Teaching in Tandem!!

ASCD
Webinar

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Poll

Who are you?
A. Special education teacher
B. General education teacher
C. Administrator/Supervisor/Chair
D. Parent
E. Other
How is inclusion (with co-teaching) different from mainstreaming?

Mainstreaming

How is inclusion (with co-teaching) different from mainstreaming?

Inclusion
**How is inclusion (with co-teaching) different from mainstreaming?**

- Mainstreaming
- Inclusion

**Special Education is a SERVICE not a place!**

**So what is co-teaching??**
- General educator and special educator
- Teaching together
- In a general education inclusive classroom
- With typical and atypical learners.
Poll

- What percentage of students who are classified in your district receive services in a co-taught classroom?
  - A. more than 60%
  - B. between 30 and 59%
  - C. less than 29%
  - D. None

Why a special educator and a general educator?

- Increase instructional options for all students
- Improve program intensity
- Increase support
- Reduce stigma

Co-teaching approaches:

- 1 Teach 1 Support
- Parallel
- Station
- Alternative
- Teaming
One Teach/ One Support

Poll

In your experience, what percentage of the time do co-teachers use this model?

- A 90-100%
- B 70-89%
- C 50-69%
- D Less than 50%
Parallel

\[ T_1 \quad T_2 \]

\[ + \quad - \]

Station Teaching

\[ \text{Ind} \quad T_1 \quad T_2 \]

\[ + \quad - \]

Alternative

\[ \text{Alternative} \quad T_1 \quad T_2 \]

\[ + \quad - \]
Poll

There are many benefits as well as obstacles to co-teaching. In your opinion, of the following, what is the most important aspect for effective co-teaching?

- A. Co-teachers getting along
- B. Co-teachers planning together
- C. Administrator support
- D. Parental support
Without co-planning there is no co-teaching!

What obstacles do co-teachers face when trying to plan together?

- Time
- Knowledge
- Pacing
- IEP goals vs. Curriculum goals
- Ownership

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Activity

Consider and rate the level of difficulty of:
- reading the NY Times article,
- participating in a discussion,
- writing a comparison of the colonies and why each flourished or declined
for students with the following characteristics:

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Easy</th>
<th>Difficult</th>
<th>How to address?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically achievement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>student who comes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>student who reads very</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>slowly, word by word,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>has difficulty</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>student who has difficulty with the mechanics of writing, including sentence structure, spelling, and handwriting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Task and lesson rating scale

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Easy</th>
<th>Difficult</th>
<th>How to address?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student who has difficulty organizing thoughts and information. Student writes a short and incomplete paper.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student who is a very concrete thinker. Is able to remember facts, but doesn’t understand the big ideas.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student who has difficulty processing information when it’s presented orally, such as through lecturing.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student who has difficulty attending to tasks due to start working on tasks instead of completing assignments</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student who has difficulty remembering information. Each lesson seems to be a &quot;first&quot; lesson on the topic.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Quick Co-teaching Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Title</th>
<th>Sequence of Tasks</th>
<th>Materials</th>
<th>Adaptation and strategies</th>
<th>Co-teaching models</th>
<th>Student Needs</th>
<th>Co-teaching Activities</th>
<th>Planning for Future Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1</td>
<td>What contributed to the rise or fall of early American colonies?</td>
<td>Guided reading comparing Jamestown and Plymouth NY Times editorial</td>
<td>RBP strategy for reading</td>
<td>John</td>
<td>Adjunct, Armanda, Stephanie</td>
<td>10-15 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity
Discussion guide

<table>
<thead>
<tr>
<th>Question type</th>
<th>Question</th>
<th>Answer</th>
<th>Student focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/no</td>
<td>Were both Jamestown and Plymouth established by the English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedded</td>
<td>Did indentured servants pay for their passage from Europe or work in the New World to pay back for their voyage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One word</td>
<td>Where was Jamestown?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>What three factors helped Jamestown grow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elicit</td>
<td>What hardships did the early colonists face?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>How did religion influence the early colonies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>What made Plymouth different from Jamestown?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Why did Plymouth prosper as Jamestown declined?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1/6/2012

The Quick Co-teaching Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Title</th>
<th>Sequence of Tasks</th>
<th>Materials</th>
<th>Student Focus</th>
<th>Co-Teaching Strategies</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1</td>
<td>What contributed to the rise or fall of early American colonies?</td>
<td>Discussion</td>
<td>Discussion guide</td>
<td>John: attention</td>
<td>Paralleled Group 1 &amp; Group 2</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written comparison</td>
<td>Adapted teacher's assistant</td>
<td>Armando, Juliet, Stephanie</td>
<td>Then focusing</td>
<td></td>
</tr>
</tbody>
</table>

Planning

Co-teaching Basics

Problem Solving

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Ms. Nottingham is a fabulous teacher but she rarely lets Ms. Halper do more than walk around and support. Matt is finding his first year a bit overwhelming and although the district relies on co-teachers of a duty so they have one period each day to plan, he finds that he needs time to think and plan on his own. He hands Susan the plan and handsouts each day right before their first period starts. Matt’s plans are the same for his two inclusion classes and his other three solo taught 7th grade math classes.

Susan is frustrated because she never knows what is going to be covered during the class and she feels that the materials need to be designed to better meet the needs of some of the students in the class.

Statement of the problem: The needs of the students with special needs are not being considered in the inclusive class.

Problem Genesis: The co-teachers do not plan together.

How the problem is being denied or addressed: The special ed teacher is tolerating the situation; the general teacher is focused on survival.

Ways of promoting a positive outcome: 
- Plan together and share the teaching responsibilities.
- Discuss this with the principal.
- Find ways to support and work together.

Rating Scale for Teaching Materials

- User-friendly: Is the format of the materials designed to be accessible?
  - Simple 12345 Complex

- Reading level: Is the reading level of the materials appropriate for the grade level?
  - Easy 12345 Hard

- Writing level: Does the writing demand appropriate for the grade level?
  - Easy 12345 Hard

- Attention: The level of attention demanded for the task.
  - Low 12345 High

- Independence: How independent is the task or can it be done with support?
  - Low 12345 High

- Interest: The interest level of the task.
  - Low 12345 High

- Knowledge: The level of prerequisite knowledge needed for the task or material.
  - Low 12345 High

- Cognitive level: The level of thinking required for the task or material.
  - Low 12345 High

- Importance: How important is the activity to the overall curriculum?
  - Low 12345 High

- Time: How much time is needed to complete the task.
  - Min 10 20 30 40 >50

Mr. Halper is a non-tanressed second year teacher has worked for two years with Ms. Nottingham, a veteran teacher of eighteen years.

Mr. Halper worries that her observation will be negative due in large part to Ms. Nottingham’s reluctance to share the teaching responsibilities and she doesn’t know how to discuss this with her.

Ms. Nottingham is a fabulous teacher but she rarely lets Mr. Halper do more than walk around and support the students, even though Ms. Halper is very willing to take on more responsibility and often makes up some materials and offers to mark papers and call parents.

Ms. Nottingham usually says that the materials will take too much time, or water-down the content. Ms. Nottingham also says that she likes to mark the papers so she knows how all the students are doing.

Ms. Nottingham has frequent contact with parents but expects Mr. Halper to call the parents of the students with special needs.

Mr. Halper is going to be observed by her principal and is extremely anxious. She knows she and Ms. Nottingham aren’t really effective co-teachers; she feels an unfulfilling observation write-up would be unfair and her future in this district is at stake not because of her own abilities but because Ms. Nottingham doesn’t really embrace co-teaching.

Statement of the problem: The special education teacher will not be able to demonstrate her abilities. Students are not meeting academic expectations.

Problems identified: The co-teachers have not established effective co-teaching practices.

How the problem is being denied or addressed: The co-teachers have not discussed or worked out their responsibilities.

Ways of promoting a positive outcome: 
- Plan together and share the teaching responsibilities.
- Discuss this with the principal.
- Find ways to support and work together.

© 2012
Mr. Halper is a new teacher second year teacher who has worked for two years with Ms. Nottingham, a veteran teacher of eighteen years.  

Mr. Halper worries that her observations will be negative due to the large group to Ms. Nottingham’s reluctance to share the teaching responsibilities and she doesn’t know how to respond to this with her.  

Ms. Nottingham is a fabulous teacher, but she really likes to do everything herself. She does not want to delegate tasks and support the students, even though. Mr. Halper is very selling and makes sure to take some materials and offers to make more person and self-contained.  

Ms. Nottingham usually says that the materials will take too much time, or water down the content and that she does not want to mark the papers as she knows how all the students are doing.  

Ms. Nottingham also says that the parents should take the responsibility for the students, but expects Ms. Halper to call. She is not really effective in teaching, but she feels an unsupervised observation write-up would be unfair and her future in this district is at stake because Ms. Nottingham doesn’t really embrace co-teaching.  

The situation is getting even more complex as the state is adopting a new teacher evaluation system. In that system, general ed. teachers are considered “teachers of record” or A teachers, and special education teachers are considered B teachers. For the first time, Mr. Windam, the general education teacher, is considering leaving the co-taught inclusive class. He is concerned that his rating will be negative because of the slow progress of students with special needs.

Mr. Windam and Ms. Oster have been co-teaching for a number of years. They have developed some effective strategies and routines over the years and feel that they are doing a good job meeting the needs of the all the students in the class. The students with special needs in the class are making progress as measured by the state assessments. Ms. Oster and Ms. Halper are making progress both socially and academically. However, and Ms. Halper works that her observation will be negative due to a large part to Ms. Halper’s reluctance to make adaptations to materials in order to help struggling students complete tasks.

III. Evidence of Success  

6. What evidence is there that all students have been appropriately challenged?  


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Teaching in Tandem!!

Co-teaching Basics
- How is co-teaching different?
- What is co-teaching?
- Why should special educators be teachers of students with disabilities?
- What are the co-teaching models?

Planning
- Planning
- Observation
- Co-teaching
- Teaching
- Task and lesson rating scale

Problem Solving
- How to create materials
- How to observe a co-taught class
- How to deal with teacher ratings aligned with student performance

Q & A

Thank you so much!!!