New York State Education Department
Office of Special Education
Educational Partnership

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Co-Teaching: A Comprehensive Approach

Module 4:Co-Teaching for Administrators

Produced by the Technical Assistance Partnership for Academics at the University at Albany

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Our Staff

Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Training Objectives

Participants will:

- Understand co-teaching as a service delivery model.
- Understand the 6 models of co-teaching and how to effectively implement them.
- Identify steps to support the effective implementation of co-teaching.
- Learn skills for observing and evaluating co-taught classes.

Agenda

- Welcome
- Purpose and outcomes
- Co-teaching clarified
- Overview of the six models of co-teaching
- Administrative support for effective co-teaching
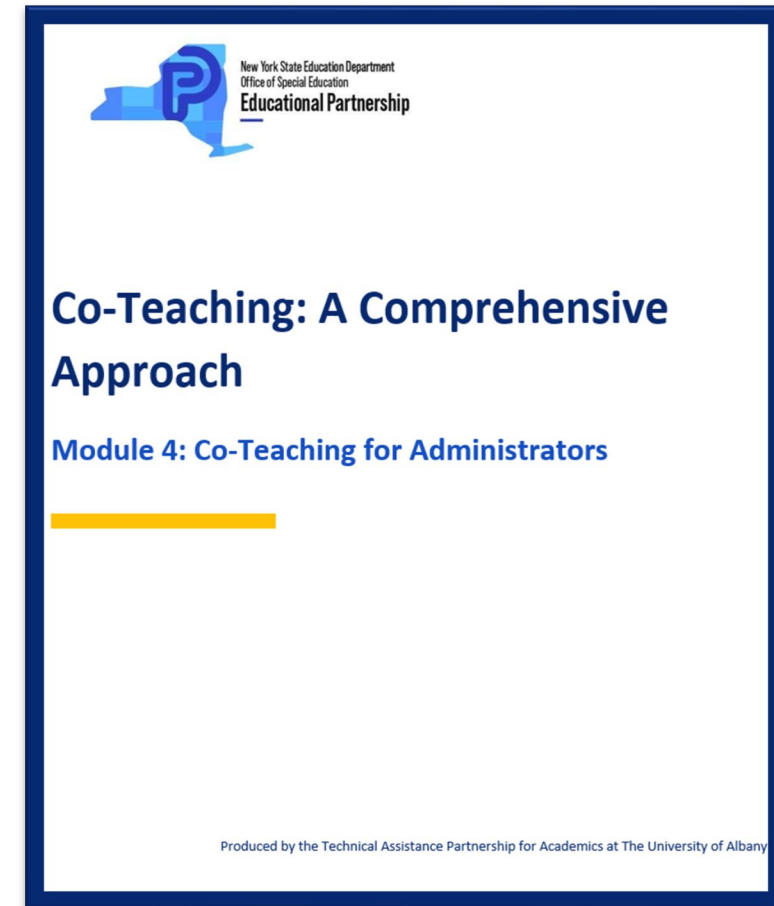- Observation of co-teaching classes

Co-Teaching Modules for Teachers

If the information you learn today is helpful, you may want your teachers to attend one or all of these modules:

- Module 1: Six Models of Co-Teaching
- Module 2: Building Your Co-Teaching Team
- Module 3: Planning for Instruction

Materials

- Participant Packet
- Continuum of Services for School-Age Students with Disabilities -2013.pdf
- Wilson, G. (2005). This doesn't look familiar!: A supervisor's guide for observing co-teachers. *Intervention in School and Clinic, 40(5), 271-275*
- Murawski, W. and Bernhardt, P. (December, 2015, January 2016). An Administrator's Guide to Co-Teaching. *Educational Leadership, Vol.73, No.4, 30-34.*

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Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use "I" statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others' needs and learning styles

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

Vetted/ Policy

Co-Teaching Clarified

- What do the Regulations Say?
- Co-Teaching: What it is vs. What it is Not

Co-Teaching Clarified

- NYS includes an optional special education service called integrated co-teaching (ICT) in the regulations.

- In classrooms that provide ICT there is a general education teacher and a special education teacher working together to create and implement lessons that match the needs of all learners in the room.

- The instructional methodology/structure that the teachers use has been referred to as co-teaching in educational research.

- This methodology can be applied in any situation when two teachers provide instruction together, not just ICT.

In this training we will be focusing on the instructional methodology of co-teaching, not the special education service ICT.

Integrated Co-Teaching Services:

Section 200.6(g) A school district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

Regulations

New York State Regulations of the Commissioner of Education, Part 200.

Vetted/ Policy

Concept of Instructional Delivery Model

Who Can Be a Partner in the Co-Teaching Instructional Delivery Model?

- Special Education Teacher
- Transdisciplinary Teachers
- Speech Language Pathologist
- Gifted and Talented Teacher
- Library Media Specialist
- English as a New Language (ENL) Teacher
- School Counselor/School Psychologist/Social Worker

Co-Teaching

What it is...	What it is not...
joint responsibility for planning, instruction delivery and classroom management	one teacher maintaining all planning and instruction
both professionals planning lessons to meet the needs of all learners	having a smaller class in a large room
both professionals being responsible for all students	an extra set of hands in the classroom
both teachers plan when each co-teaching model will be used in the lesson	a special educator working only with the students with disabilities
	one teacher teaching and the other teacher assisting

Benefits of Co-Teaching (1)
Students in the Classroom

Curriculum	Social	Teacher Attention
Enhanced academic performance *(Afflect et al., in Popp, 2000; Dieker and Jones, in Capp, 2004; Magiera et al., 2005; Schwab Learning, in DSSU website n.d.; Walther-Thomas, in Villa et al., 2004)*	**Positive effects on self esteem** *(Afflect et al., in Popp, 2000; Dieker and Jones, in Capp, 2004; Villa et al., 2004)*	**Students receive more teacher attention** *(Capp, 2004; Lawton, 1999; Walther-Thomas, in Mitchell, 2005; Villa, Thousand, & Nevin, 2004)*
Increased literacy achievement *(Miller, Valasky, & Molloy, in Cramer et al., 2006; Welch, in Santamaria & Thousand, 2004)*	**View themselves as capable learners** *(Walther-Thomas, in Mitchell, 2005)*	**Learning problems can be identified earlier** *(Lawton, 1999)*
		Increased individualized instruction *(Basso & McCoy, 2007)*

Benefits of Co-Teaching (2)
Teachers in the Classroom

Instruction	Professional Growth	Collaboration
Ability to intensify instruction *(Friend & Pope, 2005)*	**Receive personal and professional support** *(Capp, 2004; Cramer, 2006; Cramer & Stivers, 2007; Lawton, 1999; Villa, et al., 2004; Walther-Thomas, in Mitchell, 2005)*	**Sharing of knowledge, skills, and resources between co-teachers** *(Friend & Pope, 2005; Santamaria & Thousand, 2004)*
Reduced discipline problems *(Basso & McCoy, 2007; Schwab Learning, in DSSU website, n.d.)*	**Opportunities for professional growth** *(Basso & McCoy, 2007; Bauwen & Hourcade, in Mitchell 2005;Friend & Reisling, in Tichenor, 2004; Villa et al., 2004)*	**Provides a sense of camaraderie between participating teachers** *(Friend & Pope, 2005)*
Reduced student-teacher ratio *(Austin, in Beamish, Bryer, & Davies, 2005; Villa et al., 2004)*	**Willingness to try new things and be more creative** *(Basso & McCoy, 2007; Friend & Cook, in Gately & Gately, 2001; Santamaria & Thousand, 2004; Villa et al., 2004)*	**Helps to meet the psychological needs of belonging, fun, choice, power, and survival** *(Villa et al., 2004)*

Benefits of Co-Teaching
Within the School Community

Students	Staff	Parents
Fewer referrals for special education services *(Basso & McCoy, 2007; Lawton, 1999; Pugach & Johnson, in Villa et al., 2004; Schwab Learning, in DSSU website, n.d.)*	**Enhanced sense of community within general education classrooms** *(Capp, 2004; Villa et al., 2004; Walther-Thomas, in Mitchell, 2005)*	**Parent satisfaction** *(Afflect et al., in Popp, 2000; Cramer et al., 2006)*
Provides a way to sustain inclusive practices *(Rice et al., 2007)*	**Staff more united** *(Nordlund, in Beamish, Bryer, & Davies, 2006)*	
...can make Response to Intervention (RTI) more efficient, effective, and realistic *(Murawski & Hughes, 2009)*		

Strength of Two Teachers

In a co-teaching situation, it helps to think of both providers as specialists.

For example, you may have a general doctor and a cardiologist. Each have their own area of expertise.

Too often, in co-teaching, the general education teacher is thought of as the lead teacher and the service provider is thought of as a teaching assistant. This is inaccurate and would liken more to a doctor/nurse relationship rather than two specialists with their own areas of expertise.

Photo from GettyImages.com.

Co-teaching Instructional Delivery Model

Myths

1: If two co-teachers get along, their students will show improvement.

2: If a student is placed in a co-teaching classroom, he/she/they will show academic improvement.

3: There is a lead teacher in co-teaching.

4: Co-teaching is two teachers doing the exact same thing, at the exact same time.

Stop and Think

Discussion

What are the **most important points** from this section that a building administrator needs to know as an instructional leader?

Overview of the Six Models

- Recognizing the six models of co-teaching and when teachers should implement them

Model 1

One Teach, One Observe
used frequently for short periods of time
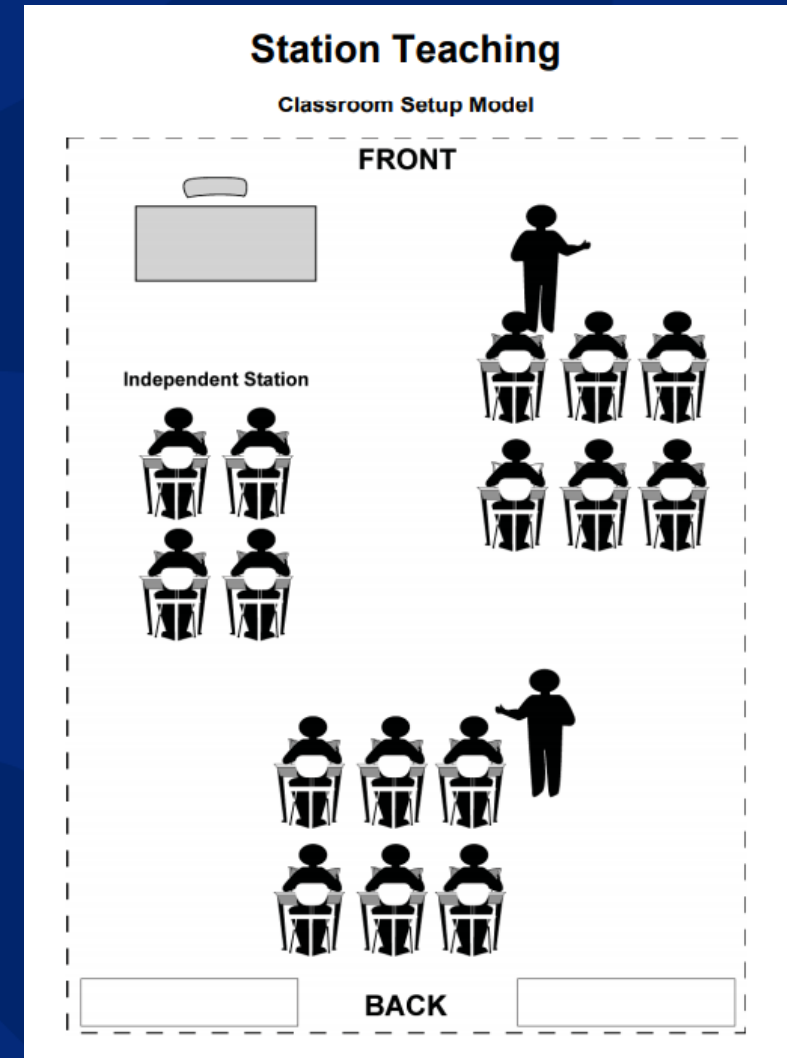
Co-Teaching
One Teach, One Observe

Advantages of the Model	Challenges to Implementation
1) It is easier to gather data.	1) Deciding how to alternate who teaches and who observes.
2) Adults can use current technology on devices to standardize some data collection.	2) Creating rubrics or forms to collect the data.
3) An adult can focus on gathering data for specific students.	3) Explaining to students how this model works (adult in the class observing and taking notes) if they have never seen it.
4) Teachers and specialists can make data-informed decisions about instruction.	4) Adults learning to observe without disturbing students' attention on the lesson.
5) Teachers can give feedback to peers on how the presented lesson impacted observed students.	5) Students may see one teacher as the "real" teacher and the other as the aide.

Model 2
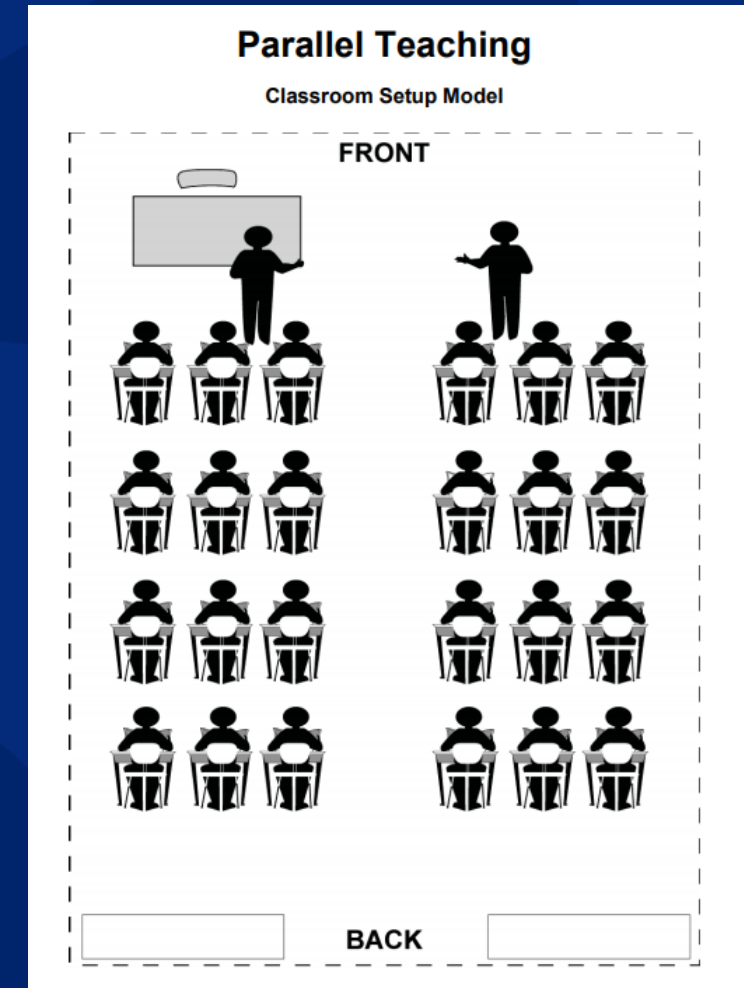
Station Teaching
used frequently

Co-Teaching (1)
Station Teaching

Advantages of the Model	Challenges to Implementation
1) Teachers can have more direct instructional time with the students.	1) Planning activities so that each station task is different from the others.
2) Can be used at the secondary level by dividing the station across two days.	2) Teachers and students may need to acclimate to noise level of several groups learning at once.
3) Direct support is available to many students.	3) Planning three tasks or learning elements that will take the same time to complete.
4) Teachers can use observational data from station work to adjust instruction to meet needs.	4) Deciding if the teachers or students will move between stations and what that will look like.
5) Increase in student participation because they are in smaller groups.	

