

Coaching Co-teachers

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Session Goals

01 Define:
Co-teaching/team
Co-teaching models
SDI

02 Coaching
Co-teaching teams

03 Supports for
parity, planning,
and action steps

04 Next steps



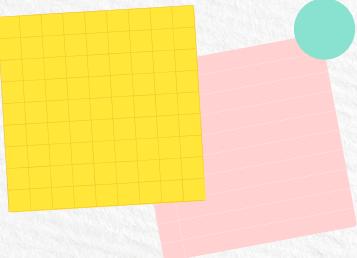
ÓI

Define:

Co-teaching/team

Co-teaching Models

SDI



Defining Co-teaching

- The instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space.
- Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for all student learning.

The Co-teaching Team



General Education Teacher

- Content area expert
- Knowledge of scope and sequence of curriculum
- Knowledge of pacing of the curriculum
- Knowledge of additional resources for the content area

Special Education Teacher

- Specially designed instruction strategies expert
- Knowledge of specific needs based on characteristics
- Knowledge of the IEP and progress monitoring of goals

Instructional Coach

- Facilitate a culture of collaboration and parity
- Support with collaborative planning
- Observe co-teaching pairs and provide support
- Assist with goal setting

Six Models of Co-teaching

The Models



One Teach
One Observe



One Teach
One Assist



Alternative
Teaching



Parallel
Teaching

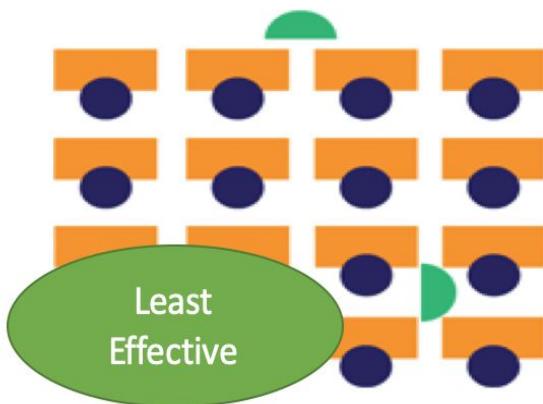


Station
Teaching



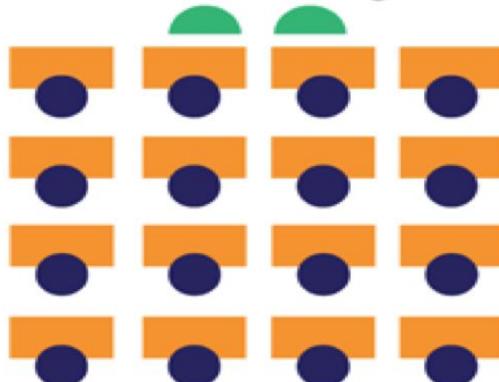
Team
Teaching

One teach, one drift

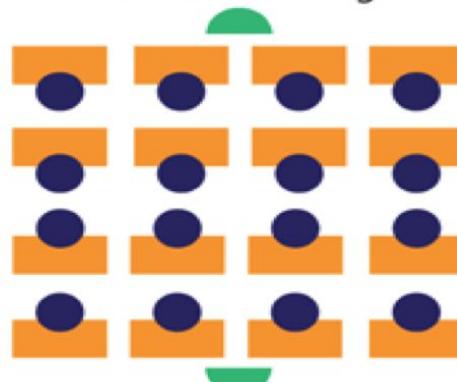


Least Effective

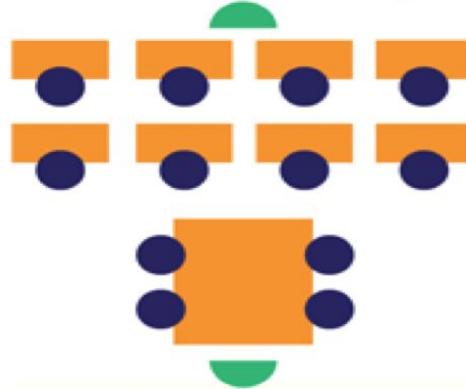
Team teaching



