WELCOME!
UNDERSTANDING CO-TEACHING
WHAT DOES ADDING CO-TEACHING MEAN TO MY CHILD
CURRENT LEVELS OF SERVICE

Autistic Support: (Early Learning Center(ELC), Elementary Learning Center(ELC), & Middle Learning Center(MLC))

Learning Support

Autistic and Learning Support models are either pull out replacement or support in their delivery orientation.
PROPOSED NEW LEVELS OF SUPPORT

Autistic Support: ELC, ELC, & MLC

Learning Support

Co-Teaching

Co-Teaching creates an option to bring the special education service to the student
HOW DID WE GET HERE?

1. Faculty meeting
2. Teacher volunteers from each grade level and special education selected to work
3. Examined: Must Haves, Want to Haves, Desired Outcomes, Political Potholes, Factors that Support, Factors that Constrain
4. Discussed student variables, class configuration considerations, staff development requirements, planning time, collaboration and more……
5. Reached consensus on a model to bring back to each respective faculty
6. Presented, discussed, examined and answered all inquiries
7. Roll out to parents the week of April 1, (No Fooling)
8. Next step present to the board of school directors at May 6th meeting
WHAT IS CO-TEACHING

Two educators or other certified staff

Contract to share instructional responsibility

For a single group of students

Primarily in a single classroom or workspace

For specific content

With mutual ownership, pooled resources, and joint accountability

WHAT IS CO-TEACHING

Special Educator

- Learning Strategist
- Modifications & adaptations
- Motivation Strategies
- Knowledge of Special Needs

General Educator

- Content Specialist
- Curriculum Sequence
- Instructional Objectives

Understanding of all students
Enhanced Content
Access to quality curriculum
Support for all who need it!
WHY CO-TEACH

Co-Teachers are jointly committed to all of “our” students
Reduces teacher – student ratio
Allows for flexible grouping
Allows for flexible scheduling
Creates opportunities to meet all student’s unique needs
Engages all students in active learning
Provides consistency in student instruction
Allows for ongoing individual student assessment
Increases time for individualized attention with students.
Increases teacher – student contact time for: direct instruction, re-teaching, guided practice, student monitoring, individual assistance, student conferences, enrichment activities
WILL THE RESEARCH SUPPORT CO-TEACHING?

Research shows that collaboration between general and special educators benefits the quality of instruction and supports for students with disabilities. Students without disabilities benefit, too. These are among the findings of a metasynthesis of co-teaching research conducted by Scruggs, Mastropieri, & McDuffie (2007).
KEY ELEMENTS

THE ELEMENTS OF CO-TEACHING
THE MODELS OF CO-TEACHING

Duet
Speak & Add/Chart
Skills Group
Learning Style Group
Complementary
Instruction

Team Teaching

Alternative Teaching

Parallel Teaching

Station Teaching

Lead and Support

MODELS OF CO-TEACHING

One teach, one observe:
one teacher delivers instruction while the other observes student learning and assesses student understanding and academic functioning

One teach, one assist:
one teacher will take the lead in providing instruction while the other moves around the classroom and assists students who may be struggling

Parallel Teaching:
The class is divided in half and the same material is presented at the same time by both teachers (teacher to student ratio becomes more manageable)
MODELS OF CO-TEACHING

Station Teaching:
Both teachers are actively involved in instruction and the students rotate from one station to the next, learning new material.

Alternative Teaching:
One teacher takes a small group of students and provides instruction that is different than what the large group is receiving.

Team Teaching:
Both teachers instruct on the same lesson with all students present.

defined by Friend and Cook, 2004
STATION TEACHING

- Divide students for instructional purposes
PARALLEL TEACHING

Split the class into two groups based on instructional considerations
TEAM TEACHING

Both teachers are responsible for planning and share in the delivery of the instruction to all students as one group.

Speak and Add/Chart is one example.
ONE TEACHING, ONE SUPPORTING

One teacher teaches while the other supports the instructional process.
ALTERNATIVE TEACHING

Small Group of students receive instruction

Teachers’ roles are not static

Small Group membership and composition can be fluid to meet the student’s needs: enrichment, remedial or diagnostic/precriptive
1 TEACH, 1 OBSERVE

1 teacher instructs, 1 teacher observes & collects data (Time on task, formative assessment, other)
UES MODEL FOR CO-TEACHING: PROPOSED

Two classes per grade level: One with Special Education Teacher and One with an Instructional Assistant

Two Resource/Learning Support classes to service students in 3rd & 4th and 4th & 5th

Balancing of Classes

Students will be assessed by their current teacher for both academic and behavioral using a four point rubric.

Classes will be balanced using the four point rubric in an effort to achieve reasonable balance.

