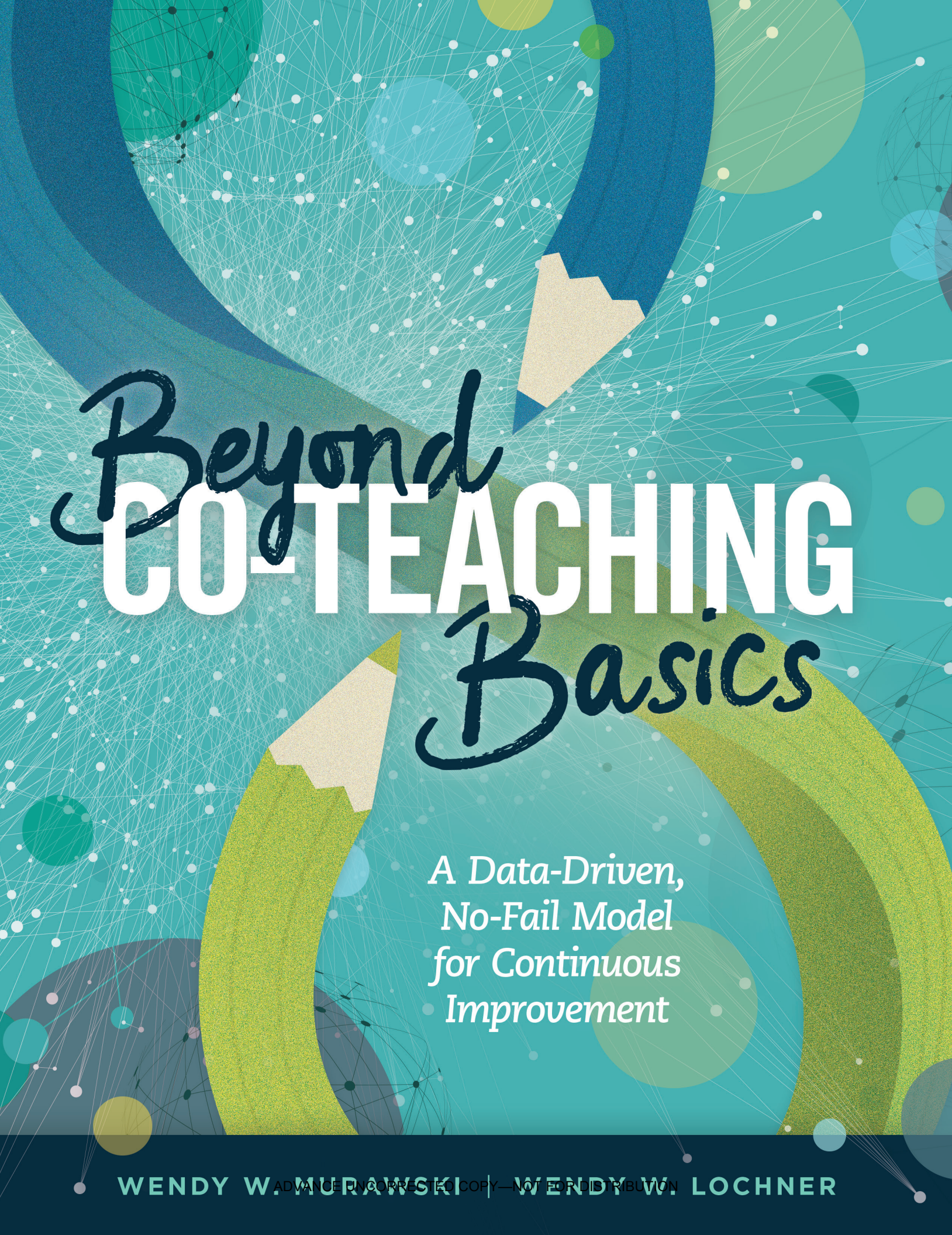

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Beyond CO-TEACHING Basics

5 Action Planning: A Blueprint for Improvement

Data Tracking Forms: Put on Your CAP and Take Out Your PLATE

We hope you are convinced that no-fail co-teaching is a process that requires buy-in and baby steps. Given teachers' busy schedules and the diverse needs of their students, it is easy to understand why some might give up on change and just want to maintain the status quo in order to survive. But once teachers realize that they will be able to work together and focus on the areas that *they* determine to be important for success, they will be more willing to keep moving forward. With support, tools, and a data collection schedule in place, it's time to move to the next phase: making the data work for you!

In this chapter, we introduce two action planning forms for collecting, analyzing, and making sense of your data. Although the forms look exactly the same, they are used by two different groups for two different levels of analysis, so we gave them two different names. The Corrective Action Plan (CAP) Form is used throughout the entire year to analyze, track, and problem solve at the macro or schoolwide level. Remember from Chapters 3 and 4 that it is the co-teaching leadership PLC that looks at the schoolwide data. Looking at data at a schoolwide level could include viewing the data by grade level or content area, or it could involve identifying trends within particular areas or with certain individuals. It means having sufficient information at your fingertips to see where co-teaching is working and where it is not working in your school. Need a visual? Imagine your leadership team putting on their thinking CAPs to determine what needs to be done at a systems level to improve the environment so that co-teaching can occur.

Co-teaching teams will use the Professional Learning Actions for Teaching Effectiveness (PLATE) Form to document their co-teaching observation scores at the classroom level and then use those performance

Take-Aways

- *The PLC will use the Corrective Action Plan (CAP) to collect, rank, and analyze data on schoolwide co-teaching.*
- *PIE scores help teams prioritize their focus competencies.*
- *Co-teaching teams use the PLATE (Professional Learning Actions for Teaching Effectiveness) to hold their data, goals, and PIE.*
- *It is important to celebrate wins as teams improve their co-teaching skills.*

scores to determine where they need to improve. We chose the acronym, in part, because mnemonics really do help with retention, and, even though the last thing teachers want is for one more thing to be added to their plate, it means they're more likely to remember the name of this form. Ultimately, though, we want to emphasize that the CAP and the PLATE are both action plans. Teachers will use these forms to take action, based on their ongoing professional learning, to improve teaching effectiveness.

Let's start with the schoolwide Corrective Action Plan. The CAP is a comprehensive form that will give the co-teaching leadership team a complete picture of the impact, progress, and improvement of co-teaching. Although the use of the term *corrective* might make one think that this form is used for punitive measures, we want to emphasize that a mainstay of no-fail co-teaching is that we continue to correct our own actions in order to always be improving. The purpose of the CAP form is to have everything in one easy-to-review location. Co-teaching leadership PLCs will be taking a macro view of the school and its progress, while co-teachers will be taking a micro view of their individual co-teaching teams. As a result, some of the activities related to data tracking and decision making may differ. More on that later. For now, we introduce the CAP as a way for the co-teaching leadership PLC to track observation results, as well as any aggregate data obtained from self-surveys and student and family surveys, to see overall schoolwide progress.

