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
SCHOOL-WIDE

Consistent

Flexible

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

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:**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Accommodation</th>
<th>Notes</th>
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<td>Reading</td>
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<td>Math</td>
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### Curriculum Snapshot

**Curriculum Area:**

**Content Teacher:**

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<tr>
<th>Big Idea</th>
<th>Most Challenging Concept</th>
<th>Minimum Level of Mastery</th>
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<td>Prac 8</td>
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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
## TYPES OF CO-TEACHING

- One teacher lead, one teacher support
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching

### LANGUAGE ARTS 6TH GRADE

<table>
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<tbody>
<tr>
<td>Jason</td>
<td>Sean Mike Sam Tabitha</td>
<td>Austin Bill Star</td>
<td>Tim</td>
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<td>Matt</td>
<td>Joseph Angel</td>
<td>Shante Fred Bryn</td>
<td>Elyse</td>
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<td>Tanisha</td>
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<td>Allen GHOST</td>
<td>Kelly Fred</td>
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<td>Shawn</td>
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<tr>
<td>Sally</td>
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<td>Kevin</td>
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<td>Dante</td>
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### LANGUAGE ARTS 7TH GRADE

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<td>Sean Sam Shante</td>
<td>Tom LaShonda</td>
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<td>Brad</td>
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<td></td>
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<td>Adam Tabitha</td>
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<td>LaKendra Matt</td>
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**LANGUAGE ARTS 8TH GRADE**

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<td>Timothy, Brandon</td>
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<td>Fred</td>
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<td>Brandon, Nick</td>
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<td>Melody</td>
<td>Adam</td>
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<tr>
<td></td>
<td>Eric</td>
<td>Bret</td>
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**ELEMENTARY SCHEDULE**

Inclusive classroom all day
30 minutes pullout reading intervention
Co-taught LA and mathematics
Facilitative support 2 days a week
science or social studies

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


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

TYPES OF CO-TEACHING (CONSIDER USING CO-PLANNER)

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 ½ 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
WHEN YOU HAVE PLANNING TIME: WHAT DO YOU DO?
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!

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
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"
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.

http://www.physicsgames.net/
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?
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

- 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

Final Tips
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 substantively different and better for kids than what each of them could do alone?