

# The Missing Piece

6 strategies to support leadership teams with co-teaching success



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# Inclusion



1. Work with the people at your table to put the puzzle together.
2. It will be timed!



## Reference to SPED Law or Best Practices

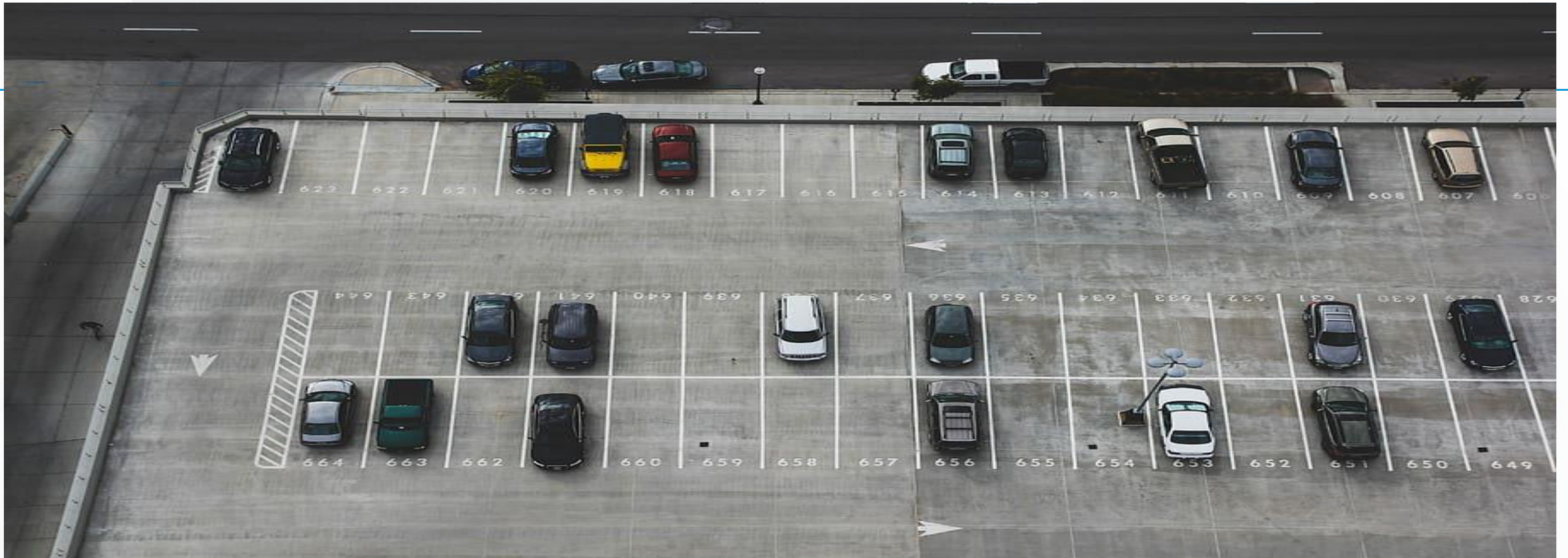
Federal law clearly states that a student with special needs has the right to a free and appropriate public education (FAPE). The Individuals with Disabilities Act (IDEA 2004) mandates the provision of FAPE in the least restrictive environment. Ideally, this would be the general education classroom.

Co-Teaching, follows the recommendations of the CEC Current Practice Alerts regarding Co-Teaching, CEEDAR High Leverage Practices for Special Education Teachers, High Leverage Practices for General Education

# Outcomes

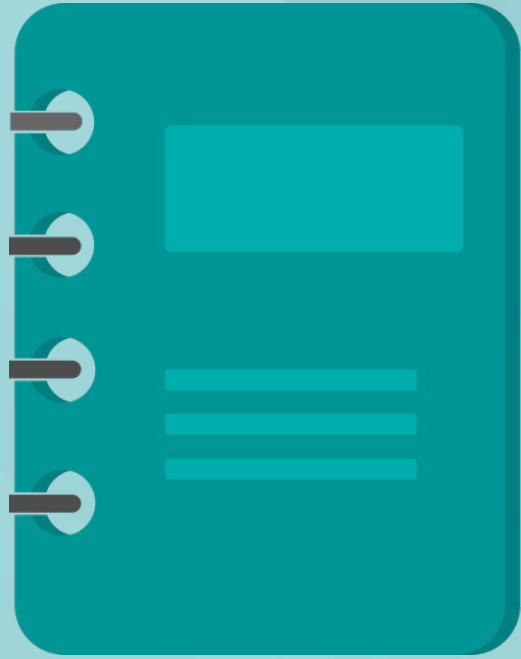
- I can state at least three practices to support effective co-teaching teams in my district/school.
- I can identify two resources for scheduling and partnering teachers in my district/school.
- I can state at least two practices for providing professional development for co-teaching
- I can identify two resources for supervising and evaluating CT strategically.