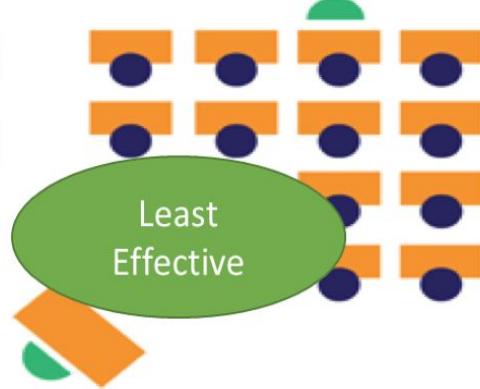
Parallel teaching



Alternative teaching

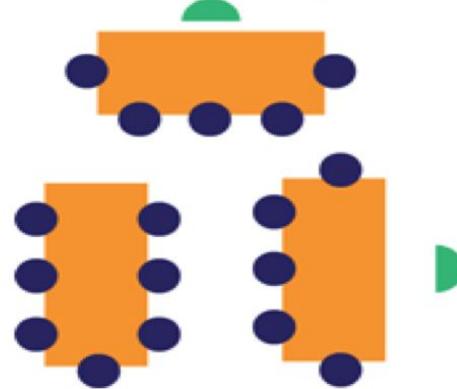


One teach, one observe



Least Effective

Station teaching

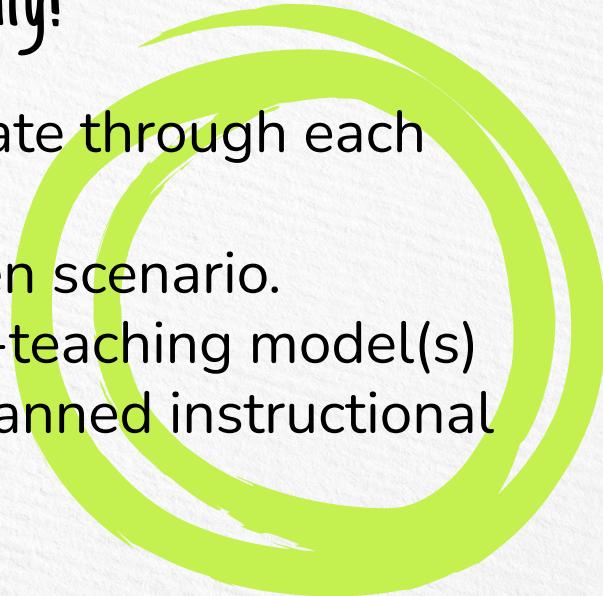
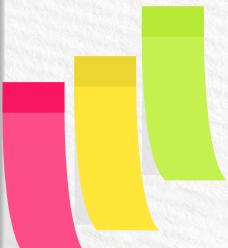




Team Teaching

Which Model(s) of Co-teaching? A Station Activity!

- In small groups, you will rotate through each station.
- In each station, read the given scenario.
- As a group, decide which co-teaching model(s) would best align with the planned instructional activity.
 - ◆ Use your “cheat sheet”
- Be ready to share your selected model(s) and a rationale for your selection(s).



Which Model(s) of Co-Teaching?

You are observing a 3rd grade classroom that provides special education services using the co-teaching model. The learning objectives: identify producers, consumers and decomposers in the ecosystem. Draw a food chain to illustrate how energy flows through an ecosystem.

- 1) Ask students about their favorite meals and make a list of what is said sorted into plant and animal categories. Discuss the why of eating and how the plants and animals we eat get their energy.
- 2) Students will explore the *Where Do Plants Get Their Energy* Handout and *Energy Flow* web activity. Assess student understanding with the following questions...
- 3) Watch Decomposers Video and assess understanding with the following questions...
- 4) Students will create a food chain “Sun to grass to rabbit to fox to bacteria”

Which Model(s) of Co-Teaching?