504, Title 1, ELL or GIEP students can be placed in any grade level classroom
## UPPER ELEMENTARY SCHOOL MODEL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Co-Taught with Special Education Teacher</th>
<th>Full Day Instructional Assistant Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 3</strong></td>
<td>Co-Taught with Special Education Teacher</td>
<td>Full Day Instructional Assistant Support</td>
</tr>
<tr>
<td><strong>GRADE 4</strong></td>
<td>Co-Taught with Special Education Teacher</td>
<td>Full Day Instructional Assistant Support</td>
</tr>
<tr>
<td><strong>GRADE 5</strong></td>
<td>Co-Taught with Special Education Teacher</td>
<td>Full Day Instructional Assistant Support</td>
</tr>
</tbody>
</table>

Learning Support/Resource Room: 3rd Grade / 4th Grade  4th Grade / 5th Grade

| 504, Title 1, ELL or GIEP students Can be placed in any classroom in the grade level | Balancing of Classes: Students will be assessed by their current teacher academic and behavioral needs using a four point rubric. Classes will be balanced using this method in an effort to achieve reasonable balance. |
LES MODEL FOR CO-TEACHING: PROPOSED

One Special Education Teacher and one Special Education Assistant co-teaching with two grade level classrooms, one in first & one in second grade

One Special Education Teacher providing Resource/Learning Support services in the Learning Center

One Special Education Teacher in the ELC (Autistic Support)

Balancing of Classes

Students will be assessed by their current teacher for both academic and behavioral using a four point rubric.

Classes will be balanced using the four point rubric in an effort to achieve reasonable balance.

504, Title 1, ELL or GIEP students can be placed in any grade level classroom
# LES CO-TEACHING MODEL

| GRADE K |  |
|---------|  |
| GRADE 1 | Special Education Teacher | Special Education Assistant |
| GRADE 2 | Special Education Teacher | Special Education Assistant |
| **Learning Support/Resource Room** | **K-2** |
| **504, Title 1, ELL or GIEP students**<br>Can be placed in any classroom in the grade level | **Balancing of Classes:**<br>Students will be assessed by their current teacher academic and behavioral needs using a four point rubric. Classes will be balanced using this method in an effort to achieve reasonable balance. |
“The practice of co-teaching has the potential to be a wonderful strategy for meeting the needs of all students. Working in partnership with another teacher, bouncing ideas off of one another, planning and orchestrating the perfect lesson, having two pair of eyes and four hands, creating something that is better than that which each partner brings ...what better way to teach?”

Kohler-Evans (2006)
QUOTES FROM OUR STAFF ABOUT CO-TEACHING

The co-teaching arrangement that we have has worked out well. It has reduced isolation. We always have someone with whom we can try new ideas and also someone in the classroom who can provide a quick check-in to get a better sense on how things are going on a regular basis.

I have found the co-teaching model to be positive experience for me. Both of my co-teaching partners are seasoned veteran have been welcoming to me in their classroom. My ideas have been encouraged and supported by my co-teaching partners.

__________ (student)has raved about it without my soliciting!
QUESTIONS & ANSWERS

back to school
<table>
<thead>
<tr>
<th>Academic Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets Expectations</td>
<td>Meets Most Expectations</td>
<td>Meets Some Expectations</td>
<td>Not Meeting Expectations</td>
</tr>
<tr>
<td></td>
<td>Consistently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to complete work consistently, with minimal teacher assistance</td>
<td>Student is able to complete work most of the time requiring some teacher assistance</td>
<td>Student is able to work independently on occasion, frequently requires teacher assistance</td>
<td>Student is rarely able to work independently, consistently requires teacher assistance</td>
</tr>
<tr>
<td>Behavior Rubric</td>
<td>4- Meets Expectations Consistently</td>
<td>3- Meets Most Expectations</td>
<td>2- Meets Some Expectations</td>
<td>1. Does Not Meet Expectations</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Follows Instructions/Stays On Task</td>
<td>-Completes all tasks (takes care of personal needs and belongings, completes all tasks timely and efficiently without disrupting classroom) with minimal teacher prompting</td>
<td>-Completes majority of tasks (takes care of personal needs and belongings, completes tasks timely and efficiently without disrupting classroom without much teacher prompting)</td>
<td>-Does not complete most tasks independently with teacher prompting</td>
<td>- Does not complete assigned tasks/teacher expectations (i.e. takes care of personal needs and belongings, completes all tasks timely and efficiently without disturbing others)</td>
</tr>
<tr>
<td>Peer Interaction</td>
<td>-Gets along with peers in both structured and unstructured settings</td>
<td>-Gets along with peers in both structured and unstructured settings majority of time</td>
<td>-Intermittently gets along with peers in both structured and unstructured settings</td>
<td>-Does not get along with peers in both structured and unstructured settings (needs constant redirection)</td>
</tr>
<tr>
<td>Self Control</td>
<td>Demonstrates self-control of body, voice, and materials across all settings.</td>
<td>Demonstrates self-control of body, voice and materials across all settings with minimal teacher prompting.</td>
<td>Independently is challenged to demonstrate self-control of body, voice and materials without teacher prompting.</td>
<td>Independently has limited ability to demonstrate self-control of body, voice and materials with teacher prompting.</td>
</tr>
</tbody>
</table>
# STUDENTS: LEARNING SUPPORT/AUTISTIC

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEARNING SUPPORT</th>
<th>AUTISTIC</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>12</strong></td>
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</table>
## Students: Learning Support/Autistic

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Support</th>
<th>Autistic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Totals:</td>
<td>28</td>
<td>5</td>
<td>33</td>
</tr>
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</table>