The PLATE form is where co-teachers keep their own data. This is where they will compile their observation scores, their goals for improvement, and their ratings of individual competencies. This is also where they will document their plans for improvement and which core competencies they intend to focus on in a particular time period. When co-teachers meet to plan, when they reflect on observation scores they receive, and when they problem solve with peer groups, these PLATEs will be very helpful. Because the CTIME process is about continual improvement, we think that the actions co-teachers take based on their ongoing professional learning will result not only in their own improved teaching effectiveness, but ultimately in the increased success of the students in their inclusive classes.

Some Key Terms

Before we introduce you to the CAP and PLATE forms, let us acquaint you with all of the terms and concepts you will find on these forms. Here we describe each of the components of the CAP and PLATE and clarify what they are. That way, once you see them on the forms themselves, you'll be

clear on their purpose (or you can just flip back to this section if you need a quick refresher).

- *Corrective Action Plan (CAP) Form*. A document to track, monitor, analyze, and record action steps to enhance implementation of the co-teaching core competencies at the schoolwide level.
- *Professional Learning Actions for Teaching Effectiveness (PLATE) Form*. A document to track, monitor, analyze, and record action steps to enhance implementation of the co-teaching core competencies at the individual team level.
- *Collection Period*. CTIME recommends four collection cycles, typically conducted each 9 weeks, but the cycle may be determined by your scheduling. Cycles include observation data collection and may also include (less often) self-surveys, family surveys, or student surveys.
- *Co-Teaching Observations*. Observations are conducted by administrators, coaches, coordinators, or even peers using the Co-Teaching Core Competencies Observation Checklist. This form is available on paper (see Figure 9.1 in Chapter 9) or electronically through the Co-Teaching Solution System (CTSS; www.coteachsolutions.com).
- *Self-Surveys, Family Surveys, and Student Surveys*. Directly aligned with the core competencies, these surveys ensure that teachers', families', and students' voices are incorporated into the process.
- *Goals:* Leadership and co-teaching teams use performance data to help set goals for each of the competencies for the next data collection.
- *Ease Score*. This is a team-defined score, one that the team has determined based on how "easy" the team feels the competency will be to implement. This team input helps to personalize the professional learning in the process as teams better understand their individualized barriers and strengths.
- *Impact Value*. The core competencies each come with an impact value. Core competencies have already been identified as imperative for true co-teaching, which means that teams should be trying to address all of them. With that said, sometimes teams will benefit from some "triage" to help them determine which competencies to address first. We have found that the competencies have a hierarchical logic behind them. Thus, each competency has been given a value score of 0–3. Those with a value of 3 have the most impact on the implementation process of the competencies.

- *PIE Score*. The PIE score is a quick calculation that can be done on each of the competencies, making it easy to rank and prioritize them. The score takes into account the team's performance (P), the competency's impact value (I), and the ease (E) with which they think they can achieve mastery of the competency. P-I-E, get it? PIE scores help facilitate team discussions regarding what competency will become a "focus" competency.
- *Competency Priority Ranking*. Once PIE scores are obtained, teams use those scores to rank the competencies in terms of priority. Because we value individual input in this process, teams are not required to use the rankings to select their focus competencies, but the ranking process will help them see which competencies might be an "easy win" and which may require more work.
- *Focus Competency*. Based on the initial analysis of the school's vision, the co-teaching leadership team identifies focus competencies for the school at large and documents them on the CAP. These are competencies that will be given the most attention throughout the entire process. In addition, co-teaching teams will be encouraged by their communities of practice to work on their own focus competencies in their rounds of microteaching sessions and as they prepare for the next observation cycle. Focus competencies are documented on the PLATE.
- *Next Steps*. These are the actions the team will take to research, obtain resources, or make infrastructure changes that are necessary to improve the designated focus competency.

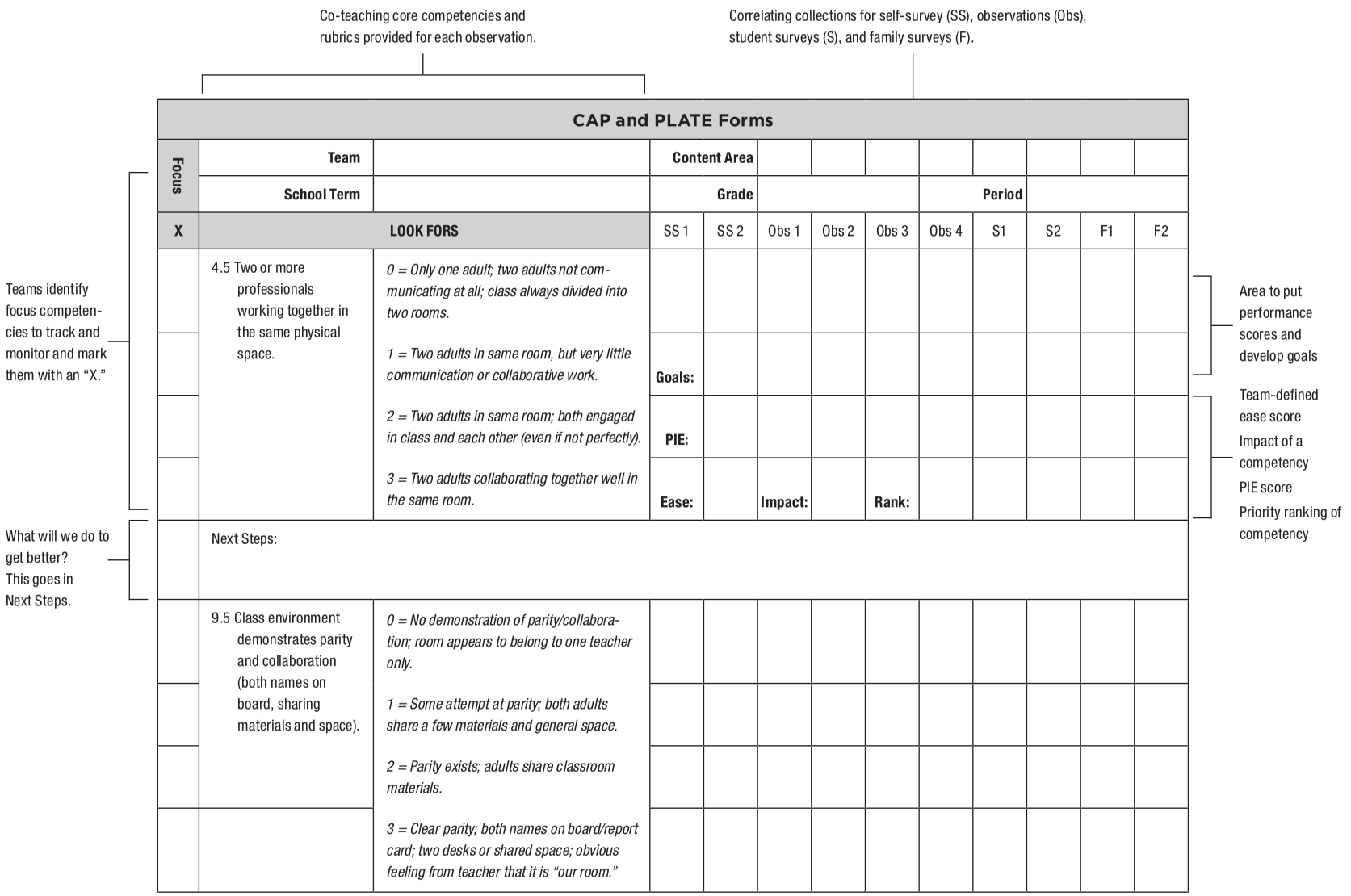
Now, it's all clear to you, right? Don't worry if it's not. Take a few minutes to look at the forms themselves in Figure 5.1 and locate each of the above-mentioned components. We want you to be very familiar with the CAP and PLATE forms, as they will be at the heart of most of your data collection, analysis, and goal setting. We have provided blank CAP and PLATE forms for you in Chapter 9 as Figures 9.11 and 9.12.