You are observing a 6th grade classroom that provides special education services using the co-teaching model. The learning objectives: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.

- 1) Ask students what they know about positive and negative numbers. Maybe discuss real life situations such as banking.**
- 2) Teach concept and model situations with positive and negative numbers. Highlight key words in word problems that lend to positive and negative.**
- 3) Complete sorting exercise using large paper folded in half with negative on the left and positive on the right. Students are given a stack of cards with scenarios such as “spending money to buy a gift” Students highlight key words and place the card on the negative side. Once completed students write the highlighted key words on the left or right side of the paper.**



Which Model(s) of Co-Teaching?

You are observing a first grade classroom that provides special education services using the co-teaching model. The learning objectives: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

- 1. Explain to students informational text features, where they are located and their importance (e.g., heading, table of contents, glossary, index, electronic menu, icon).**
- 2. Make an anchor chart with an example of each text feature and how it helps the reader better understand the text.**
- 3. Allow students to work in small groups to look at books and electronic text while pointing out various text features and how they help to locate key facts and information.**
- 4. Each student will use sticky notes to complete a scavenger hunt to locate various text features in an informational text. As the features are located, students will write or tell where they located the text feature and its importance in locating key facts or information in a text.**



Specially Designed
Instruction



Special Education Services



Then

- Provided work on independent, instructional level
- Grade level standards were often not used



Now

- Provide standards based instructional to all students regardless of independent, instructional level
- Use Specially Designed Instruction(SDI) to bridge the gap