**Parking Lot**  
**<https://bit.ly/CTADMINHUB>**

# AGENDA



- 1. Welcome**
- 2. 6 Strategies**
- 3. Resource Dive**
- 4. Closure/Kickup**

# 6 Strategies to Support Co-Teaching Success



Grow Your  
Knowledge



Provide  
Professional  
Development



Establish  
Scheduling  
Strategies



Partner the Right  
Teachers



Supervise &  
Evaluate  
Strategically



Institutionalize  
Co-teaching  
Practices





**Grow Your  
Knowledge**

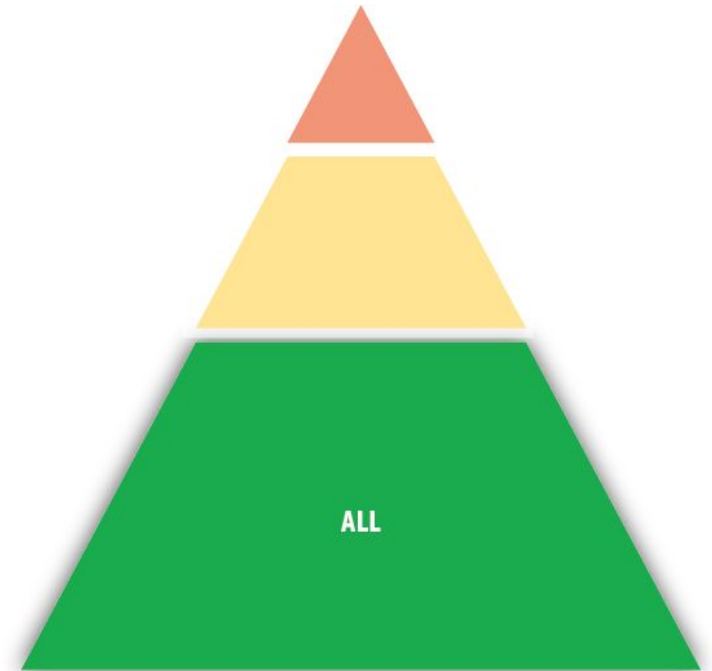


# What makes the co-taught setting different?



- ★ **Parity**
- ★ **Co-planning**
- ★ **6 Models**
- ★ **Specially Designed Instruction**
- ★ **Embedding UDL**

# **Students with IEPs are General Education Students FIRST!**



Co-teaching is a Tier 2 approach. Tier 1 strategies should come first. If done with fidelity, Tier 1 strategies are effective for 80% of students.



## Tier 1 Instructional Strategies

### **Quality Researched Based Core instruction**

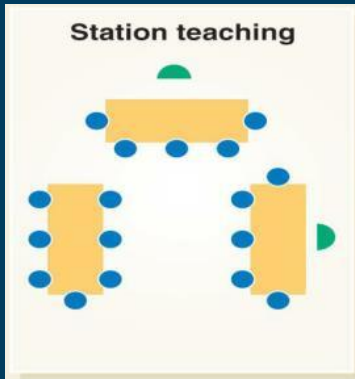
- ❑ **Differentiated Instruction**
- ❑ **Flexible Grouping**
- ❑ **Active Student Engagement**
- ❑ **Universal Classroom Practices**
- ❑ **Explicit Instruction**