Summarizing the Data

Once you have collected all of the observation results—as well as data from the self-survey, family survey, and student survey, if those were given—it is time to compile and summarize the data (see Figure 5.2).The CAP is where all information will be entered from the schoolwide level, and the PLATE is where teacher-level data are collected. These forms pull the information you have available back together and help teams develop a focus for their

FIGURE 5.1

Corrective Action Plan (CAP) and Professional Learning Actions for Teaching Effectiveness (PLATE) Forms



CAP and PLATE Forms

Focus												
	Team		**Content Area**									
	School Term		**Grade**					**Period**				
X	**LOOK FORS**		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2
	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*										
		1 = Two adults in same room, but very little communication or collaborative work.	**Goals:**									
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly).	**PIE:**									
		3 = Two adults collaborating together well in the same room.	**Ease:**		**Impact:**		**Rank:**					
	Next Steps:											
	9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials and space).	*0 = No demonstration of parity/collaboration; room appears to belong to one teacher only.*										
		1 = Some attempt at parity; both adults share a few materials and general space.										
		2 = Parity exists; adults share classroom materials.										
		3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teacher that it is "our room."										

work. *Note:* If teachers are co-teaching with multiple partners, they will want to have multiple PLATEs. This is about personalized professional learning for each and every team. Situations differ and so will your desire to differentiate your focus areas.

FIGURE 5.2

PLC and Team Responsibilities: Collecting and Summarizing Data

Co-Teaching Leadership PLC: CAP	Individual Co-Teaching Teams: PLATE
Summarize the Observations: The PLC calculates the averages from the Co-Teaching Core Competencies Observation Checklist from all co-teaching teams in the school.	**Receiving Your Team's Observation Data:** Co-teaching teams will receive their feedback from the observer. The observation checklist has their rating score for each of the 22 core competencies.
Summarize the Self-Surveys: Calculate the average competency rating scores and average ease scores from the self-surveys completed by teachers. *Note:* This step is completed regardless of whether or not teacher teams have identified their ease scoring.	**Summarize the Self-Surveys**: When you have completed the self-survey, simply average your and your co-teacher's self-rated competency rating scores and enter the average score on your PLATE for each competency. An alternative may be to discuss each competency with your co-teacher and come to consensus on your rating. Then the co-teaching team will discuss and agree on an ease score for each competency. The team can simply note the ease score right on the PLATE, as shown in Figure 5.1.
Summarize Family and Student Surveys: If family and student surveys were completed, get the scores from each team. For a schoolwide snapshot, calculate the average score for each competency with Did Not Know (DNK) coded as a score of 0. Enter the average score on the CAP.	**Compile Family and Student Survey Data:** Average all the responses from your family or student surveys if you gave them. If teams are co-teaching multiple classes together, they can compile all data into just one PLATE, averaging the responses from all families and students.

Here we provide a step-by-step guide on how to use these action forms to prepare for your data analysis. Even though we both like data and recognize its need, neither of us is a professor of mathematics, so we promise to keep the calculations to a minimum. We also promise that this will take as little time and paperwork as possible! Let's start.

Summarizing the observations and survey results involves finding averages. You'll simply add up the rating scores for each competency, and then divide the sum for each competency by the total number of observations completed. We know that most of you can calculate averages, but we are special educators at heart, so we'll also provide a few visuals and additional examples for those who may find math onerous. Figure 5.3 illustrates an example for the PLC schoolwide summary.

The co-teaching leadership PLC will do the same calculations for all the self-surveys. If there are 16 co-teaching teams at the school—and for purposes of simple math, let's assume that each teacher has only one

partner—then they would be collecting 32 self-surveys. Once those are collected, the PLC will simply add up the scores and divide by 32. These averages help the school see how it is doing schoolwide. Naturally, you will also want to note any outliers (for better or worse), see how they impact your final scores, and discuss why they may be an anomaly compared to the other team or individual responses. You then use the same approach to average the ease scores: Just select a competency, add up the ease scores, and divide by 32.

Tech Tip

Save yourself some time! Schools that use the Co-Teaching Solutions System (CTSS; www.coteachsolutions.com) will be able to complete these calculations, sort data, and generate reports with a click of a button!

FIGURE 5.3

PLC Schoolwide Summary: An Example

Assistant Principal Sanchez has conducted 13 observations of co-teaching teams in the school and Academic Coach Brown has conducted 3. That is a total of 16 observations. We want to get the average overall.

For each competency (starting with the first one, 4.5), add up all the scores from each of the 16 observations. The school's scores might look like this on competency 4.5:

0, 1, 0, 3, 1, 2, 2, 0, 3, 2, 0, 1, 1, 1, 2, 1 = 20

20 (total score for that specific competency) / 16 (number of observations completed) = 1.25

1.25 is the average score for competency 4.5. (Feel free to round up or down as needed.)

The results of the family and student surveys will also have to be summarized and their results entered onto the CAP. If you choose not to use them in the first year as a way to ease into the process, that's fine. In that case, just leave those areas of the form blank. Our goal is to help you collect data; we want you to be able to include all stakeholder perceptions when you are ready.

Let's talk logistics. In Chapter 4, we discussed how co-teachers can get family and student data back. We recommend identifying one individual to compile the survey results. This is typically a member of the co-teaching leadership PLC. Thus, each co-teaching team submits its returned surveys to that individual, who will then create a summary sheet for the collected surveys for each team. Preferably, this summary sheet is returned with the surveys to the co-teaching teams so that the teachers do not have to compile the data themselves. We have found teachers to greatly appreciate this assistance. Back to the math. Again, you are simply finding the average scores for each competency from all the family or student surveys collected by a team:

Competency 4.5 Two or more professionals working together in the same physical space.

16 family surveys were returned from Co-Teaching Team A with the following scores:

2, 2, 1, 3, 3, 3, 2, 0, 1, 3, 1, 1, 0, 2, 1, 3 = 28

28 (total sum of scores) / 16 (total number of scores) = 1.75 (average competency score)

After the summary sheets have been completed on the family or student surveys for each co-teaching team, and the teams have received those scores and put them on their own PLATEs, it is time to calculate the schoolwide averages from all the summary sheets for each competency. These averages are recorded on the schoolwide CAP. Let's look at an example:

Competency 4.5 Two or more professionals working together in the same physical space.