Specially Designed Instruction

Critical Elements

Specially

- Individualized
- Personalized
- Customized

Designed

- Purposeful
- With Intention
- Planned

Instruction

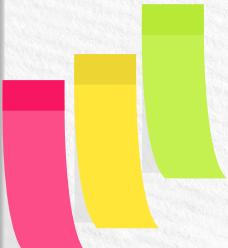
- Teaching
- Coaching
- Directing

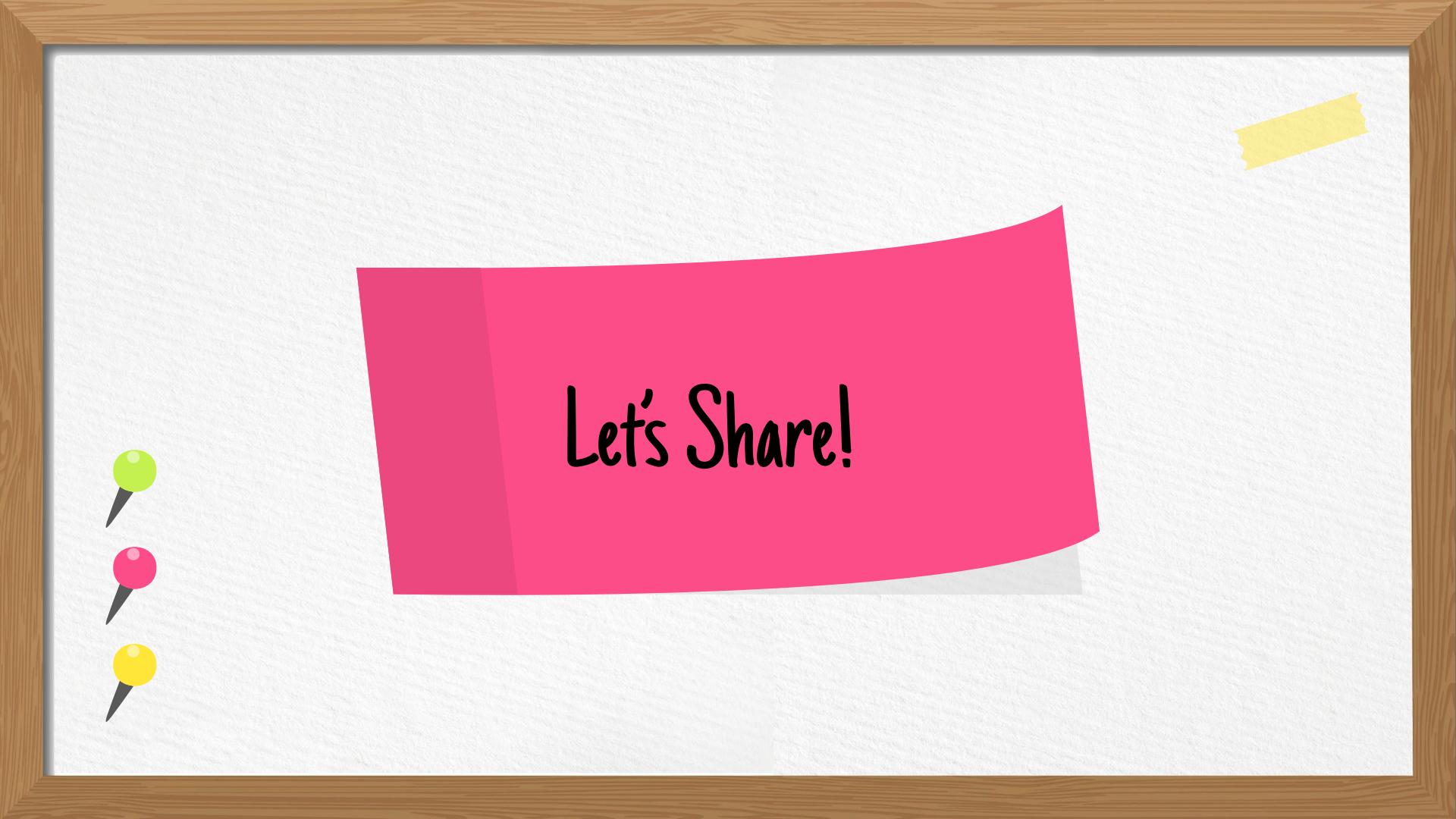
Let's Look at a Lesson Plan: I-I-I

- Read through the lesson plan.
- Record:
 - ◆ 1 thing you like
 - ◆ 1 question you have
 - ◆ 1 thing you want to use or try with your teachers



I-I-I		
1 thing you like:	1 question you have:	1 thing you want to use or try with your teachers:



