedback	C. Individual conferencing and feedback
D. Specially Designed Instruction documented in the weekly lesson plans	D. Keep documentation of how accommodations are provided for Specially Designed Instruction
E. Assign duties (e.g. notetakers)	E. Build in specific methods to boost participation
F. Lead scavenger hunt for students to locate items related to topic during stand-up break/activity	F. Monitor time and set up breaks to allow students to move and/or stand up

Planning for Co-Teaching using Instructional Learning Packets

- General Education and Special Education teacher collaborate to plan instruction via phone conference

- Collaborate on the curriculum and supports when preparing packets for students who don't have access to technology/platforms

- Co-plan on preparing packets

- Consider providing families with hands-on materials, manipulatives, books, etc.

- Schedule times that both teachers can join in on phone/conference calls to provide instruction and feedback to student and parents

- Remember to include instructions and information for parents

- Establish a check-in/check-out routine for materials at buildings, local libraries or other places

Distance/Remote Learning Instructional Packets

- Mail packets home with explicit steps for students to complete and allow students to submit content through:
  - voicemail message
  - text message with picture/image or response to a question
  - snail mail

Tips and Strategies for Instructional Learning Packets

Co-teachers should......

- Prepare packets to send home - remembering to include manipulatives that students may need

- Provide CDs, DVDs or USB drives for students who may have access to media devices but no internet

- Create games for use at home (e.g. matching, flash cards)

- Create and mail home a weekly newsletter that includes standards, curriculum information, resources, student accomplishments and recognitions

- Assign Project Based Learning

- Encourage peer interaction through activities and lessons such as having pen pals in the classroom or between different classes

- Establish a check-in/check-out location for distribution and receipt of materials at designated school buildings, local libraries or other agreed upon places

Resources

- English Language Arts Georgia Standards of Excellence
- 7 ways to maximize interaction in the virtual classroom
- DL #4: Dealing with Uncertainty: A Plea for Thoughtful Plans and Patient Collaboration
- DL #10: Distance Learning and Communications Systems
- Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*
- CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION – March 2020
- Co-Teaching During Distance Learning: Tips for Partnering Virtually
- Co-Teaching: Creating Success for ALL Learners
- NSQ National Standards for Quality Online Teaching, 3rd Edition 2019
- Leadership support for Co-Teaching with Remote Learning
- Fostering a Strong Community in a Virtual Classroom
- What You Need to Know About Student Privacy
- 6 Models of Co-Teaching
- GADOE Co-Teaching and LRE Resources
- Supplemental Fact Sheet While Serving Children with Disabilities
- Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak