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

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Teaching in Tandem!!

Co-teaching Basics

- How is inclusion with co-teaching different from mainstreaming?
- What is co-teaching?
- Why a special educator and a general educator?
- What are the co-teaching models?

Planning

- Obstacles
- Co-teaching Course/marking period frame
- Co-teaching Unit Frame
- The quick Co-teaching Plan
- 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

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Co-teaching Basics

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- Why a special educator and a general educator?
- What are the co-teaching models?

Planning

Problem Solving

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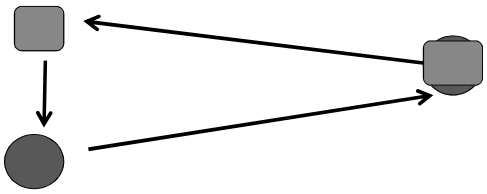
How is inclusion (with co-teaching) different from mainstreaming?

- Mainstreaming



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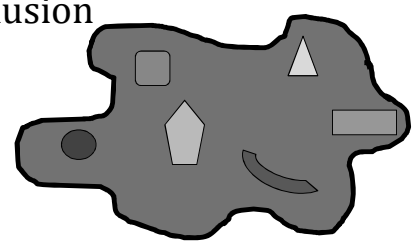
How is inclusion (with co-teaching) different from mainstreaming?

Inclusion



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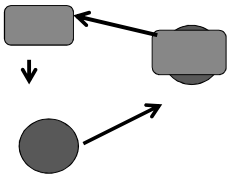
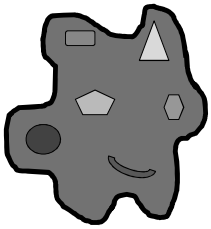
How is inclusion (with co-teaching) different from mainstreaming?

- Mainstreaming



- Inclusion



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Special Education is a SERVICE not a place!

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So what is co-teaching??

- General educator and special educator
- teaching together
- in a general education inclusive classroom
- with typical and atypical learners.

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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

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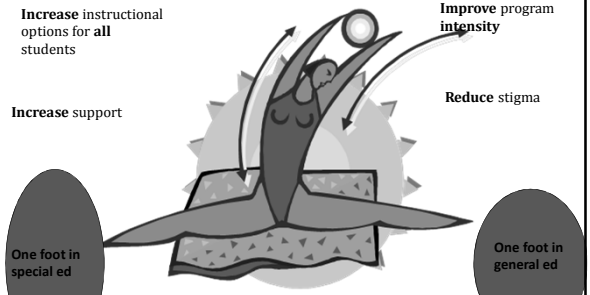
Why a special educator and a general educator?

Increase instructional options for **all** students

Improve program **intensity**

Increase support

Reduce stigma



One foot in special ed

One foot in general ed

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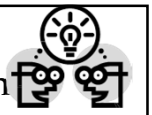
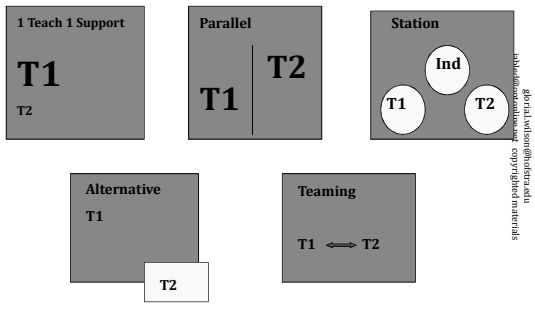
Co-teaching approach





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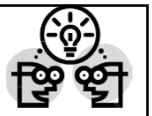
One Teach/ One Support



1 Teach 1 Support

T1

T2

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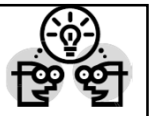
One Teach/ One Support



T1

T2

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%

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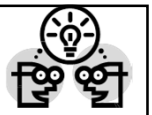
One Teach/ One Support



T1

T2

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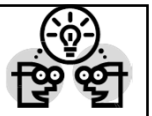
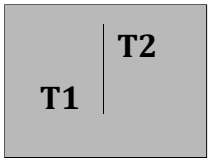
Parallel





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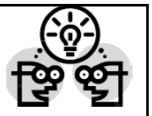
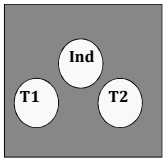
Station Teaching





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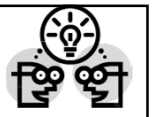
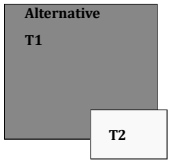
Alternative





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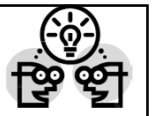
Teaming



T1 T2

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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

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Co-teaching Basics

Planning

Problem Solving

How is inclusion different from mainstreaming?

What is co-teaching?

Why a special educator and a general educator?

What are the co-teaching models?

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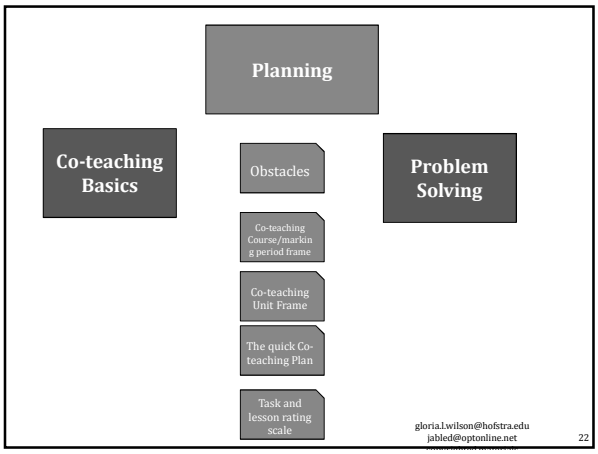
Planning
Co-teaching Basics
Obstacles
Problem Solving
Co-teaching Course/marking period frame
Co-teaching Unit Frame
The quick Co-teaching Plan
Task and lesson rating scale
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Without co-planning there is no co-teaching!
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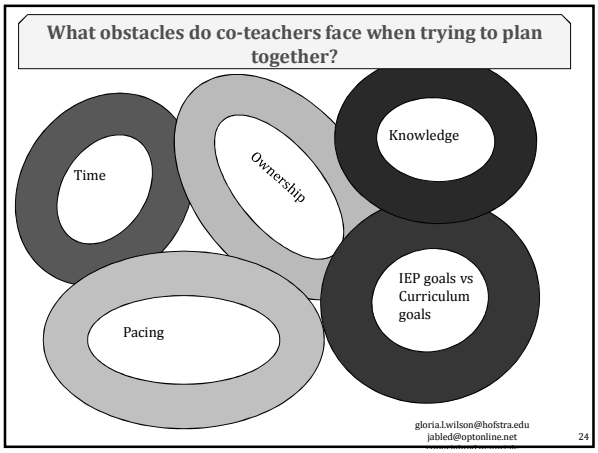
What obstacles do co-teachers face when trying to plan together?
Time
Ownership
Knowledge
IEP goals vs Curriculum goals
Pacing
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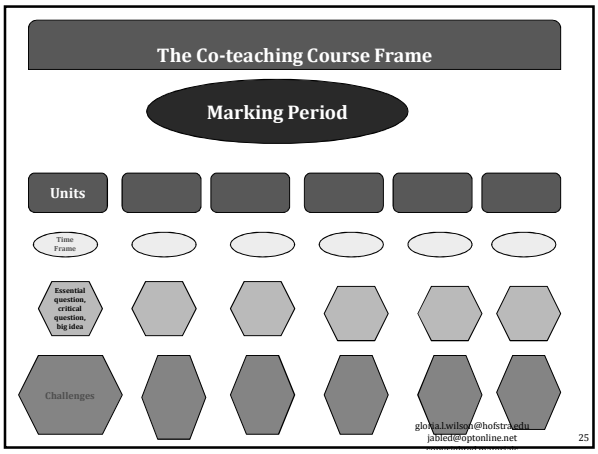
The Co-teaching Course Frame
Marking Period
Units
Time Frame
Essential question, critical question, big idea
Challenges
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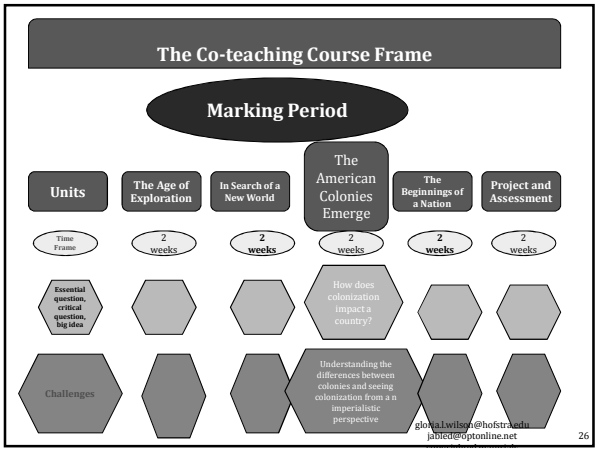
The Co-teaching Course Frame
Marking Period
Units
The Age of Exploration
In Search of a New World
The American Colonies Emerge
The Beginnings of a Nation
Project and Assessment
Time Frame
2 weeks
2 weeks
2 weeks
2 weeks
2 weeks
Essential question, critical question, big idea
How does colonization impact a country?
Challenges
Understanding the differences between colonies and seeing colonization from a n imperialistic perspective
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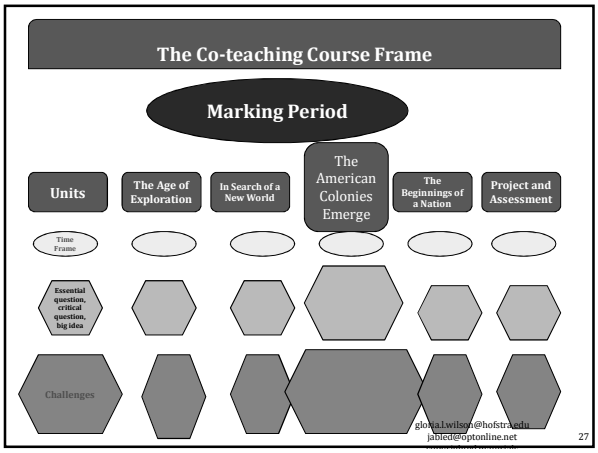
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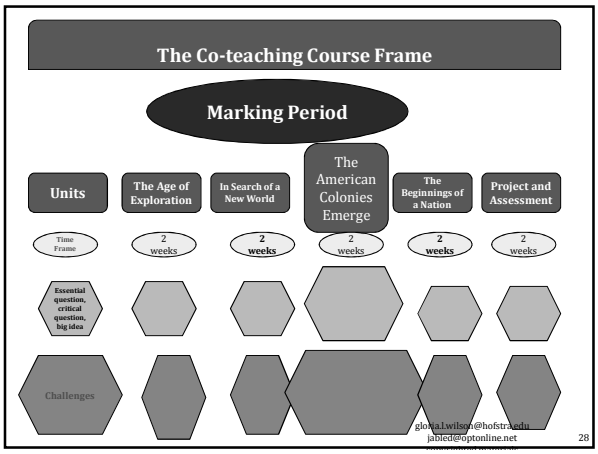
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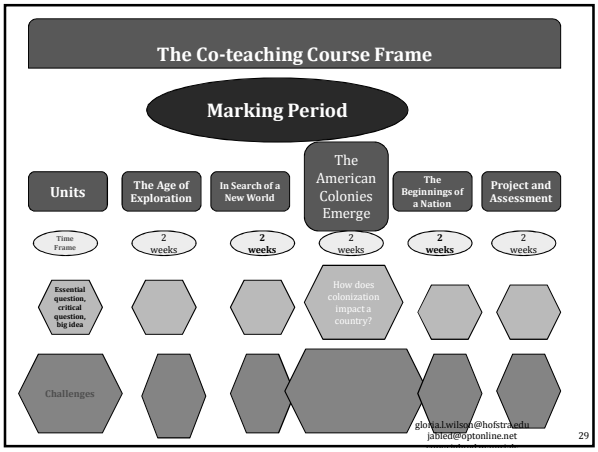
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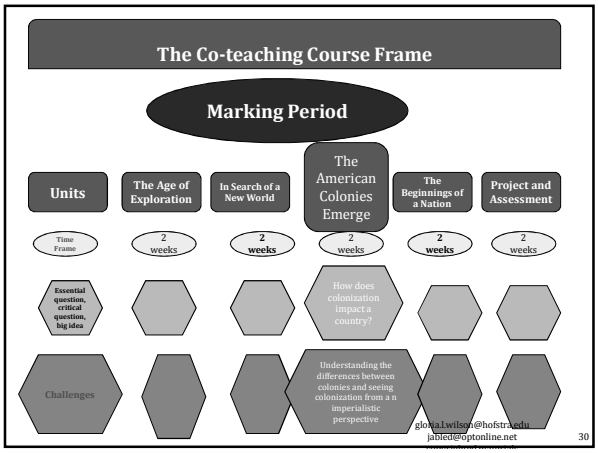
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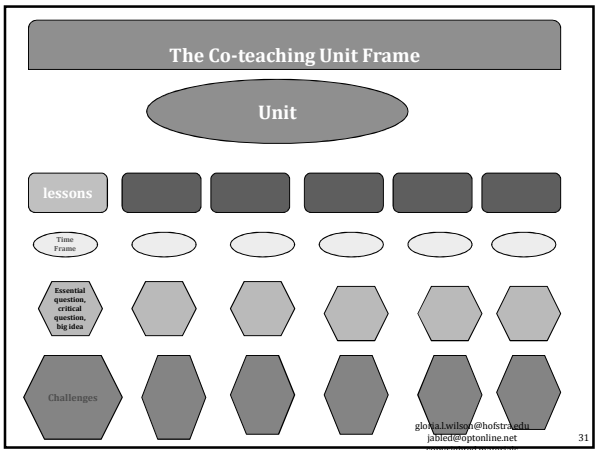
The Co-teaching Unit Frame
Unit
lessons
Time Frame
Essential question, critical question, big idea
Challenges
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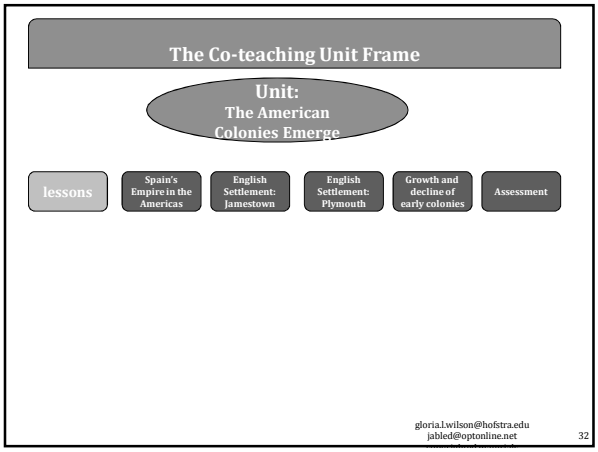
The Co-teaching Unit Frame
Unit:
The American Colonies Emerge
lessons
Spain's Empire in the Americas
English Settlement: Jamestown
English Settlement: Plymouth
Growth and decline of early colonies
Assessment
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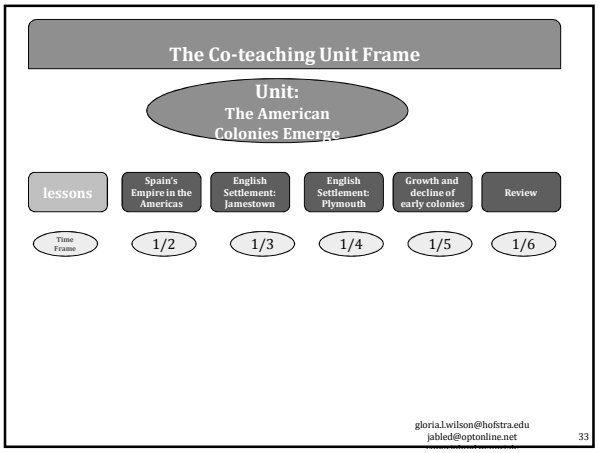
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Growth and decline of early colonies
Review
Time Frame
1/2
1/3
1/4
1/5
1/6
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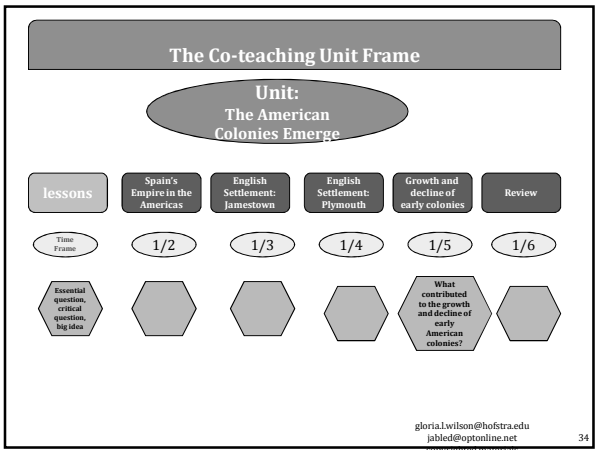
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Review
Time Frame
1/2
1/3
1/4
1/5
1/6
Essential question, critical question, big idea
What contributed to the growth and decline of early American colonies?
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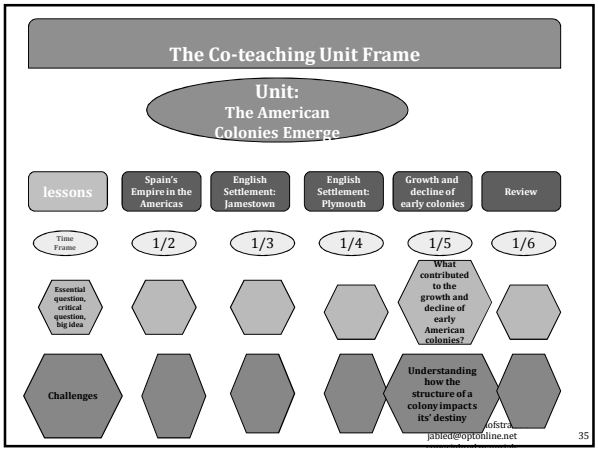
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Review
Time Frame
1/2
1/3
1/4
1/5
1/6
Essential question, critical question, big idea
What contributed to the growth and decline of early American colonies?
Challenges
Understanding how the structure of a colony impacts its' destiny
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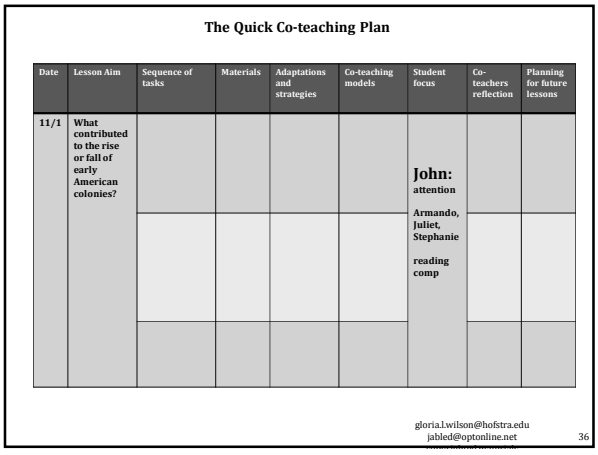
The Quick Co-teaching Plan
Date
Lesson Aim
Sequence of tasks
Materials
Adaptations and strategies
Co-teaching models
Student focus
Co-teachers reflection
Planning for future lessons
11/1
What contributed to the rise or fall of early American colonies?
John:
attention
Armando, Juliet, Stephanie
reading comp
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The Quick Co-teaching Plan

Date	Lesson Aim	Sequence of tasks	Materials	Adaptations and strategies	Co-teaching models	Student focus	Co-teachers reflection	Planning for future lessons
11/1	What contributed to the rise or fall of early American colonies?	Read editorial comparing Jamestown and Plymouth				**John:** attention Armando, Juliet, Stephanie reading comp		
		Discussion						
		Written comparison of colonies						

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The Quick Co-teaching Plan

Date	Lesson Aim	Sequence of tasks	Materials	Adaptations and strategies	Co-teaching models	Student focus	Co-teachers reflection	Planning for future lessons
11/1	What contributed to the rise or fall of early American colonies?	Read editorial comparing Jamestown and Plymouth	NY Times Editorial			**John:** attention Armando, Juliet, Stephanie reading comp		
		Discussion						
		Written comparison of colonies						

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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?

Student Characteristics	Easy				Difficult	How to address?
Typically achieving student who is on grade level for reading and writing, is motivated and has good cognitive skills.	1	2	**3**	4	5	
Student who reads very slowly, word by word, has difficulty deciphering unknown words, and skips over long words.	1	2	3	4	**5**	
Student who has difficulty making connections and comprehending reading materials.	1	2	3	4	5	
Student who has difficulty with the mechanics of writing, including sentence structure, spelling, and handwriting.	1	2	3	4	5	

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Task and lesson rating scale

Student Characteristics	Easy				Difficult	How to address?
Student who has difficulty organizing thoughts and information. Written work is very short and incomplete with little idea development.	1	2	3	4	5	
Student who is a very concrete thinker. Is able to remember facts, but doesn't understand the big ideas.	1	2	3	4	5	
Student who has difficulty processing information when it is given orally, such as through lecturing.	1	2	3	4	5	
Student who has difficulty attending to tasks, slow to start work, and often hands in incomplete assignments	1	2	3	4	5	
Student who has difficulty remembering information. Each lesson seems to be a "first" lesson on the topic	1	2	3	4	5	

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The Quick Co-teaching Plan

Date	Lesson Aim	Sequence of tasks	Materials	Adaptations and strategies	Co-teaching models	Student focus	Co-teachers reflection	Planning for future lessons
11/1	What contributed to the rise or fall of early American colonies?	Read editorial comparing Jamestown and Plymouth	NY Times Editorial	RAP strategy for reading		**John:** attention Armando, Juliet, Stephanie reading comp		
		Discussion		Questioning Taxonomy				
		Written comparison of colonies		Adapted Venn for comparison				

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Activity

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- RAP (Read, Ask Questions, Paraphrase) (SIM – University of Kansas)
- Paragraph Shrinking (PALS – Vanderbilt U.

Paragraph #	Who or what is the paragraph about?	What's important about the who or the what?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

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- Discussion guide

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

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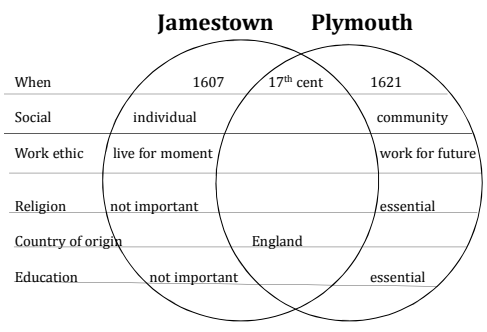

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The Quick Co-teaching Plan

Date	Lesson Aim	Sequence of tasks	Materials	Adaptations and strategies	Co-teaching models	Student focus	Co-teachers reflection	Planning for future lessons
11/1	What contributed to the rise or fall of early American colonies?	Read editorial comparing Jamestown and Plymouth	NY Times Editorial	RAP strategy for reading	Alternative	**John:** attention Armando, Juliet, Stephanie reading comp		
		Discussion		Discussion Guide	Parallel: Group 1 Jamestown Group 2 Plymouth Then Teaming			
		Written comparison of colonies		Adapted Venn for comparison	Teaming (each circulate ½ of class)			

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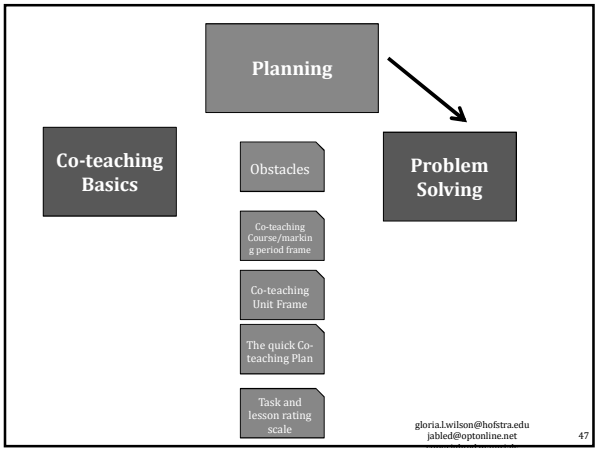

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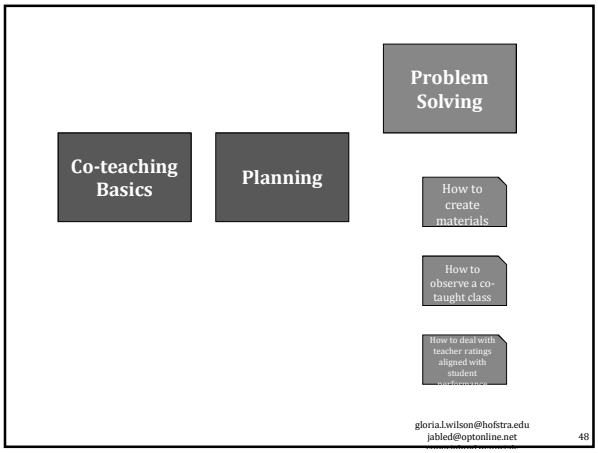

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Matt is a first year middle school math teacher who is co-teaching with Susan, a veteran special education teacher. Susan has taught self-contained special education classes and was also a resource room teacher and part of the co-teaching collaborative program in the middle school for three years. Matt and Susan are part of a team made up of 7th grade content teachers (math , social studies, science and ELA). Susan co-teaches 2 math classes each day with Matt and 2 ELA classes with Robin.

Matt is finding his first year a bit overwhelming and although the district relieves co-teachers of a duty so they can 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 handouts 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 gened teacher is focused on survival!

Ways of promoting a positive outcome:

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Rating Scale for Teaching Materials

Analyze the difficulty of the task or material for a student who is typically achieving. A 3 represents an appropriate level for the grade. If your task rates very high or very low, you may need to restructure it. Consider the following aspects of the task:		
User-friendly	Is the format of this material designed to be accessible?	Simple 12345 Complex
Reading level	Is the reading level of this material appropriate for the grade level?	Easy 12345 Hard
Writing level	Are the writing demands appropriate for the grade level?	Easy 12345 Hard
Attention	What level of sustained attention is needed for this task or material?	Low 12345 High
Independence	What level of independence is needed for this task or material?	Low 12345 High
Interest	How interesting is the task or material?	Low 12345 High
Knowledge	What amount of prior or newly acquired knowledge is needed for this task or material?	Little 12345 A lot
Cognitive level	What level of thinking is required for this task or material?	Low 12345 High
Importance	How important is this activity to the overall curriculum?	Low 12345 High
Time	How much time is needed to complete this task?	Min: 10 20 30 40 >50

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

Ms 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 Ms. 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. Notingham usually says that the materials will take too much time, or water-down the content. Ms. Notingham 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 Ms. Halper to call the parents of the students with special needs.

Ms. 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 unsatisfactory 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 receiving intense instruction.	**Problem Genesis:** 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 difficulties.

Ways of promoting a positive outcome:

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

Ms 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.

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Ms. Nottingham also wants to call parents because she is responsible for the students, but expects Ms. Halper to call the parents of the students with special needs.

Ms. 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 but she feels an unsatisfactory observation write-up would be unfair and her future in this district is at stake because Ms. Nottingham doesn't really embrace co-teaching.

