

**LEADING THE DANCE:
CO-TEACHING**



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**PROFESSIONAL COMMITMENT
LONG TERM INCLUSIVE PROJECTS**

- Arkansas Department of Education – 8 years +
- Omaha Public Schools, NE - 6 years
- Colorado Springs, CO – 3 years
- Putnam County, WV – 4 years
- Sun Prairie, WI – 5 years
- Lincoln Consolidated Schools, MI – 2 years
- Region 8, Ohio – 3 years
- Kyrene School District, AZ – 3 years
- Everett, MA – 3 years
- Boone High School – 2 years
- Alexandria, VA – 2 years
- Boston Public Schools – 1 year

OBJECTIVES

- Developing a collaborative culture**
- Scheduling co-taught settings & Staffing**
- Observation of effective co-teaching**
 - Co-Planning
 - Co-Instruction (with technology)
 - Co-Assessment

7 STRATEGIES THAT WORK

- 1) **Creating a School-Wide Culture**
- 2) **Celebrating the Success of All Students**
- 3) **Developing Interdisciplinary Collaboration**
- 4) **Implementing Effective Co-Teaching**
- 5) **Establishing Active Learning Environments**
- 6) **Implementing Successful Evidence-Based Instruction**
- 7) **Improving Grading and Assessment**

DANCING THE DANCE

- **Elementary School**
- **Middle School**
- **High School**
 - *Which are you leading – solo or couple dances?*

DIFFERENTIATION AND TECHNOLOGY

- How does the dance look different with 2 teachers**
- What to look for and listen for in the Dance**
- What is UDL**
- What are technological supports for the dance**

GETTING ON THE SAME
PAGE: CREATING A
SCHOOL-WIDE CULTURE



ONE RULE

NO WHINING

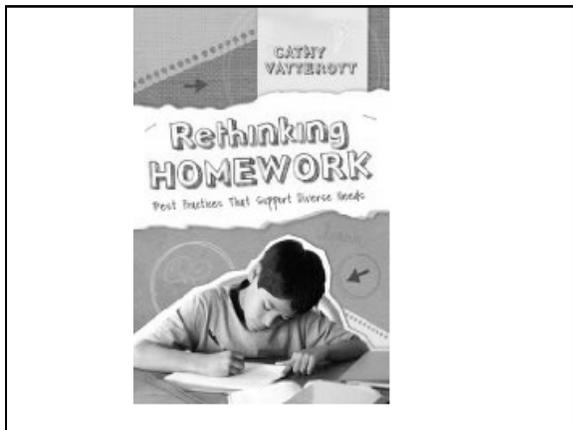
Can share a concern - but must offer a positive solution

A composite image featuring a black and white photograph of a crying baby on the left and a cartoon character on the right. The cartoon character is a simple orange circle with a sad face, a single eye, and stick-figure limbs, standing on a square base.



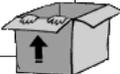
HOW CONSISTENT (AND FLEXIBLE) IS YOUR SCHOOL IN THESE AREAS?

- Technology Access
- Grading – no letter grades
- Homework – rules and process
- Team work/Co-Teaching – grade level, content or PLC
- Behavior – PBIS
- Active Learning – cooperative learning and peer tutoring



BASIC HUMAN NEEDS

Autonomy
 Relationship with others
Interdependence
Safety and Trust
Self-esteem and belonging
 Self-Regulation
 Accomplishment and Purpose
 The opportunity to be generous
To give and not always receive
 Communication
Pleasure and joy



CONTINUUM OF SERVICES

Hospital and Institutional Settings
 Residential School
 Special Day School
 Full-Time Special Classes
 General Education Classroom plus Resource Room
 Service
 General Education Classroom with Supplementary
 Instruction or Treatment
 General Education Classroom with Consultation
General Education Setting



*Adapted from Exceptional Children, Vol. 28, No. 7, March, 1962, p. 368.