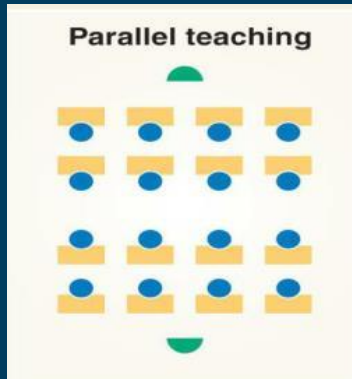
# 6 Models of Co-Teaching

Equally Shared Responsibility

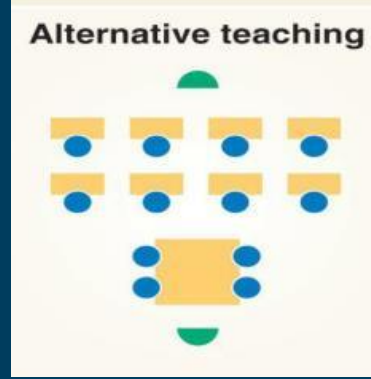
One has Responsibility



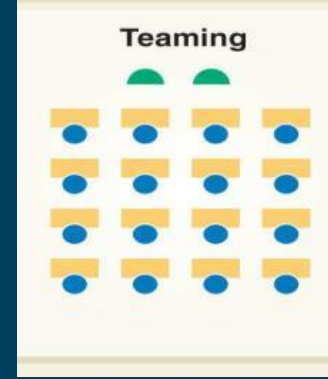
Teachers divide content and students. Each teacher then teaches the content to one group and repeats the instruction for the other group. A third station could give students an opportunity to work independently.



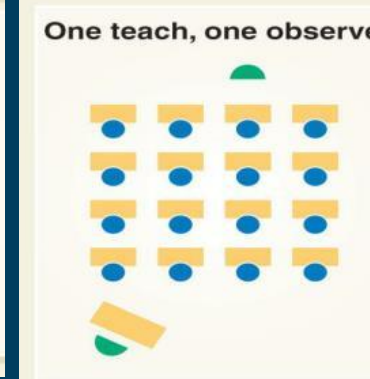
The teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.



One teacher takes responsibility for the large group while the other works with a smaller group.



Both teachers are delivering the same instruction at the same time.



Co-teachers can decide in advance what types of specific observational data to gather during instruction and can agree on a system for data collection. Then the teachers should analyze the information together.

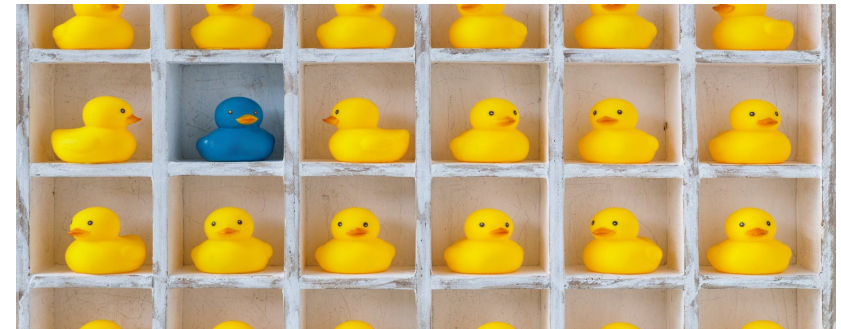


One teacher would keep primary responsibility for teaching while the other teacher would circulate through the room providing assistance to students as needed.

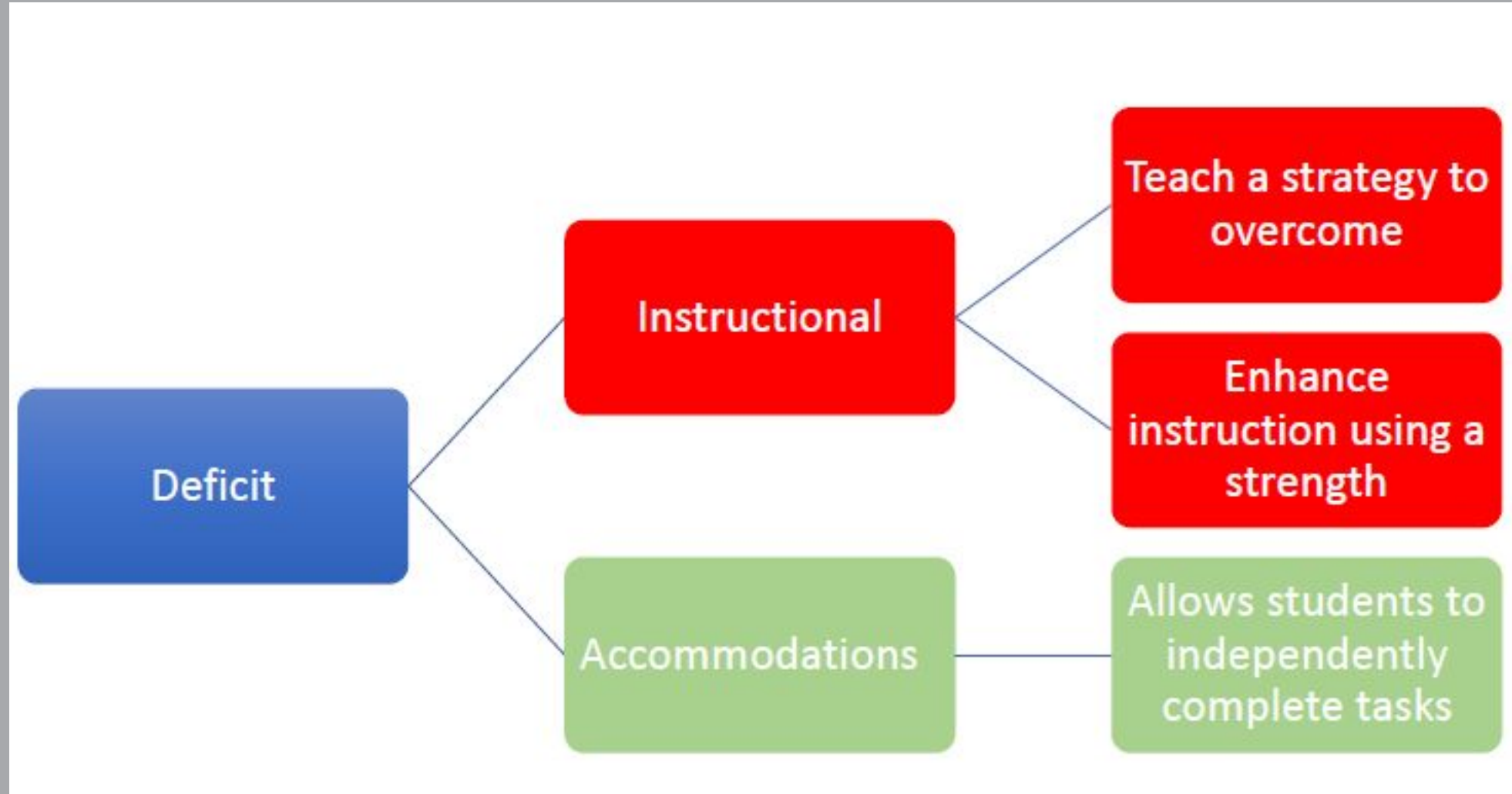
# Specially Designed Instruction

Describes **what the teacher will do** to adapt the content, methodology, and/or delivery of instruction.

- ★ addresses the unique needs of the child that result from the child's disability.



# Two Types of Specially Designed Instruction



WHAT'S YOUR ONE THING?