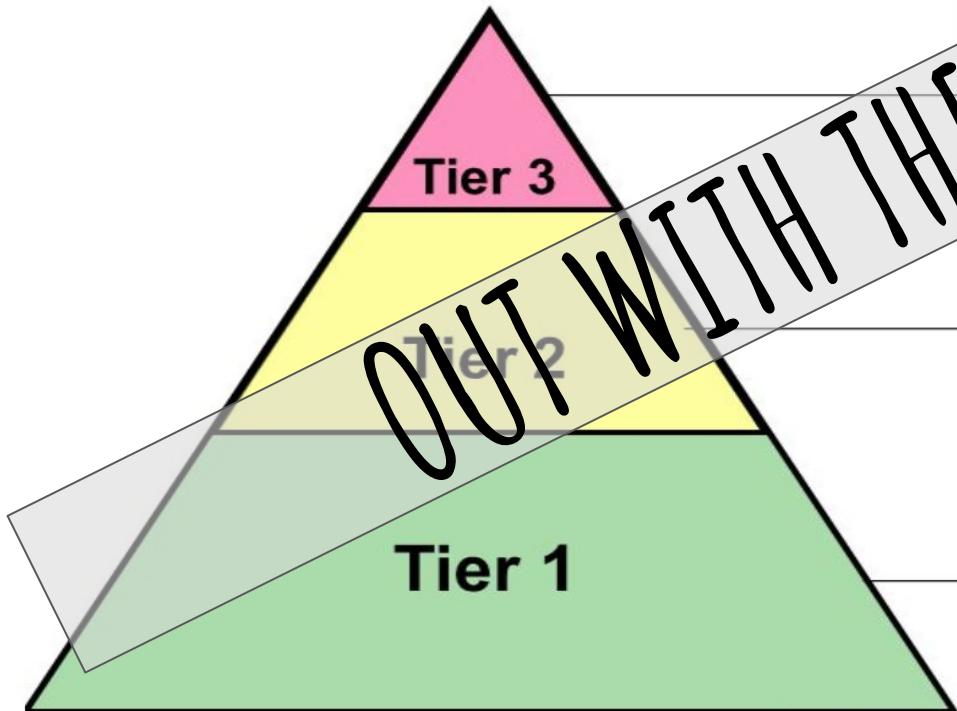


Let's Share!



Response to Intervention

RTI 'Pyramid of Interventions'



Tier 3: Intensive interventions.

Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

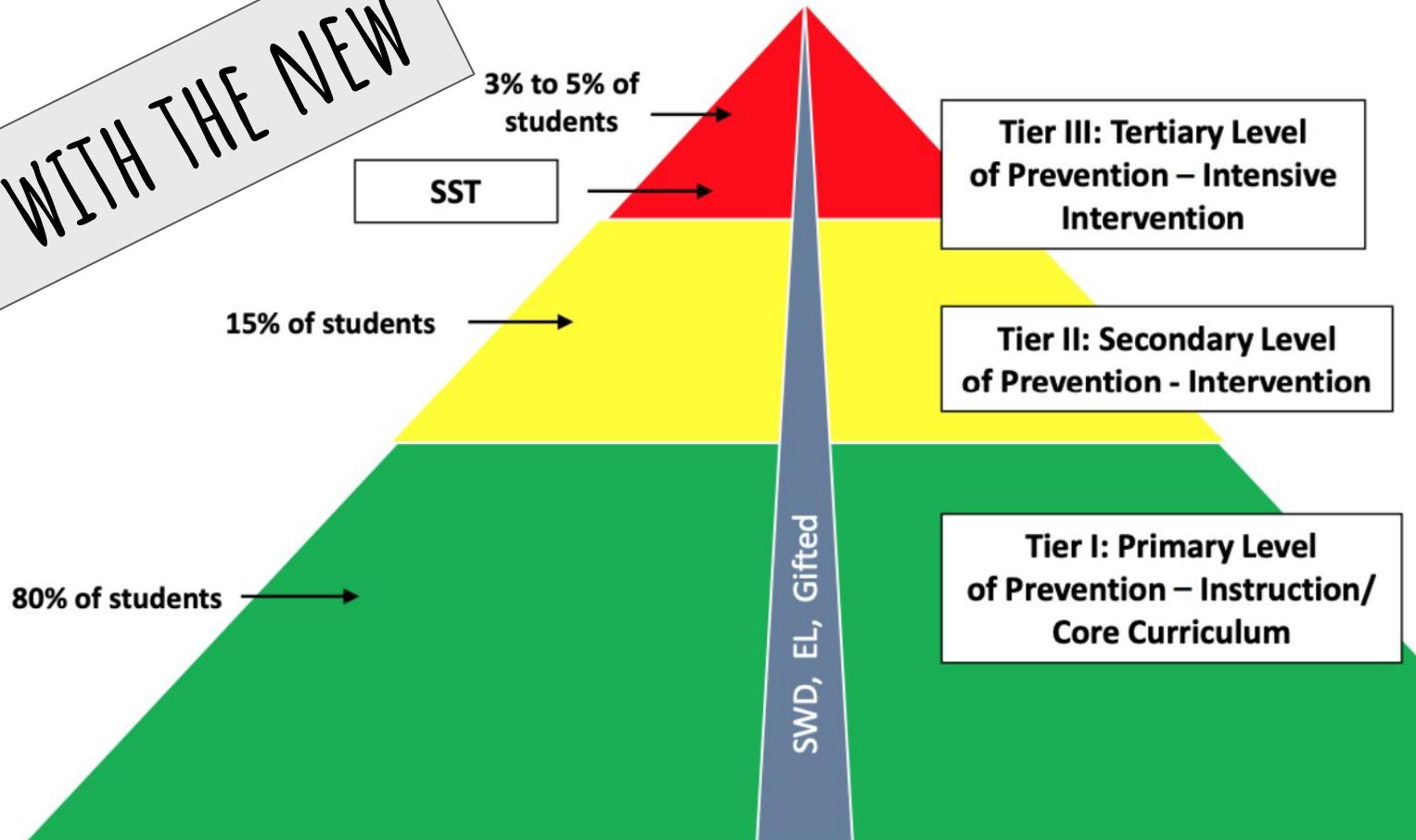
Tier 2 Individualized interventions.