10 co-teaching teams' summary sheets with the following scores:

2, 2, 1, 3, 3, 3, 2, 0, 1, 3 = 20

20 (total sum of scores) / 10 (total number of summary sheets) = 2 (average competency score)

Entering Observation and Survey Data on the CAP and PLATE

You've collected your data, and you've averaged your results. If you are part of a co-teaching team, you have also discussed each competency with your partner and determined how difficult or easy each item would be to master, and you've attached an ease score to each competency. You are now ready to use your action forms to put all your data in one place (see Figure 5.4).

Don't forget to complete the Look Fors, Listen Fors, and Ask Fors subtotals and the Grand Totals! (See Figure 5.5.)

Record your PLC results on the schoolwide CAP form and have individual teams record their own data on the co-teaching team's PLATE in the appropriate columns and spaces, as shown in Figure 5.6. The first time you collect family surveys is F1, the second time is F2; the same goes for student surveys (S1 and S2). For self-surveys, the data are entered in the appropriate "SS" (self-survey) column, depending on whether it is the first collection (SS1) or the second collection (SS2). Remember, the CAP and PLATE

are the exact same forms, but the information on each is used differently. Co-teaching teams are looking solely at their own data on their PLATE, whereas co-teaching leadership PLCs are looking at summarized data of all teams in the school on their CAP.

As you can see in Figure 5.6, the co-teaching team enters on its PLATE the average ratings from surveys collected from its own students' families, whereas the PLC puts the entire school's summarized results on the CAP.

Determining Your Focus

Early on in this process, your co-teaching leadership team or PLC established the schoolwide vision for co-teaching. As part of that process, you should have identified the school's overall focus core competencies. All you have to do now is refer to the Focus Core Competencies Worksheet (see the sample in Figure 3.6) and put an "X" on the CAP form in the column on the far left marked "Focus" for those competencies you selected. Remember that the first time you start this process, you will be using anecdotal information to determine where you currently stand related to the competencies. Your first focus competencies will be based on that discussion (see Figure 5.7). After your first foray into data collection using the Co-Teaching Core Competencies Observation Checklist, however, much of your leadership team's discussions should revolve around where your school is with its scores on the focus competencies (i.e., your present level of performance). This helps you ensure that meetings are purposeful and that all members are working toward the same outcomes. Limiting your focus to a few competencies is doable. You don't want already busy and overworked educators to be any more overwhelmed than they already are. Trying too much all at once goes against the CTIME protocol.

Both the CAP and the PLATE provide a space for four boxes on the left column that may be marked with an "X" (see Figure 5.8). This essentially allows your teams, at both the schoolwide and individual co-teaching team levels, to identify which competencies will be the focus for each marking period. If results are showing that teams overall are scoring well on a competency that was a focus of your last collection cycle, then you may determine that it doesn't need to continue to be a focus. That would allow you to select alternative competencies to focus on in the next collection cycle. Always moving forward—that's no-fail co-teaching!

Determining focus competencies is not always as cut-and-dried as we might like. If your whole PLC is quick to agree on what you want to focus on, excellent! If not, you had the Bone Diagram to help align your vision with your focus competencies in the beginning, and you can choose to use

FIGURE 5.4

PLC and Team Responsibilities: Entering Data on the CAP and PLATE Forms

Co-Teaching Leadership PLC: CAP	Individual Co-Teaching Teams: PLATE
Enter Ease Averages: Enter the average ease score for each competency. This does not have to be redone each collection period unless teams indicate they have significantly re-evaluated their ease scores.	**Enter Ease Scores:** Enter the ease score your team assigned to each competency to reflect the ease with which your team thinks this competency may be implemented at mastery level. When possible, it is best to complete ease scores prior to your first observation.
Enter the Impact Value: Refer to the Co-Teaching Core Competencies Impact Values form (see Figure 9.13 in Chapter 9), and then enter the impact value for each competency in the space provided on the CAP.	**Enter the Impact Value:** Refer to the Co-Teaching Core Competencies Impact Values form (see Figure 9.13 in Chapter 9), and then enter the impact value for each competency in the space provided on your PLATE.
Enter Observation Scores: Enter the average competency score *for all teams* onto the CAP in the designated column, depending on the collection period.	**Enter Observation Scores:** Co-teaching teams simply enter each competency rating score received from the most recent observation onto their PLATE, so no math is required here. Make sure that the observation score is entered in the correct collection period column.
Enter Survey Averages: If co-teaching teams conducted self-surveys, family surveys, or student surveys during a collection period, then enter the *total* averaged summary scores for each competency onto the CAP.	**Enter Self-Survey Data:** If you completed the self-survey during a collection period, enter the self-survey score for each competency on your PLATE, either as an average of your two individually determined scores or as an agreed-upon rating based on discussion. If co-teaching teams conducted family or student surveys during a collection period, then enter the *total* averaged summary scores for each competency on your PLATE. Ideally, these will have been provided to you by the PLC in the form of a summary report.

CAP and PLATE Forms

Focus	Team		Content Area									
	School Term		Grade					Period				
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2
	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*										
		1 = Two adults in same room but very little communication or collaborative work.	Goals:									
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly).	PIE:									
		3 = Two adults collaborating together well in the same room.	Ease:		Impact:		Rank:					
	Next Steps:											

CTSS Co-Teaching Core Competencies Observation Checklist

General Educator: _____ Special Service Provider: _____ Date: _____

Observer: _____ Grade: _____ Content Area: _____ Period/Room: _____

School: _____ Term: _____ Start: _____ End: _____

	LOOK FORS	Rating Score
4.5 Two or more professionals working together in the same physical space	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.* *1 = Two adults in same room but very little communication or collaborative work.* *2 = Two adults in same room; both engaged in class and each other (even if not perfectly.)* *3 = Two adults collaborating together well in the same room.*	1
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials and space).	*0 = No demonstration of parity/collaboration; room appears to belong to one teacher only.* *1 = Some attempt at parity; both adults share a few materials and general space.* *2 = Parity exists; adults share classroom materials.* *3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teacher that it is "our room."*	0
11.6 Both teachers begin and end class together and remain in the room the entire time.	*0 = One adult is absent or late; adults may leave room for times not related to this class.* *1 = One adult may be late or leave early or may leave for brief time.* *2 = One adult may be late or leave early, but for remaining time they work together.* *3 = Both adults begin and end together, and are with students the entire time.* *Note: if adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable.*	1

Take-Aways

Individual teams just add their individual observation scores.

Co-teaching leadership PLCs schoolwide data requires them to enter the average *of all observation scores.*

CTSS system users will use the Team Report to complete this form.