**GETTING ON THE SAME
 PAGE: CELEBRATING THE
 SUCCESS OF ALL
 STUDENTS**

- *On a Roll
- *Student of the..
 - Hour
 - Day
 - Week
 - Month
- *Quote of the Day
- *Yearbook

GETTING ON THE SAME
PAGE: DEVELOPING
INTERDISCIPLINARY
COLLABORATION

**WHAT DO YOUR TEACHERS
TEACH?**

Resource Services

- IEP Snapshots
- Behavioral and Academic Expectations

Small Group Instruction

- Behavioral and Academic Expectations



IEP Snapshots

Student Name: _____
 Collaborative Teacher: _____

Areas of Focus	Accommodations Recommended	Notes
Reading		
Math		
Communication (Written and Oral)		
Behavior		
Assessment		

Curriculum Snapshot

Curriculum Area: _____
 Content Teacher: _____

	Big Idea	Most Difficult Concept	Minimum Level of Mastery
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week			

GETTING ON THE SAME
PAGE: EFFECTIVE CO-
TEACHING

3 CRITICAL

**Co-Planning
Co-Instructing
Co-Assessing**

**MENU OF SERVICE OPTIONS
(JUST ENOUGH SUPPORT)**

**Self-contained
Co-Teaching
Facilitative support
No Support**

**Scheduling &
Staffing**

<p>TYPES OF CO-TEACHING</p> <p>One Teacher lead, One teacher support</p> <p>Station Teaching</p> <p>Parallel Teaching</p> <p>Alternative Teaching</p> <p>Team Teaching</p>

LANGUAGE ARTS 6 TH GRADE			
No Support	Facilitative Support	Co-taught Support	Self-Contained
Jason Matt Tanisha Shawn Sally Kevin Dante	Sean Mike Sam Tabitha Jose' Angel	Austin Bill Star Shante Fred Bryn Allen GHOST GHOST	Tim Elyse Kelly Fred

LANGUAGE ARTS 7 TH GRADE			
No Support	Facilitative Support	Co-taught Support	Self-Contained
Kevin Donetta	Steve Josh Tony	Sean Sam Shante	Tom LaShondra Marcus Monique Austin Tim Sue Brad Adam Tabitha LaKendra Matt

LANGUAGE ARTS 8 TH GRADE			
No Support	Facilitative Support	Co-taught Support	Self-Contained
Stephen Fred Marquette Jose Cecila Wendy	Shaun Mary Lisa Linda Jeff Melody Eric Stan	Timothy Brandon Stanley Nick Fredrick Angelica Angel Adam Bret	Stephen Kendra

<i>ELEMENTARY SCHEDULE</i>
<p>Inclusive classroom all day 30 minutes pullout reading intervention Co-taught LA and mathematics Facilitative support 2 days a week science or social studies</p>


<p>Homeroom - * History – Facilitative support LA – co-taught Math- HR teacher – no support Peer Support Science – facilitative support Lunch Reading Intervention PE Geography –co-taught</p>

HIGH SCHOOL SCHEDULE

Learning strategies - self contained
Intensive Reading – dually certified
Co-taught Algebra
Facilitative support Biology and LA

**Collaborative
Planning**

*ESSENTIAL QUESTION
OF CO-TEACHING*

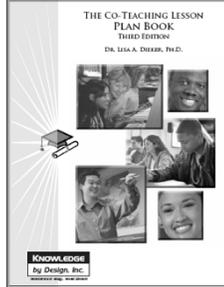
**How is what co-teachers are
doing together substantively
different *and better for kids*
than what each of them would
do alone?**

FOCUS ON CO-PLANNING

WHAT do we need to teach?

HOW should we co-teach it (using UDL principles)?

WHO will need additional assistance (through strategies & differentiation)?



Collaborative Instruction

WHAT CAN YOU LOOK FOR,
LISTEN FOR, & ASK FOR?

FOCUS ON CO-INSTRUCTION

Murawski, W. (Jan, 2011). What to Look For, Listen For, & Ask For. *Intervention in School & Clinic*, vol.

Example Look For: Is it a shared space? Are they both on time? Do they interact with each other and the students?

Example Listen For: Do they use "we" language? Do they ask different levels of questions for differentiation?

Example Ask For: Do lesson plans demonstrate how both have a role and also show that both participated in planning? Do assessments & student work show that students' individual needs are met and students are able to show what they've learned?

Observe & Assess Co-teachers

THE CO-TEACHING OBSERVATION GUIDE

(G.L. WILSON, 2005)

Are the roles of each teacher meaningful?

Are co-teachers using strategies to promote success with all students in the class?