Model 3

Parallel Teaching
used frequently

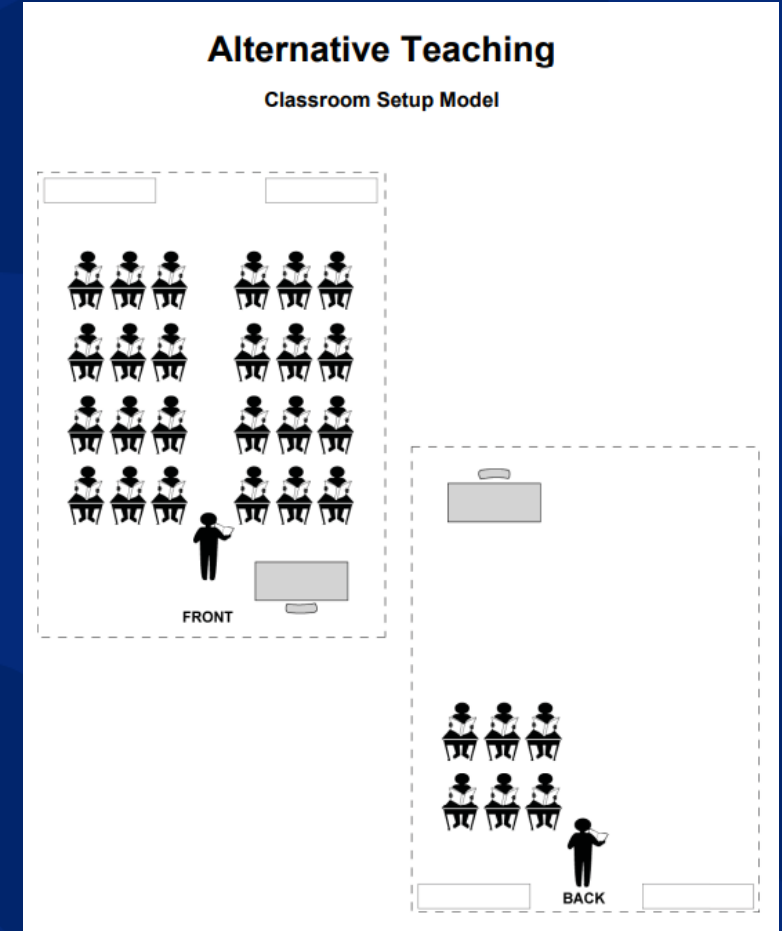# Co-Teaching (2)
Parallel Teaching

Advantages of the Model	Challenges to Implementation
1) It gives each teacher an active but separate, instructional role in the classroom.	1) Ensuring the instruction is equivalent in delivery.
2) Any topic with multiple dimensions can be presented, as long as the groups are brought back together for discussion.	2) Pacing of the lesson needs to be in sync.
3) Students can be strategically placed in two groups.	3) Teachers and students need to acclimate to the noise level of two active learning groups.
4) Teachers can maximize student participation and learn more about the individual learner.	4) Planning the groups for different needs can take time.
	5) Teachers need to know the learning and behavior issues of the students in order to group the students appropriately.

Model 4

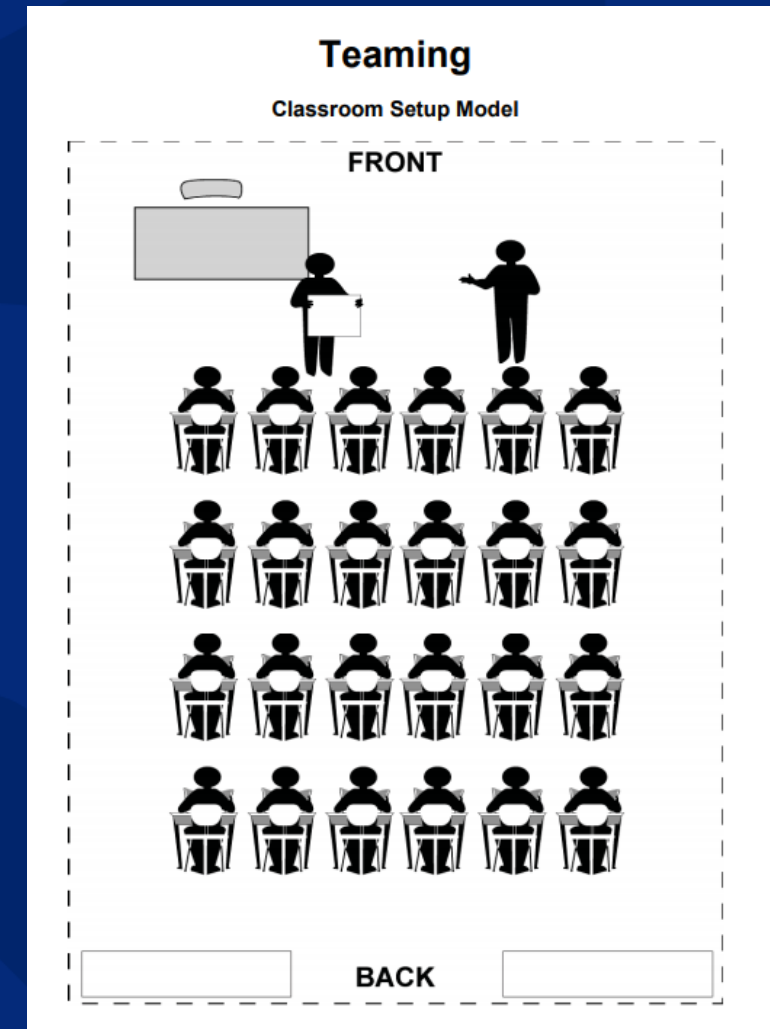# **Alternative Teaching**
used occasionally

Co-Teaching
Alternative Teaching

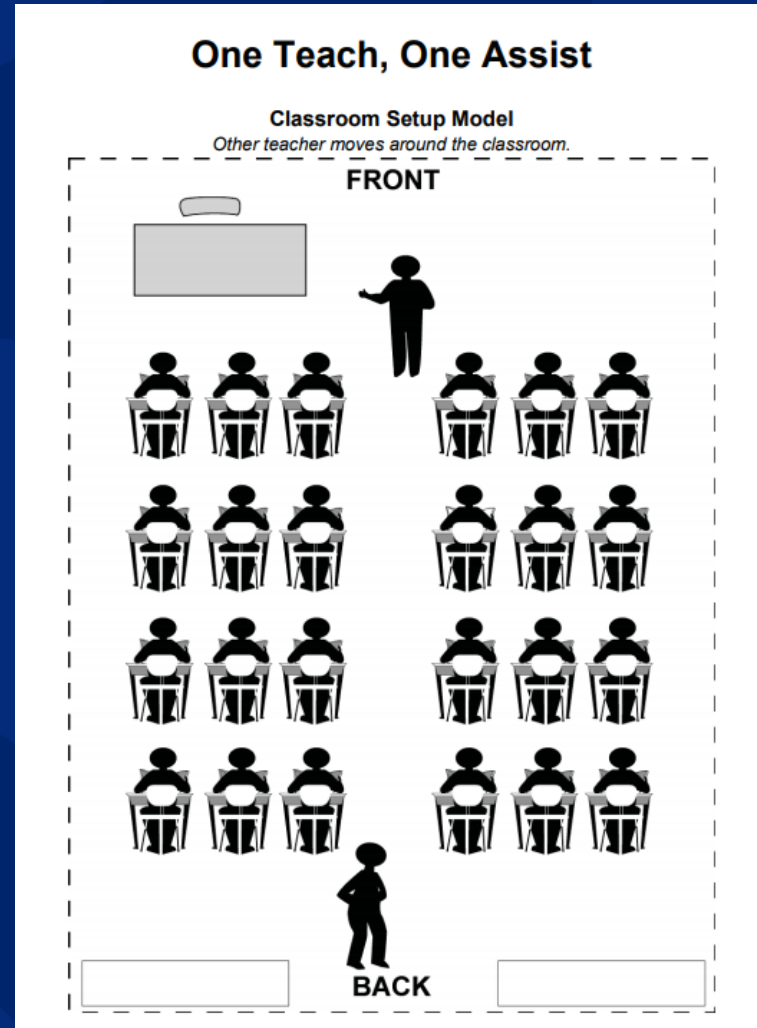| Advantages of the Model	Challenges to Implementation
1) This model provides flexibility and solid support for students.	1) Increased planning time.
2) It allows for mini-lessons to be taught to help meet student needs, without disrupting whole group instruction time.	2) Ensuring that the group being pulled is not always the students with disabilities but instead the focus is on learning needs of all students.
3) Increased participation by students in the group because of a smaller group size.	3) Teachers need to know the learning issues of the students in order to group the students appropriately.
4) Opportunity for teachers to know more about the individual learner.	4) Making sure that the teacher pulling the group is not always the same teacher.
	5) Teacher and students in alternative group will have to acclimate to the noise level of the larger group while they are working.