Competencies Summary By School, Grade, Content Area **Date: Monday, 29 August 2018**

School	Team Proficiency Average	Team Proficiency Rating	1.2 Co-Instruct: DI	1.6 Cannot tell spec. ed from gen ed students	1.8 Inclusive language used with all students	1.9 Peer communication	2.7 Appropriate behavior mgmt	3.7 Utilize differentiated strategies	4.5 Two professionals, same space	5.7 Variety of instructional approaches	5.9 Positive communication
Middle School	1.28	21.19	0.50	2.00	0.82	1.35	1.90	0.37	1.52	0.60	1.29

School	6.1 Co-Assess	7.2 Co-Plan	8.1 Co-Instruct: Grouping	8.5 Co-Instruct: Parity	8.6 Both teachers assist	8.8 Universally designed environment	8.13 Learning enhanced with technology	8.16 Questions asked at a varieyt of levels	9.5 Parity in classroom	9.6 Evidence of co-planning	9.10 "We" language	11.3 Cannot tell gen ed from specialist	11.6 Both teachers working together
Middle School	1.00	0.25	1.00	1.00	2.11	0.40	0.82	1.05	1.29	1.50	1.19	0.86	2.57

FIGURE 5.5

Look Fors Totals

11.3 It is difficult to tell the specialist from the general educator.	0 = Observer could easily determine who was the general/specialist by their language/roles/lack of parity. 1 = Teacher kept traditional roles in the classroom, but shared or switched roles once or twice. 2 = Teachers worked at having parity in the class and shared most roles and responsibilities. 3 = Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who was the general educator/specialist.	1
1.6 It is difficult to tell the special education students from the general education students.	0 = Observer could easily determine who were the general education or students with specials needs by their lack of integration (e.g., students at back or separated from class). 1 = There was some inclusion of most students in most activities. 2 = There was a clear attempt at inclusion of all students for most activities. 3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed.	0
	LOOK FORS TOTAL	8
Notes:		

1.6 It is difficult to tell the special education students from the general education students.	*0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class).* *1= There was some inclusion of most students in most activities.* *2 = There was a clear attempt at inclusion of all students for most activities.* *3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed.*										
		Goals									
		PIE:									
		Ease:		**Impact:**		**Rank:**					
Next Steps:											
		SS 1	**SS 2**	**Obs 1**	**Obs 2**	**Obs 3**	**Obs 4**	**S1**	**S2**	**F1**	**F2**
	LOOK FORS (GRAND) TOTAL										

FIGURE 5.6

Recording the Results

CAP and PLATE Forms													
Focus	Team		Content Area										
	School Term		Grade					Period					
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2	
	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.* *1 = Two adults in same room, but very little communication or collaborative work.* *2 = Two adults in same room; both engaged in class and each other (even if not perfectly).* *3 = Two adults collaborating together well in the same room.*	Goals: PIE: Ease:		Impact:		Rank:						
	Next Steps:												

Co-Teaching Team Classroom Family Survey Summary Report	
Team: _____ Area/Grade/Period: _____ Collection Period: _____	
Average the results from surveys returned and enter score for each.	**Avg Score**
4.5 My child's classroom has two teachers.	1
9.5 I receive information about the classroom rules with signatures from both teachers.	
11.6 Both my child's teachers remain in the classroom for the entire class time.	
8.6 My child receives instruction from both teachers, as evidenced by his assignments, lecture notes, and materials	
9.6 My child's class appears to be very well organized.	
8.8 Information during the class is presented in multiple formats, as evidenced by my child's assignments. They are not always paper-pencil assignments.	

Schoolwide Family Survey Summary Report	
Team: _____ Area/Grade/Period: _____ Collection Period: _____	
Average the results from surveys returned and enter score for each.	**Avg Score**
4.5 My child's classroom has two teachers.	1.75
9.5 I receive information about the classroom rules with signatures from both teachers.	
11.6 Both my child's teachers remain in the classroom for the entire class time.	
8.6 My child received instruction from both teachers, as evidenced by his assignments, lecture notes, and materials.	
9.6 My child's class appears to be very well organized.	
8.8 Information during the class is presented in multiple formats, as evidenced by my child's assignments. They are not always paper-pencil assignments.	

that same method again if it worked for you. Another method, discussed in the next section, helps co-teaching teams rank their areas of need prior to selecting focus competencies, and your co-teaching leadership PLC can use this method as well. Remember that even though your co-teaching leadership PLC may have selected competencies for *systemic* change and focus, their attention will be on those things that they can do something about at the schoolwide level. Those actions will certainly help all teams in the school that struggle with scheduling or planning or the like, but there are still going to be specific competencies that co-teachers themselves need to focus on.

The next section walks individual co-teaching teams through the process of ranking and prioritizing their competencies, using the PIE score method. As mentioned earlier, this process is also useful for PLCs that still need clarification on a schoolwide focus, particularly if the PLC wants to update its focus after subsequent data collections.

FIGURE 5.7

PLC and Team Responsibilities: Determining Focus

Co-Teaching Leadership PLC: CAP	Individual Co-Teaching Teams: PLATE
Select Focus Competencies: Determine what will be your PLC's focus competencies. You have multiple options for doing this. The team can just discuss the situation and pick a few areas, but we'd prefer you use data. Two methods for doing so are with a Bone Diagram (see Figure 3.4) or by using the PIE method (as described in the next section).	**Select Focus Competencies:** Individual co-teaching teams will select areas in which to focus their professional learning. In the next section, we describe the PIE score method for teams to use. Ultimately, it is up to the team to determine where it wants to improve, but the PIE method gives co-teachers data to inform their decision making.

Getting Your PIE Score

Once again we find ourselves having to make decisions about priorities on competencies that have all been deemed critical! This is where PIE scores will help. As much as we wish that PIE scores related to you and your partner bonding over a slice of cherry pie, they actually refer to the use of a simple formula. Let's refer to a few of the components on your action plans that we described briefly at the beginning of this chapter. You are going to need to obtain your performance score (P), apply an impact value (I), and create an ease score (E).

Performance Score. Your performance data come from the scores you obtained when someone came to your classroom to do a co-teaching observation. The observer used the Co-Teaching Core Competencies Observation Checklist to assign a score from 0 to 3 for each competency, with 0 meaning the observer didn't see it, and 3 reflecting a level of mastery. On your PLATE, you would enter these scores under Obs 1, Obs 2, and so forth. You might be thinking "Then why don't you call it the observation score instead of the performance score?" We have two answers for you: One, the observations were conducted in order to determine your performance, and two, *OIE* simply doesn't have the same ring as *PIE,* does it? At the school-wide level, average performance scores across all teams would be entered in the "Obs" columns on the CAP.