Statement of the problem:	Problem Genesis:	How the problem is being denied or addressed:
Ways of promoting a positive outcome:		

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Co-teaching Observation Guide

I. The Basics: Meaningful Roles for Each Teacher

1. Can the role of each teacher be defined at any given point in the lesson?
2. Is each role meaningful? Does each role enhance the learning process?
3. Do the teachers vary their roles during the course of the lesson?
4. Is each teacher well suited to the role(s) he or she is assuming?
5. Are both teachers comfortable with process AND content?
6. Is the special education teacher working with all students?

II. Strategies to Promote Success for ALL Students

1. What evidence is there that teachers engaged in co-planning the lesson?
2. Are the teachers focusing on process as well as content?
3. Are they reinforcing important skills?
4. Are directions clear?
5 What strategies/modifications are being employed to assist struggling students?
6. What adaptations were made to materials in order to help struggling students complete tasks?
7. What strategies are being used to actively engage students?
8. How are students being grouped? Does it fit the task? Is it purposeful?
9. What reinforcement strategies are being employed?

III. Evidence of Success

1. Are struggling students answering/asking questions?
2. Are students engaged in meaningful work throughout the period?
3. How are teachers assessing the learning of each student?
4. What evidence is there that all students have been appropriately challenged?

(From:. Wilson, G. L. (2005). This doesn't look familiar! A supervisor's guide for observing co-teachers. *Intervention in School and Clinic, 40*(5), 271-275)

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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 both socially and academically. However, not all of the students with special needs are making substantial progress as measured by the state assessments. This is a source of great frustration for the co-teachers.

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 ratings as a teacher will be negative because of the slow progress of students with special needs.

Statement of the problem:	Problem Genesis:	How the problem is being denied or addressed:
Ways of promoting a positive outcome:		

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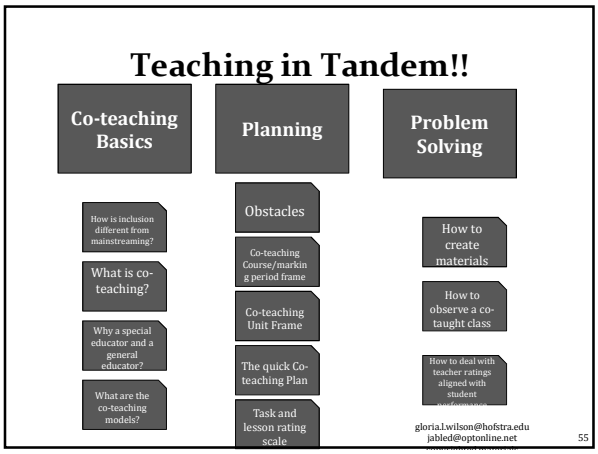
Teaching in Tandem!!
Co-teaching Basics
Planning
Problem Solving
How is inclusion different from mainstreaming?
What is co-teaching?
Why a special educator and a general educator?
What are the co-teaching models?
Obstacles
Co-teaching Course/marking period frame
Co-teaching Unit Frame
The quick Co-teaching Plan
Task and lesson rating scale
How to create materials
How to observe a co-taught class
How to deal with teacher ratings aligned with student
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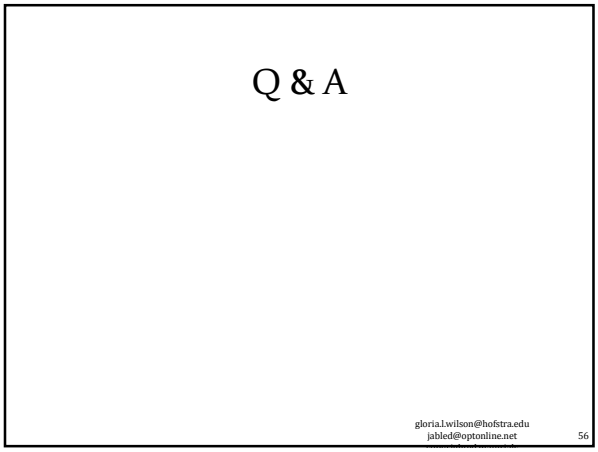
Q & A
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Thank you so much!!!
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