Subset of students receive interventions targeting specific needs.

Tier 1: Universal interventions.

Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

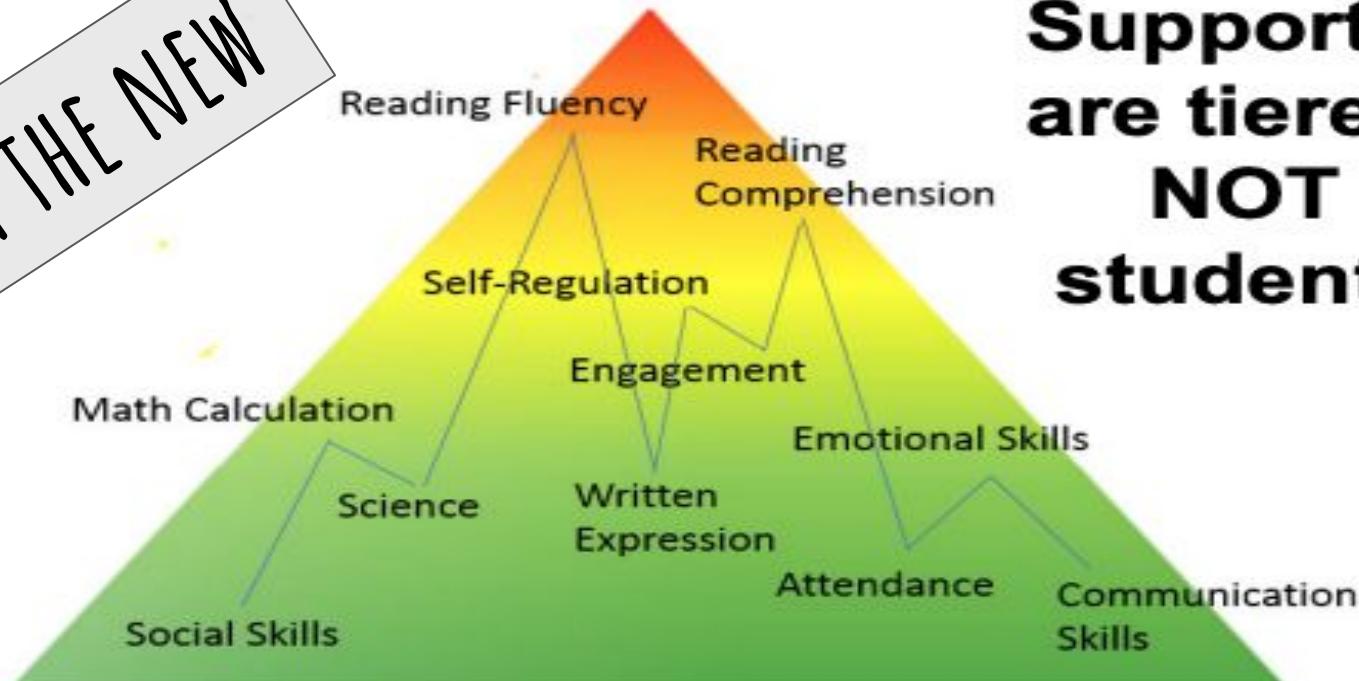
IN WITH THE NEW



Remember: MTSS is About Addressing the Whole Child

MTSS: MULTI-TIERED SUPPORT SYSTEMS

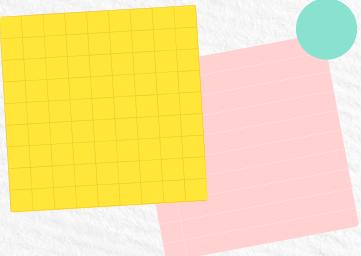
IN WITH THE NEW



**Supports
are tiered,
NOT
students**

02

Co-teaching Co-teaching Teams



parity

CO-TEACHING IS
A MARRIAGE



Moving from Inequality to Parity in the Co-Taught Classroom

Ms. Radford and Ms. Ball had been working together as co-teachers for approximately five years. The first year that they worked together was the year the middle school had instituted co-teaching and inclusion. The school had used a model for implementing co-teaching that I call the “dumped-in method of co-teaching.” Teachers were simply dumped into it without supports or training. Consequently, they struggled significantly during that first year to sort out their co-teaching relationship. Needless to say, it did not go well.

What Made Co-Teaching Work?

Ms. Radford and Ms. Ball's co-teaching relationship improved because they made the effort to get training together on what co-teaching looks like. They discussed what they learned together and used their time to plan together so that they would always be on the same page. The key here is that they made a commitment to each other to make it work. Then they followed through on that commitment. They also made a decision to treat each other as equals in the classroom. This was a conscious commitment and decision to be successful as co-teachers. That in itself is a significant factor in their success.

How to Make the Most of a Co-Teaching Partnership

Respect each other.

It's fine to disagree with someone's ideas, but don't make the disagreement about the person.

Clearly define roles and responsibilities.

Co-teaching works better when the partners agree on who does what and when.

Be flexible.