Is there evidence of successful learning going on in the classroom?

Co-Teaching Backpacks

solo plastic plates	koosh ball (2)
cut up tshirts/rags	stress ball (2)
low odor dry erase markers	fun writing pens
wiki stix	erasable highlighters
calculator (talking)	pencil grips
clipboard	Teach timers
paper	Kagan charts
graph paper	Livescribe pen
golf pencils	Vibrating watch
	Flip camera

QUICK AND DIRTY PLANNING

5 min Review/Preparation	Sp Ed
15 min New content	Gen Ed
10 min Guided Practice	Sp Ed
20 min Independent Practice	Both
5 min Closure/Feedback	Either

• Hines, 2006

**One Teacher lead, One
teacher support
Station Teaching
Parallel Teaching
Alternative Teaching
Team Teaching**

**CREATIVE METHODS TO
INCREASE PLANNING TIME**

Vertical/horizontal planning
9 week 1/2 day planning
Have a floating planning period
**Leave one class early to plan with
another teacher**
Use banking time
**Use peer tutoring/review schedule
weekly in the class**



Prior to the start of the semester finalize how you will deal with..

- Parent contact
- Grading
- Assessment
- Discipline

Spend your 10 minutes for each lesson on

- Big idea (all/some)
- Type of co-teaching
- Role of each teacher
- Assessment of Big idea



THUMBS UP: COMMUNICATING ON THE FLY!

- Mandy?
- DonShay?
- Carlos?
- Zobee?
- Rita?
- LeTecia?
- Chelsea?



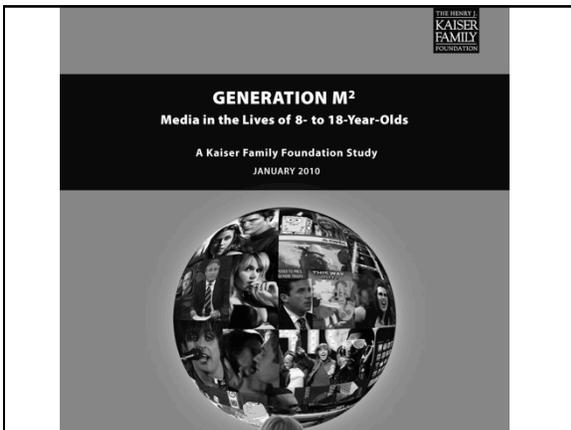
OK, Let's talk about Zobee. Trouble with classwork, or behavior? I'll jot the anecdotal notes this time...

GETTING ON THE SAME PAGE: ESTABLISHING ACTIVE LEARNING

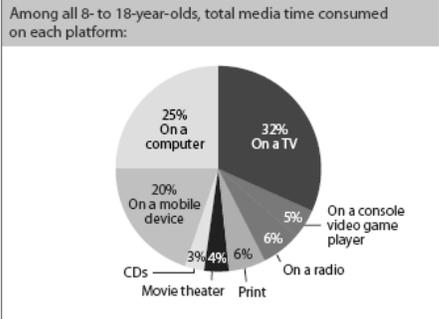
GETTING ON THE SAME
PAGE: EVIDENCE-BASED
PRACTICES

OVERVIEW OF PROGRESS OMAHA

- Since January 2007,
- 5 Institutes
 - Total of 600 participants (teachers, counselors and administrators)
- on-site consultation at 14 of our 18 secondary schools
- Turning points
- Long term district and school-based plans
 - Mass of teachers
 - Administrators
 - Schedulers
- 16 of 18 schools made AYP this year
Still struggling with "F" s"



Media Hardware



ASSUME

- You have a student who cannot walk
- Who cannot talk
- Who cannot see
- Who cannot hear
- Who cannot behave
- Who cannot learn the way we currently teach

