

About This Brochure and the Co-Teaching Series Modules

The information contained in this brochure as well as the professional learning modules and materials on Co-Teaching were created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

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 participate in the professional learning modules together.

The Co-Teaching Series Least-Restrictive-Environment- Modules can be found at the following:

[Co-Teaching and Least Restrictive Environment \(LRE\)](#)

For More Information

If you would like additional information or if you are interested in professional learning around co-teaching please contact:

Your regional GLRS Program at <http://bit.ly/RegGLRS>

or

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"Educating Georgia's Future"



Georgia Learning Resources System



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Co-Teaching for Student Success



The Co-Teaching Series

The co-teaching professional learning series includes Powerpoint presentations, a facilitator's guide with presentation notes as well as participant handouts. Additionally, the series provides short, one-pagers about co-teaching best practices. The series includes the following modules:

Introduction to Co-Teaching

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.

Module 1- Co-Teaching for Student Success

The first module, *Co-Teaching for Student Success*, can be used to train co-teaching teams on the fundamentals of co-teaching which will include a review of the six models of co-teaching and the 6-step process for establishing an effective co-teaching partnership.

Module 2- Co-Planning for Student Success

The second module, *Co-Planning for Student Success* explores practical tips for co-planning such as the use of co-planning agendas, checklists and technology to help co-teachers plan effectively. A sample co-teaching lesson plan template is presented.

Module 3- Co-Instructing for Student Success

The third module, *Co-Instructing for Student Success* explores instructional strategies to consider when co-planning to improve outcomes for students. The module covers instructional practices that should be utilized with all students as well as specially designed instruction for students with disabilities.

Module 4- Co-Assessing for Student Success

The fourth module, *Co-Assessing for Student Success* explores ways to make co-teaching more effective by gathering information to guide instruction. This module reviews types of assessments to consider for the diverse needs of students in co-taught classes and how to use the data to improve instruction. This module also provides resources for co-teachers to reflect and self-assess on their co-teaching practices to enhance collaboration.

Module 5- Administrators Guide to Co-Teaching

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-Assessing Student Performance

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

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.**
- **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.**

Specially Designed Instruction (SDI)

SDI is the vehicle to ensure students with disabilities receive high quality instruction and services that will result in progress toward academic and functional standards, graduation and meaningful post-secondary outcomes.

SDI is delivered through customized changes to the **content, methodology,** and/or **delivery** of instruction based on a student's exceptionality.

- **Content:** *Knowledge and skills being taught to the student with disabilities*
- **Methodology:** *Instructional strategies or programs used with students with disabilities*
- **Delivery of instruction:** *The way in which instruction is delivered to students with disabilities*



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 is Co-instructing?

Co-instructing is when the **general** and **special** education teachers co-plan the design and delivery of instruction that will enable students to achieve to the highest outcomes.



Why Co-Teaching?

One of the most significant requirements of the Individuals with Disabilities Education Act (IDEA) is that children with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate.

The IEP Team can consider placing the child outside of general education settings only when the IEP Team has evidence that even with the use of supplemental aids and services, education in the general education settings will not be successful.

Co-teaching Best Practices

- Co-teachers should have a **shared vision** for their classroom and the students within it.
- **Effective co-planning** is essential to ensure that staff expertise is maximized and that all students within the classroom succeed.
- **Specified classroom management and organization** should be agreed upon and implemented consistently.
- Co-teaching teams must use their knowledge of co-teaching models, effective instructional strategies, and individual students needs to ensure that **effective instructional delivery** occurs every day.
- Teachers must utilize **effective monitoring and evaluation** of student learning.
- Co-teaching teams must be committed to a continual focus on **reflection for improvement**.
- **Professional development** must be ongoing and based on the needs of the co-teaching team.



What is Co-Planning?

Co-planning is when the **general** and **special** education teachers:

- **Communicate** the needs of **ALL** student in the classroom.
- Find ways to **remove barriers** to effective teaching but **retain rigor**.
- **Together decide** the **big ideas** of the lesson and ensure they are developed into *effective lessons*.

The Five Step Co-Planning Process

1. Review the standards and curriculum demands
2. Discuss the learning needs of the students
3. Decide on accommodations and who will implement them
4. Monitor, adjust, and provide feedback
5. Evaluate students