Sometimes this means putting aside a favorite strategy to try something different.

Plan together.

A minimum of 15 minutes per day is ideal. Be sure to plan for instruction AND assessment!

Don't take yourself too seriously.

A little bit of humor goes a long way.

Communicate.

Set up systems for communicating throughout the day and for occasional fine-tuning.

Seek administrative support.

A trusted administrator can observe and help you find areas for improvement.

Communicate, Communicate, Communicate

Co-teaching teams can have different methods to create and sustain communication. It is just important that they adopt a method.



Text and Emails

Some teams use texting and emails throughout each day to share updates. Texts and emails can all work well, especially if one teacher has urgent information or an urgent question about a particular student.



Google Docs

Teams can use Google Docs or other shared documents to keep track of lesson planning and to share feedback with each other on how lessons went. Collaborative documents can also be used to provide each other with information about targeted students.



Voxer App

The Voxer app can be used throughout the school day and on the drive home to send messages back and forth. Voxer is a “free” walkie-talkie style app for iOS and Android devices that allows you to communicate with other using voice, text, images and video.



Co-teaching Contract



WHO WILL DO THAT? HOW WILL IT BE DONE?
PLEASE PUT THE "HOW" IN THE COLUMN YOU CHOOSE

RESPONSIBILITY	GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER	BOTH
Record Grades			
Report Cards			
Portfolios			
Rubrics			
Lesson Plans			
Document Modifications and Accommodations			
Contact Parents			
Contact Child Study Team			
Sub Plans			
Classroom Expectations			
Physical Classroom Arrangement			
Address academic and/or behavioral concerns			

- What will be helpful for your teachers?
- What could be some possible issues or concerns?
- How can you coach your teachers using this contract?