This is universal design



ALLOW FOR VARIED METHODS TO DEMONSTRATE MASTERY

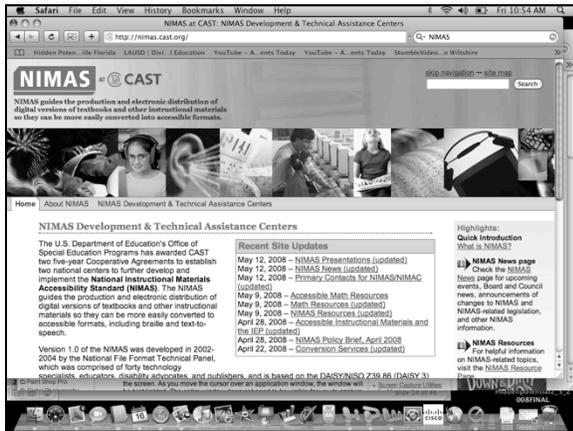
- Written / Drawn / Oral**
- Projects**
- Portfolios**
- Layered Curriculum / Choices**
- Concept maps**

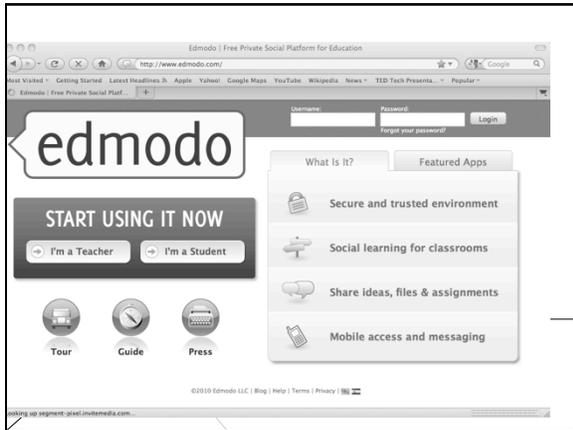


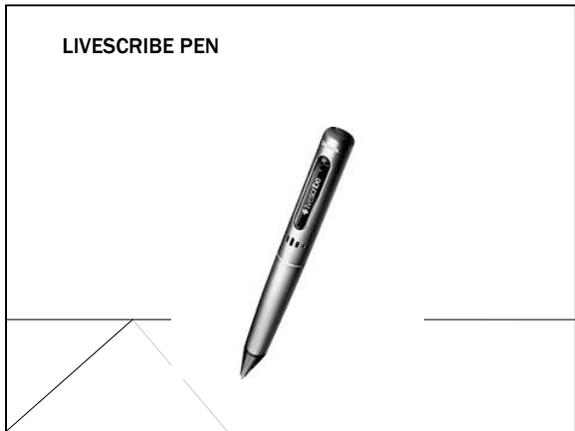
TECHNOLOGY FOR WORKING WITH GENERATION M

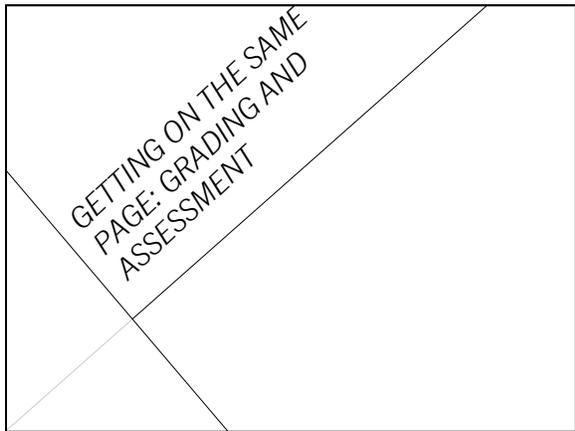
- ✓ **Word - Track Changes and Autosummarize**
- ✓ **I-chat, Skype or aim**
- ✓ **WebCT or Blackboard**
- ✓ **Endnote or ref works**
- ✓ **Google docs**
- ✓ **quizlet**
- ✓ **Wiki, flashcardexchange**
- ✓ **Twitter**
- ✓ **Prezi**
- ✓ **Ning, Edmodo, Facebook**
- ✓ **Augmented or mixed reality**

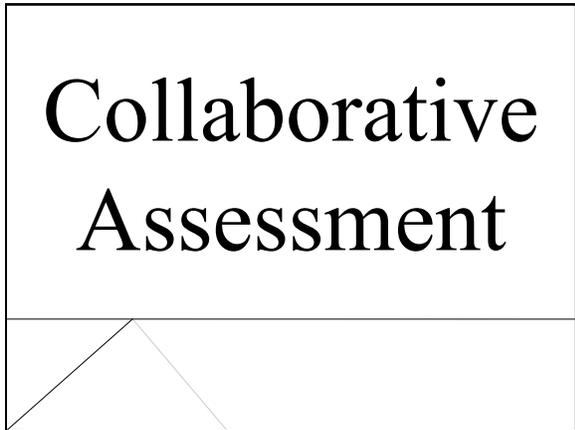












Differentiated instruction

3 ways teachers can differentiate...