Impact Value. The core competencies each come with an impact score or value already assigned to the competency. We give you these in Chapter 9 (see Figure 9.13). Because the core competencies have already been identified as imperative for true co-teaching, teams should be trying to address all of them. With that said, sometimes co-teaching teams will benefit from a bit of "triage" to help them determine which competencies to address first. We have found that the competencies have a hierarchical logic behind them. Thus, each core competency has been given a value score of 0–3, with

Key Terms

PIE score: *a way to look at data and take into account one's current performance, the potential impact of the competency, and the ease with which co-teaching partners feel they can master the competency.*

FIGURE 5.8

CAP Form with Focus Selected

Corrective Action Plan (CAP) Form													
Focus	Team		Content Area										
	School Term		Grade						Period				
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2
	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*										
		1 = Two adults in same room, but very little communication or collaborative work.	Goals:									
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly).	PIE:									
		3 = Two adults collaborating together well in the same room.	Ease:		Impact:		Rank:					

3 implying they have the greatest impact on implementation of the competencies. All teams have to do is transfer the values to their own PLATEs. Although we could have created the PLATE form with these values already filled in, we think it's worth transferring them yourself because good discussions often ensue between team members about why some items have higher impact scores than others. Writing the values in yourself helps with your overall understanding and internalizing of the competencies.

Ease Score. For each competency, the co-teaching team needs to collaboratively determine how easy the competency will be to implement. Zero means it will be very easy to implement, whereas 3 means it will be extremely difficult to implement. Because teams' strengths, situations, and needs differ, these scores often differ. Some teams will feel that just being present on time is a challenge, whereas others will be ready to tackle differentiation strategies. Having to determine how easy or hard a competency will be to master ensures a good discussion between co-teachers. For each competency, the two teachers need to consider how to get to mastery level from wherever they currently are, which can be determined anecdotally or after they have the performance data from their first observation.

Co-teachers should be prepared to explain their answers if an administrator or a member of the co-teaching leadership PLC asks why they scored a particular competency as they did. In one of our schools, this led to administrators learning that all of the school's co-teachers were frustrated by the lack of apparent parity between teachers due to only one teacher's name being on the report card, on the door, and on the grading website. Teachers felt they had no power to change this and scored themselves low on this competency; they thought it would be "very hard" to master because the situation was beyond their control. However, because of their shared experiences and frustrations, the co-teaching leadership PLC learned of the situation and this became a focus competency for them. The result was a change in policies, technology, and ultimately the way names were communicated for co-taught classes. Take the time to discuss and review each competency and assign the ease score. This may be a static score that you can retain all year, or you may want to change it as you go through the CTIME process. The process is flexible, as situations change, and can be applied at both the co-teaching team and PLC levels.

Calculating Your PIE Scores. Now it's time to calculate your PIE scores (see Figure 5.9). These scores can help you determine which focus competencies to concentrate on in your efforts to improve. Think of the PIE score as a composite that takes into account performance, impact, and ease, similar to the result that could be obtained from a decision matrix that incorporates all three factors. The team's actual performance, the

predetermined impact value, and the team's assigned ease score create a personalized PIE score for each competency. In essence, PIE scores let you know where you currently stand on each competency in terms of current performance, impact level, and ease of mastery. Trying to decide which competencies to focus on for microteaching? Your PIE scores can help. PIE scores can range from –3 to 6.

FIGURE 5.9

Calculating Your PIE Score

Sum the **performance** rating for that particular observation (Obs) and the **ease** score the team gave each competency.
Then subtract the **impact** score provided for the competency. That gives you the PIE score. And guess what? The PIE goes on your PLATE!

Obs 1 (1) + Ease (0) – Impact (3) = PIE (–2)

CAP and PLATE Forms

Focus	Team	Murawski & Lochner	Content Area		ELA							
	School Term	2017–18	Grade		8			Period		2nd		
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2
X	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*	2		1							
		1 = Two adults in same room, but very little communication or collaborative work.	**Goals:**									
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly.)	**PIE:**		-2							
		3 = Two adults collaborating together well in the same room.	**Ease:**	0	**Impact:**	3	**Rank:**	1				
	Next Steps:											

Some of you may be looking at the Co-Teaching Core Competency Decision Matrix in Figure 5.10 and wondering, "But if I have a PIE score of –1, which –1 is it on the matrix?" Great question! It doesn't matter. The decision matrix is just a visual representation of how PIE scores are calculated.

You don't need to use it in your own decision making and ranking. All you have to do is rank your PIE scores in order, with–3 being the lowest possible score and 6 being the highest possible score. Some competencies will have the same PIE scores, but don't worry about that yet.

FIGURE 5.10

Co-Teaching Core Competency Decision Matrix

Performance Score	Less Impact → More Impact: 0	1	2	3	Ease/Difficulty
0	**0**	**-1**	**-2**	**-3**	0 (Easy ↓ Difficult)
1	**2**	**1**	**0**	**-1**	1
2	**4**	**3**	**2**	**1**	2
3	**6**	**5**	**4**	**3**	3

Problem Solving

What if your opinion changes over time and you want to change your ease score? What if you are noticing major changes in your performance on specific competencies? Can you recalculate your PIE scores? Yes! Even though you typically create PIE scores only at the beginning of the process, when you're selecting focus competencies, you can recalculate them any time you'd like!

When ranking the competencies, which we'll explain in the next section, you can look to see which competencies have the lowest PIE scores and consider focusing on one of them as a priority. Those are usually the ones with the most impact and greatest ease of attainment. In a nutshell, they might be a "quick win" for you to address. For example, notice how a –3 rating is attached to a high-impact, easy-to-accomplish competency for which your performance score was 0. This means that it is an important competency and it won't take you much to move from a 0 performance score to a higher one; this would be a great competency to select for your focus! At the other extreme, a 6 rating is attached to a low-impact, relatively difficult-to-achieve competency for which you've already gotten a performance score of 3. There is certainly no need to focus on that one! We recommend you work on the scores that are lower (–3, –2, –1) rather than higher, but do you and your partner disagree with the PIE scores and want to work on a different competency? You can do that! The CTIME process involves a lot of choice. We are helping you collect data and analyze it systematically. How you use that data is very individualized.

Ranking Priorities

An important aspect of the no-fail co-teaching philosophy is that you are continually moving forward. Embrace baby steps and use data to ensure that you are truly moving forward, and not sliding back or side-stepping. PIE scores will help teams determine which competencies to focus on, but you need to keep an eye on the big picture as well. You may already think you know which competencies you want to select for laser-focused attention, but don't forget that there are 22 core competencies, all of which are important. So, now is the time to create a ranking for all 22 competencies. While you are identifying the competencies of focus, you are also continuing to review all 22 core competencies and give each a ranking for future improvement.

If you've used the PIE score method, rank all competencies from lowest scoring to highest scoring (negatives are low; positives are high). Typically, the lowest-scoring competency would be ranked as your number-one priority. Continue ranking all of the competencies until each has its own ranking. In the case of a tie (e.g., you have six competencies all with the rating of 2), the co-teachers simply discuss how they feel about each competency and give it a ranking they are comfortable with based on their own rationale. Remember, this is about personalized professional learning, where teams determine their own needs. See the example in Figure 5.11.

You can also create PIE scores based on data from student and family surveys. What were your scores on the competencies from the feedback you received from students and families? This may well influence your ranking. Chapter 9 contains a blank Co-Teaching Core Competencies Ranking and Priority Worksheet that you can use to complete this process (see Figure 9.14). However, school-level and individual teams can complete this ranking right on the CAP or PLATE itself. Ultimately you will want this information on your action forms in the designated space, since you are trying to keep all the data in one easy-to-access place. Once you have ranked all of the competencies, you can look back and determine if you selected the right focus competencies, if you want to make any changes, or if you want to continue as planned and just come back to new competencies for the next round.