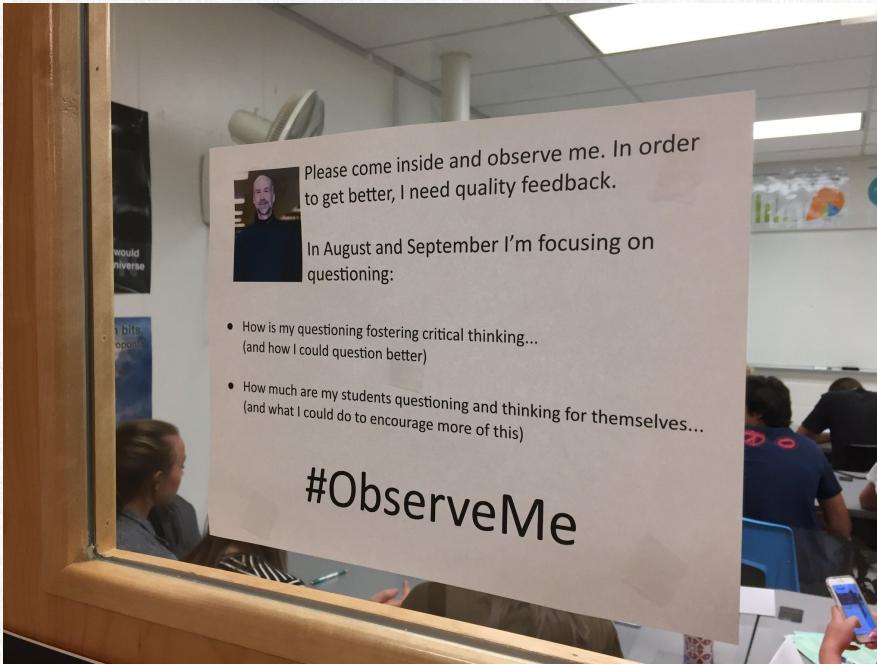


Reflection:

1. What is your one key takeaway from today's session?
2. What is your main goal when you return to your school?



Let's Close with a Coaching Tip of the Day: Turn, talk, and brainstorm!

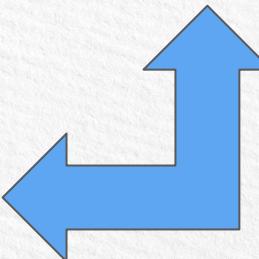
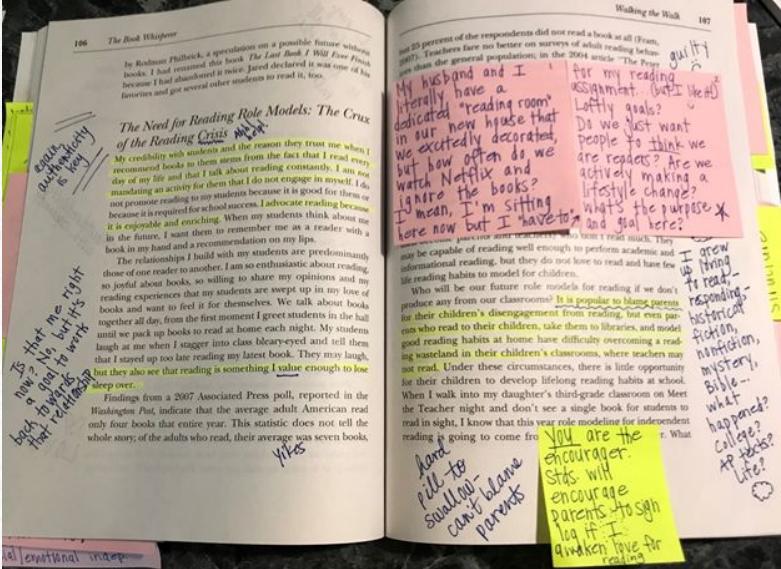


Book Distribution and Homework

Read pages 20-34 about the Visible Culture.

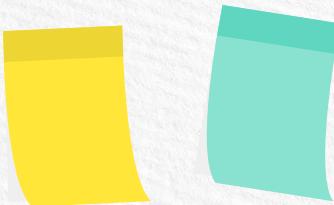
As you read, write in the margins!

Complete the recommended activities in the chapter and be prepared to share your results at our next session.



Southeast GLRS Co-Teaching Support Work for 2021-2022

- Co-teaching support guide
- Swivl Check-out
- Questions about the support



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