1. DIFFERENTIATION THROUGH TECHNOLOGY

Tech stations in classroom

Tech as homework option

Why try this option?

Raise Engagement Level

College Readiness

Repeated rehearsals

Instant Feedback

Administrator's Role:

- Support innovation as "pilot projects"
- Help round up all available tools for teachers willing to pilot
- Model tech use by sending out video messages, blog, etc.



2. DIFFERENTIATION THROUGH ASSESSMENT

*Using different co-teach structures for
Increasing formative assessments*

Administrator's Role:

- Ask each teacher in the classroom what assessment they brought to the lesson
- Specifically ask what types of oral assessments are used
- Ask to see forms on which oral assessment results are recorded or be ready to provide one if they don't have it!

ASSESSMENT TOOLS

Observation
Task Analysis
Inventories
Oral assessment
Probes
Checklists
Interviews questionnaires
Exhibitions

Are teachers using at least **two** of these for each concept?

Formative Assessment
Goals and Objectives Monitoring Chart

Student: _____
School Year: _____ Person Observing: _____

Goal:	Has not been introduced	Has been introduced/currently applying	Mastered/Skill performing	Concerns (comments)	Not or due
Objective 1					
Objective 2					
Objective 3					
Objective 4					
Objective 5					

Goal:	Has not been introduced	Has been introduced/currently applying	Mastered/Skill performing	Concerns (comments)	Not or due
Objective 1					
Objective 2					
Objective 3					
Objective 4					
Objective 5					

3. DIFFERENTIATION THROUGH PARALLEL TEACHING

Teacher 1 leads

Teacher 2 leads



If you would like to explore the Civil War through literature for this unit, meet me in the literature circle.

If you want to take a look at the textbook, which focuses on major battles, meet me in the discussion zone with your textbook.

FOCUS ON CO-ASSESSMENT

Co-Assessing effectiveness of co-teaching:
Are the kids learning??

Helping co-teachers co-assess students

- Fair is not equal
- Understanding modifications & accommodations
- Using appropriate behavioral supports & technology
- Keeping appropriately high expectations & standards

2 MINUTE ASSESSMENT

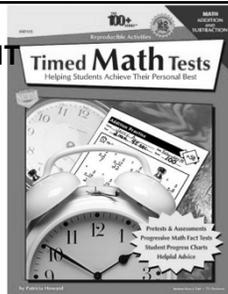


Ask Questions!

Name _____

Concept: **Matter**

1. Tell me what "matter" means in your own words.
2. Name one example of matter in this classroom.
3. Name one example of matter you would find in your home.



Different students,
different tests!

ASSESS LEARNING DIFFERENTLY

Test Adaptations

- Rubrics
- Before
- During
- After

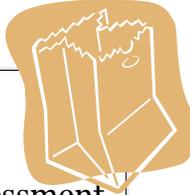
Brown Bag Assessment

Nonfiction Assessment

Exhibition Assessment



Brown Bag Assessment
Example of UDL and
Assessment



SELF ADVOCACY TRAINING

Share student's file

Sharing IEP

Showing FAT City

Writing letter to teachers

Talking to teacher



Lessons Learned

Final Tips

**DISTRICT LEVEL
LESSONS LEARNED**

Lessons Learned

- Train everyone!
- Don't waste time or energy on resistors
- Have an inclusion/collaboration party
- Expect passing grades and high outcomes
- Expect 5 years
- Evaluate consistently forward movement
- Reward/praise success

STATEWIDE PROJECT
LESSONS LEARNED

Lessons Learned –

- Lessons not aligned
- Behavior
- VAKT
- Technology

Next Steps

- Tiered support – not just one model
- Levels of Collaboration across grade levels
- More variety of collaboration models
- Secondary level a challenge
- More grouping patterns needed

**Essential Question
of Co-Teaching**

How is what we your teachers are doing together is substantively different *and better for kids* than what each of them could do alone?