For instance, look at the example in Figure 5.12. Say your team selects competency 4.5 as your focus as a result of the data from Collection 1 because you received a "1" in that observation. You'll put the "X" in the first box and focus on that competency. You even rank it as number one during your prioritization exercise. Time passes.... Let's say you didn't really do that much better during Collection 2 (your second observation), so what now? You just continue to focus on 4.5 and put another "X" in the second

box, signifying that you will continue to work on it. If, instead, you rocked it, then you can select another competency as your focus for Collection 2.

FIGURE 5.11

Corrective Action Plan (CAP) Form with Ranking

Corrective Action Plan (CAP) Form												
Focus	Team	Murawski & Lochner	Content Area		ELA							
	School Term	2017–18	Grade		8			Period		2nd		
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2
X	4.5 Two or more professionals working together in the same physical space.	0 = Only one adult; two adults not communicating at all; class always divided into two rooms.	2		1							
X		1 = Two adults in same room, but very little communication or collaborative work.	Goals:									
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly.)	PIE:		-2							
		3 = Two adults collaborating together well in the same room.	Ease:	0	Impact:	3	Rank:	1				
	Next Steps:											

Next Steps and Goal Setting

Before we move on, let us quickly link back to the PDSA Cycle. Step one was "Planning" and in that step you identified your vision. Step two was "Doing" and at that phase you prepared your data collection procedures. This chapter has focused on the second part of the "Doing" phase—step three: conducting observations and collecting data. In chapters 6 and 7, we will describe how to conduct step four—the "Study" phase of the PDSA cycle—in which you will be analyzing your data. Though developing action steps and celebrating successes does not come until step five—the "Act" phase of the cycle—we want to preview what those action steps would look like here. Remember, as this is a recursive cycle, there will be a lot of overlap in the process.

FIGURE 5.12

Co-Teaching Core Competencies Ranking and Priority Worksheet

	Collection 1		Collection 2		Collection 3		Collection 4	
	PIE Score	Ranking	PIE Score	Ranking	PIE Score	Ranking	PIE Score	Ranking
4.5 Two or more professionals working together in the same physical space.	-2	1						
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials and space).	-1	2						
11.6 Both teachers begin and end class together and remain in the room the entire time.	2	17						
8.6 During instruction, both teachers assist students with and without disabilities.	1	12						
9.6 The class moves smoothly, with evidence of co-planning and communication between co-teachers.	2	18						
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement, and expression (universal design for learning—UDL).	1	13						
3.7 Differentiated content and strategies, based on formative assessment, are used to meet the range of needs.	-1	3						
8.13 Technology (to include assistive technology) is used to enhance accessibility and learning.	2	19						
5.7 A variety of instructional approaches (five co-teaching approaches) are used, including regrouping students.	-1	4						
2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.	0	7						
11.3 It is difficult to tell the specialist from the general educator.	0	8						
1.6 It is difficult to tell the special education students from the general education students.	-1	5						
9.10 Co-Teachers use language (“we”; “our”) that demonstrates true collaboration and shared responsibility.	-1	6						
5.9 Communication (both verbal and nonverbal) between co-teachers is clear and positive.	0	9						
1.8 Co-teachers phrase questions and statements so that it is obvious that all students in the class are included.	1	14						
1.9 Students’ conversations evidence a sense of community, including peers with disabilities and from diverse backgrounds.	2	20						
8.16 Co-teachers ask questions at a variety of levels (basic recall to higher-order thinking) to meet all students’ needs.	1	15						
7.2 Co-Planning	0	10						
8.5 Co-Instruction: Parity	2	21						
8.1 Co-Instruction: Grouping	1	16						
1.2 Co-Instruction: Differentiation	0	11						
6.1 Co-Assessment	2	22						
Circle the competencies you wish to select to mark on the CAP as a “FOCUS” competency								

Have you noticed the "Next Steps" box on the CAP and PLATE forms under each competency (see Figure 5.13)? That box gives you space to record what you and your teammates plan to do to make improvements on the specified competency. We want you to think through ways to improve in each competency, but if you are strapped for time, at the minimum do this with your focus competencies! Co-teaching teams will be working with small groups called communities of practice, and they can help you problem solve, brainstorm, and find resources (see Chapter 7). In the meantime, write down the action steps you plan to take.

FIGURE 5.13

CAP Form with Next Steps Box Highlighted

Corrective Action Plan (CAP) Form

Focus													
	Team	Murawski & Lochner	**Content Area**		ELA								
	School Term	2017–18	**Grade**		8			**Period**		2nd			
X	**LOOK FORS**		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2	
X	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*	2		1	1							
X		*1 = Two adults in same room, but very little communication or collaborative work.*	**Goals:**										
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly).	**PIE:**		-2	-2							
		3 = Two adults collaborating together well in the same room.	**Ease:**	0	**Impact:**	3	**Rank:**						
	Next Steps:												

Action steps at the PLC level may include doing a book study or bringing in an expert on master scheduling or even interviewing co-teachers to determine how they think planning time could be provided. Action steps from co-teaching teams may include obtaining resources from the school or district or watching colleagues in action who address that particular competency really well. To truly improve, you need to change what you've

been doing. You can't just wing it or hope your skills improve over time. We want you to focus. Focus on one thing, but really do spend some time figuring out how to change that particular competency for the better. And use your peers, your resources, and even your administrative team to help! This collaborative problem solving not only gets you where you need to go, but it can also build a great deal of trust.

Finally, you are ready for additional goal setting. After you are committed to the action steps necessary to make the desired improvement, it's time to set some realistic goals. By the next data collection, what do you feel you can score on each competency, especially those focus ones? Remember to look at all your indicators. If you said that achieving mastery was easy, then maybe you can go from a 1 to a 3. For competencies that you rated as difficult, you might just be hoping not to backslide. For those competencies, it is acceptable to keep them where they are for the next data collection.

Celebrating Successes

We guarantee that you will see some growth and will begin hitting the goals you have set due to your hard work and effort. Please, please don't forget celebrating those hits along the way! We want you to celebrate when you hit your goals. Once you get your data from subsequent observations or surveys, circle anywhere you hit your goal for the collection (see Figure 5.14). How many hits did you have? We hope your CAP or PLATE form is a whole messload of circles!

A quick note to the co-teaching leadership PLC: Pay attention to these hits. They are a good way to positively reinforce the hard, dedicated work of all your co-teaching teams since they indicate overall improvement across teams. Consider celebrating these wins in a big way. For example, you can start a tracking incentive, such as bringing in lunch when all the teams hit 10 goals in the same collection period.

