

Collaborative Planning and VDOE Resources

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**What are the barriers to collaboration
in your content area _____?**

Breaking Barriers to Collaboration

- **Improved Opportunities for Communication and Collaboration**
- **Systematic, Ongoing Professional Development**
- **Changes in School Procedures**
- **Changes in Division Policy**

Why should we do it?

Regulations

General education qualified personnel who are knowledgeable about the students and their special education, may implement special education services in collaboration with special education personnel.

(8 VAC 20-81-40. 2.c Special Education Staffing Requirements)

Regulations

“Collaboration” means interaction among professionals as they work toward a common goal. Teachers do not necessarily have to engage in co-teaching in order to collaborate. (8VAC 20-81-10 Definitions)

Regulations

“Co-teaching” means a service delivery option with two or more professionals sharing responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs. (8VAC 20-81-10 Definitions)

What is it?

Co-Teaching Approaches

- 1. One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

Recommended Use: Frequent, for brief time periods

Co-Teaching Approaches

2. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

Recommended Use: Frequent

Co-Teaching Approaches

3. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

Recommended Use: Frequent

Co-Teaching Approaches

4. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group

Recommended Use: Occasional

Co-Teaching Approaches

5. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles

Recommended Use: Occasional

Co-Teaching Approaches

6. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

Recommended Use: Seldom

How do we do it?

Considerations for Division-Wide Facilitation of Co-Teaching

Co-teaching is most successful:

- **Implemented with fidelity**
- **Integrated into school & division long-term plans with accountability strategies**
- **Supported through professional development**

(Adapted from: Texas Co-Teaching Guidelines)

School/Classroom Self-Assessment of Quality Indicators of Co-Teaching

- ✓ Administrative Support
- ✓ Interaction of Co-Teachers
- ✓ Evaluation of Co-Teaching Effectiveness

Self-Assessment of Quality Indicators of Co-Teaching (Individual Level)

How do we know what is/isn't working and how to articulate what we need?

- **Administrative Support**
- **Interaction of Co-Teachers**
- **Evaluation of Co-teaching effectiveness**

Fully implemented, evolving, assistance needed

(Adapted from: Texas Co-Teaching Guidelines)



Self-Assessment of Quality Indicators of Co-Teaching (School Team)

How do we know what is/isn't working
and how to articulate what we need?

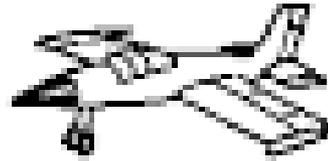
- **Administrative Support**
- **Planning and Teaching Structures**
- **Student Supports**
- **IEP Development**

Initiating, Developing, Sustaining

(Adapted from: [Maryland Model Guidelines](#))

? Questions ?

STEP 1: ASSEMBLE PART A TO PART B. STEP 2: GLUE THESE PIECES SECURELY. STEP 3: FIND PART C AND CONNECT TO PART D...



Now I am really freaking out...

Resources

State Supported Demonstration Sites & PD/TA Centers

Co-Teaching Demonstration Sites

Demonstration sites showcase general and special education teachers sharing responsibility for the achievement of all students in the general education classroom through co-teaching, collaboration.

2015-16 sites will be announced soon.

http://doe.virginia.gov/support/school_improvement/training/index.shtml

Co-Teaching Demonstration Sites

Visit Information

- Contact your regional [Training and Technical Assistance Center \(TTAC\)](#) to determine which sites are open and to schedule a visit.
- The number of site visits will be limited so as not to interfere with the ongoing instructional program.

Professional Development Centers

Training & Technical Assistance Center

System based at 7 universities (TTAC):

VCU - regions 1 & 8

ODU and W&M - regions 2 & 3

GMU - region 4

JMU - region 5

VA Tech and RU - regions 6 & 7

TTAC Online <http://www.ttaonline.org/>

Technical Assistance for Focus Schools

Voluntary Webinars Hosted by the Office of Special Education Program Improvement

Date	Topic	Presenters
October 27 th 2:00-3:30 pm	Scheduling Students with Disabilities for Success	VDOE Region V Training and Technical Assistance Center at James Madison University
November TBD	Linking Student Data to Appropriate Assessments	VDOE SPED and Instruction Staff
January TBD	Effective and Appropriate Accommodations for Students with Disabilities	VDOE SPED and Assessment Staff

Additional OSI Resources

Differentiated Technical Assistance/Training

Co-teaching and Inclusive Practices

http://www.doe.virginia.gov/support/school_improvement/training/index.shtml

More Centers

Autism Center for Excellence based at VCU

<http://www.vcuautismcenter.org/>

Center for Deaf/Hard of Hearing based at the
Partnership for People with Disabilities (PPD) at
VCU

<http://www.vcu.edu/partnership/prep.html>

Virginia School for the Deaf & Blind Outreach

Services <http://www.vsdb.k12.va.us/Outreach/>

Deaf-Blind Project Center based at the PPD at VCU

<http://www.vcu.edu/partnership/vadbproject>

More Centers

Accessible Instructional Materials Center of Virginia
at GMU (AIM-VA) <http://kihd.gmu.edu/aim/>

Center for Transition Innovation based at the
Rehabilitation Research & Training Center at
VCU <http://www.worksupport.com/>

Virginia Tiered System of Supports Research &
Implementation Center “RIC” at VCU’s Center
for School & Community Collaboration – *Coming
Soon*

More Centers

Center for Family Involvement based at the
PPD at VCU

<http://www.partnership.vcu.edu/>

Parent Education Advocacy Training Center

<http://www.peatc.org/>

VDOE Contacts

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