Model 5

Teaming
used occasionally

Co-Teaching

Advantages of the Model	Challenges to Implementation
1) Working with another teacher to present a lesson can be energizing.	1) It does not lend itself to smaller student grouping for instruction.
2) Partners learn more about instructional practices, and therefore engage more students in learning.	2) This is the most interpersonally complex co-teaching approach and it can take a while for partners to adapt to teaming.
3) Two teachers conducting a lesson can maintain the attention of the students.	3) Developing cues between the partners so they don't talk on top of each other may take time to learn.
4) This co-teaching approach is affected more than any other by individuals' teaching styles.	4) It will take more planning time in the beginning.

Model 6

One Teach, One Assist
used seldom

One Teach, One Assist
Classroom Setup Model
Other teacher moves around the classroom.
FRONT
BACK

Co-Teaching

One Teach, One Assist

Reflection

Advantages of the Model	Challenges to Implementation
1) Content delivery teacher is entirely focused on the instruction.	1) This approach is not particularly useful to help focus student attention. Instead, it has the risk of distracting students during large-group instruction.
2) Management tasks like distributing materials and checking in with student responses or questions can be focused on the other teacher.	2) There is a potential to be over used and abused.
3) It does not require a lot of planning time.	3) Students can become dependent on the teacher who assists rather than becoming independent learners

Stop and Think

Look through your notes on each model and pull out your most important point that you would like to share with the group.

Supporting Effective Co-Teaching

Participants will be able to identify steps administrators can take to support effective co-teaching

"The real challenge … is changing old assumptions and practices to reinvent schools rather than simply making additions or corrections to existing practice."

Administrative Support

Processing Activity

Break into pairs/small groups and assign a recorder and reporter for your group.

1: Read the article, "An Administrator's Guide to Co-Teaching."

2: Summarize the essential information in each step in the article. Use the Participant Packet to record your group summary.

3: Report out to the whole group.

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December 2015/January 2016 | Volume **73** | Number **4**
Co-Teaching: Making It Work Pages 30-34

Issue Table of Contents | Read Article Abstract

An Administrator's Guide to Co-Teaching

Wendy W. Murawski and Philip Bernhardt

Follow these five steps to support a vision of successful co-teaching in your school.

You've heard the message. Co-teaching is the newest initiative to be implemented by your school district. Students with special needs can no longer be simply physically "included" in general education classes. These students need and deserve authentic opportunities to access and participate in the curriculum. To accomplish this goal, co-teaching has been embraced as the panacea, the magic bullet, and the fairy dust all rolled into one. Teachers must now "co-plan, co-instruct, and co-assess" (Murawski, 2003, p. 10). And guess what? You're the lucky one to help make it all happen! What do you do?

First, you breathe. Second, you realize that you have the resources and leadership ability to make co-teaching happen. Third, you take stock of your school's dynamics and create a plan of action that incorporates five important steps. In all honesty, some of these steps may be more difficult to implement than others, but our goal here is to provide practical strategies to make thoughtful implementation of co-teaching less difficult.

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Provide Professional Development on Inclusion, Collaboration, and Co-teaching

Step 1 -Debrief

What was the essential information that your group highlighted from Step 1?

Establish Scheduling Strategies

Step 2 - Debrief

What was the essential information that your group highlighted from Step 2?

Partner the Right Teachers

Step 3 - Debrief

What was the essential information that your group highlighted from Step 3?

Supervise and Evaluate Strategically

Step 4 - Debrief

What was the essential information that your group highlighted from Step 4?

Improve, Increase and Institutionalize Co-Teaching Practices

Step 5 - Debrief

What was the essential information that your group highlighted from Step 5?