Celebrating shared wins has several benefits:

1. *It helps enhance the collaborative culture of your school*. You are doing this together.
2. *It reminds your team of the goals you set and why you set them*. It helps keep teachers motivated, especially when they remember that progress on co-teaching has a positive impact on students.
3. *It sustains team motivation* and helps keep the focus on the positive aspects of collaboration and co-teaching.
4. *It encourages the team* to learn from one another and build on one another's successes.

FIGURE 5.14

CAP Form with Goal "Hits" Circled

Corrective Action Plan (CAP) Form													
Focus	Team	Murawski & Lochner	Content Area		ELA								
	School Term	2017–18	Grade		8			Period		2nd			
X	LOOK FORS		SS 1	SS 2	Obs 1	Obs 2	Obs 3	Obs 4	S1	S2	F1	F2	
X	4.5 Two or more professionals working together in the same physical space.	*0 = Only one adult; two adults not communicating at all; class always divided into two rooms.*	2		1	1	2	3					
X		*1 = Two adults in same room, but very little communication or collaborative work.*	Goals:		2	2	(2)	(3)					
		2 = Two adults in same room; both engaged in class and each other (even if not perfectly).	PIE:		-2	-2	-1	0					
		3 = Two adults collaborating together well in the same room.	Ease:	0	Impact:	3	Rank:	1					

We know that there are multiple steps and actions that you can be involved in during the CTIME process once you have your data. Figure 5.15 provides a visual overview of those various responsibilities based on whether you are looking at the role of the co-teaching leadership PLC or the individual co-teaching team. Each of the tasks and actions have been explained, but consider printing Figure 5.15 for use as an easily accessible reminder as you proceed.

Closing Thoughts

Let's recap. In this chapter, we have focused on introducing two forms to help you organize your data, as well as the different ways in which that data can be summarized. The CAP is the Corrective Action Plan form that your co-teaching leadership PLC will use to keep track of the progress and needs of the school at large. Concurrently, each individual co-teaching team will have a PLATE on which to track their own personal data. The goal in both situations is to enable teams to systematically and easily identify focus competencies, collect data on progress, make decisions related to where to spend time and effort, and plan the actions that will be taken to effect change.

Tech Tip

A great tool to assist with task management is a Gantt chart. Check them out at www.gantt.com

FIGURE 5.15

PLC and Team Responsibilities: You've Got the Data. Now What?

Co-Teaching Leadership PLC: CAP	Individual Co-Teaching Teams: PLATE
Rank and Prioritize Competencies: Using the Co-Teaching Core Competencies Ranking and Priority Worksheet, rank the competencies. Transfer the rankings to the CAP once you have them in the order that you feel best reflects your priorities.	**Rank and Prioritize Competencies:** Using the Co-Teaching Core Competencies Ranking and Priority Worksheet, rank the competencies. Transfer the rankings to your PLATE once you have them in the order that you feel best reflects your priorities.
Determine Focus Competencies: The PLC will select one to three competencies to focus on for that cycle. These are the target areas that will help the school overall with its co-teaching program.	**Determine Focus Competencies:** Teams will select one to three competencies to work on during the cycle. Their microteaching sessions will highlight these competencies.
Brainstorm Next Steps: Collaborating with the team, list some ways to improve in or attack the focus competencies. This might include sending some of your teams to observe teams in other districts, doing a book study on Murawski and Dieker's *Leading the Co-Teaching Dance* (2013), or creating a workgroup to reconfigure the master schedule. List these action steps under "Next Steps" on the CAP.	**Brainstorm Next Steps:** Collaborating with your co-teaching partner and community of practice, list some ways you can improve in or attack the focus competencies. This might include watching other teams in action, or reading articles with strategies on co-planning, or finding resources on differentiation. Whatever it takes to get better at each focus competency, list it under "Next Steps" on your PLATE.
Goal Setting: Review each of the competencies (particularly the focus competencies) and set a goal for the next collection cycle.	**Goal Setting:** Review each of the competencies (particularly the focus competencies) and set a goal for the next collection cycle.
Celebrate: Do not forget to celebrate when goals have been met!	**Celebrate:** Do not forget to celebrate when goals have been met!

Chapter 6 describes how PLCs will use their data to action plan accordingly, and Chapter 7 does the same for individual co-teaching teams. In this chapter, however, we began to preview those action planning steps and how teams can engage in different professional learning activities around specific focus competencies. We also emphasized the need to highlight successes and build on them. The next chapters will elucidate what directives like "brainstorm next steps" and "set goals" might actually entail. For now, we just want you to hang on to your CAPs and PLATEs and continue along the journey.

Worried that you might forget a step and want a handy-dandy checklist to refer to as you work through the steps? We thought so! See Figures 5.16 and 5.17.

FIGURE 5.16

Co-Teaching Leadership PLC Process Checklist

☐ **1. Collect your data sources:**
- ○ Perform all observations and summarize results
- ○ Collect and summarize data from the Co-Teaching Core Competencies Observation Self-Survey
- ○ Collect and summarize optional student or family surveys and return to teams

☐ **2. Enter data on the CAP:**
- ○ Enter the schoolwide average ease score (E) for each competency
- ○ Write down the impact value (I) for each competency
- ○ Enter averaged performance data (P) from the observation checklist schoolwide summary
- ○ Enter averaged self-survey summary scores
- ○ Enter averaged student or family survey summary scores

☐ **3. Find your focus:**
- ○ Calculate the PIE scores (P + E) – I
- ○ Identify focus competencies from prior focus worksheets and corroborate with PIE rank and prioritization of competencies
- ○ Identify one to three focus competencies
- ○ Conduct next steps brainstorming from a systems perspective
- ○ Set goals for all the competencies for the next data collection
- ○ Celebrate progress and wins

FIGURE 5.17

Individual Co-Teaching Teams Process Checklist

☐ **1. Collect your data sources:**
- ○ Have an observation completed and receive your rating scores
- ○ Complete the Co-Teaching Core Competencies Observation Self-Survey, and input the ease scores
- ○ Collect optional student or family surveys

☐ **2. Enter data on your PLATE:**
- ○ Enter the ease score (E) for each competency
- ○ Write down the impact value (I) for each competency
- ○ Enter your observed performance rating score (P) for each competency
- ○ Enter team-averaged self-survey scores
- ○ Enter student or family survey results provided from the PLC

☐ **3. Find your focus:**
- ○ Calculate the PIE scores (P + E) – I
- ○ Rank and prioritize the competencies
- ○ Identify one to three focus competencies
- ○ Conduct "next steps" brainstorming
- ○ Set goals for all the competencies for the next data collection
- ○ Celebrate progress and wins

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Related ASCD Resources

At the time of publication, the following resources were available (ASCD stock numbers appear in parentheses):

Print Products

Educational Leadership: Co-Teaching: Making It Work (December 2015/January 2016) (#116031)

Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms by Gloria Lodato Wilson (#SF117018)

Reading for Meaning: How to Build Students' Comprehension, Reasoning, and Problem-Solving Skills by Harvey F. Silver, Susan C. Morris, and Victor Klein (#110128)

Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom by Gloria Lodato Wilson and Joan Blednick (#110029)

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