Observation and Supervision

Participants will understand observation and supervision of co-teaching classes

Administrative Support

Processing Activity

1: Independently read the vignette in, "This Doesn't Look Familiar! A Supervisor's Guide for Observing Co-Teachers."

2: Reflect on the following question: *What professional learning might administrators need to better support equitable evaluation of co-teaching teams?*

3: Share your thoughts with the whole group.

Activity

This Doesn't Look Familiar!
A Supervisor's Guide for Observing Co-Teachers

GLORIA LODATO WILSON

Among the challenges of delivering services to students with disabilities via a co-teaching model (the pairing of special and general education teachers in a general education classroom) is the dilemma of how to observe teachers in such a setting. Collaboration between a university and a large school district with special and general education supervisors investigated how the two disciplines looked at a co-taught lesson at the secondary level. Then, through a series of interactive workshops, special and general education supervisors developed a common lens for viewing a co-taught lesson, resulting in a guided format for observing co-teachers.

The two teachers looked at each other in disbelief. One was a tenured secondary English teacher who had taught for 6 years in this large middle-class, suburban high school. The other was a first year special education teacher who recently received her master's degree. They had been co-teaching a ninth-grade English class for 4 months, and although the beginning weeks were a bit overwhelming, they were rather proud of their cooperative and respectful relationship. They had been co-planning, co-grading, and co-teaching, and they were certain the class would go well. The students responded to the co-teachers' combined efforts, and both social and academic progress was noted for all students in the class.

The teachers were looking at their observation reports. The special education and English chairpersons had de-

were made in the materials, saw that she worked with individual students, observed her contributions to the teaching of the mini-lesson, noted the parity she enjoyed with her co-teacher, and acknowledged the acceptance and respect of her students.

The general education teacher held back tears as she read her write-up. How could this be? She had never received an unsatisfactory observation. She prided herself on her competency in the classroom, and her supervisors repeatedly recognized her skills as a teacher. She read the comments. Her chairperson thought there hadn't been enough time spent developing the content of the lesson and that the student group work detracted from a more formal delivery of content. The chair also felt the general education

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

Co-Teaching

What to Ask for in the Classroom Setting

- Lesson Plans Showing Differentiation, Accommodations and Modifications

- Student Assessment data

- Behavior Documentation

- Work Samples

Co-Teaching

What to Look for in the Classroom Setting

- Teachers working as a team and the classroom environment demonstrating parity

- Both teachers are in the classroom the entire time and assist students with and without disabilities

- Evidence of co-planning

- Variety of instructional approaches

- Can not distinguish special education teacher from general educator

Co-Teaching

What to Listen for in the Classroom Setting

- Co-teachers use language demonstrating collaboration and shared responsibility (we, our)

- Teachers refer to students as "our students"

- Questions are phrased that indicate all students are included

- Student conversations demonstrate a sense of community among peers

- Questions are asked at a variety of levels (basic recall to higher order thinking)

Specially Designed Instruction (SDI)

Observing SDI in the learning environments

- The effectiveness of co-teaching in increasing outcomes for students with disabilities necessitates the use of specially designed instruction (Friend, 2019)

  - Administrators must be familiar with elements of SDI that can be observed in the classroom and incorporated in lesson plans

  - Administrators must be aware that it is challenging to observe SDI because it is student specific as detailed in the student's IEP

  - Administrators need to know that SDI elements need to be in place in every learning environment as described in the IEP

- Friend, M. (2019). Co-teach! Building and sustaining effective classroom partnerships in inclusive schools (3rd ed.). Marilyn Friend Inc.

SDI

New York State Regulations defines SDI as

*"...**adapting**, as appropriate to the needs of an eligible student, the **content**, **methodology**, or **delivery of instruction** to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the education standards that apply to all students"*

What Might SDI Look Like?

You Will See Students Who:

- Require support with basic academic skills

- Need support in order to independently manage behavior requirements of the classroom

- Communicate in alternate ways

- Require support to independently organize self or material

- Are working on post-secondary transition goals

- Are English Language Learners with disabilities

Exit Ticket

What steps will you take
to implement/improve co-teaching for
your district or building?

Questions and Answers

Contact Us

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