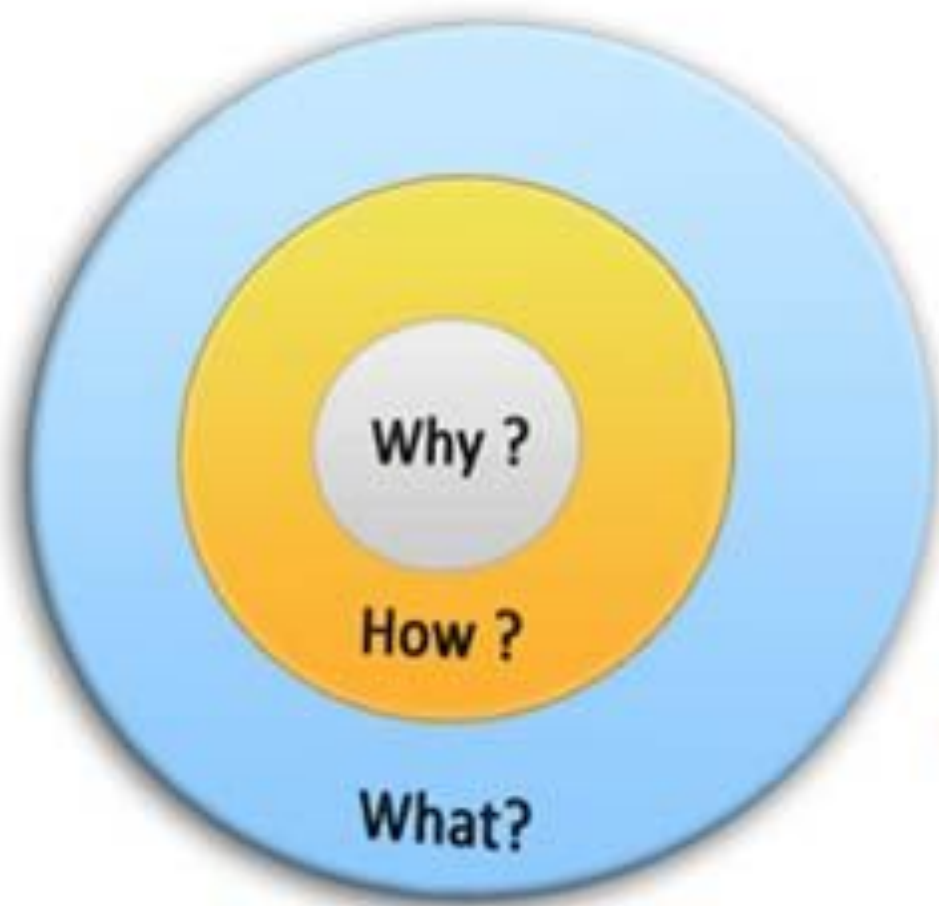






**Provide  
Professional  
Learning**





**Why** = The Purpose

*What is your cause? What do you believe?*

**How** = The Process

*Specific actions taken to realize the Why.*

**What** = The Result

*What do you do? The result of Why. Proof.*

**Educators benefit most by learning  
in the setting where they can  
immediately apply what they  
learn-in the school where they  
work**



1. **Create buy in and professional learning for inclusion and collaboration first.**
2. **Adopt a school-wide or district-wide definition of co-teaching and clear examples**
3. **Get feedback from staff about their needs**
4. **Ensure there is follow up coaching and other job embedded support.**
5. **Engage teacher leaders and mentors to support others with CT (avoid having All special ed staff)**

# Establish Scheduling Strategies







## REACTIVE

Reacting to  
a problem  
after it arises.



## PROACTIVE

Prevent  
problems  
before they arise.



## Guidelines for Administration on Scheduling

- Put students with disabilities in a master schedule first.
- Resist the urge to increase the student-teacher ratio
- Gen Ed teachers should only have 1 “dance partner”
- Special Ed teacher can only have 2-3 CT “dance partners”
- No more than 30% of the class designated as having special needs
- Avoid overscheduling special educators
- Keep in mind the additional responsibilities of special educators
- Place paraprofessionals in classes that are not co-taught
- Build in planning time for co-teachers

A man with glasses and a blue jacket is sitting at a desk, looking at a laptop. A woman with long braids and a dark jacket is sitting next to him, also looking at a laptop. They are in a classroom setting with shelves of blue storage bins in the background. A red graphic overlay is in the top right corner.

# Partner the Right Teachers

**Co-teaching is a relationship built on professionalism, collaboration, and a common goal of supporting student success.**

# Definitions of Parity....

- On par with someone; equality of teachers in terms of certification, status, and pay.
- **In Physics:** a symmetry of behavior in an interaction.....
- **In sports:** an equal playing field for all participants regardless of economic circumstances

**Based on these definitions, what do you think parity looks like in co-teaching?**

# Roles and Responsibilities

**Teachers work and learn together to build on each other's strengths while working together to plan, instruct, and, assess all students in the class.**

**Knowing your role helps with accountability for teaching and learning.**

ROLES AND RESPONSIBILITIES OF CO-TEACHERS

General Education Teacher <i>ROLE: Content specialist</i>	Special Education Teacher <i>ROLE: Strategy specialist</i>
Determine the Big Idea for units/lessons (the most important concepts that all students should know)	Determine the minimum level of mastery and strategies needed for units/lessons in order for students to understand the Big Idea
Ensure differentiation of instruction	Ensure differentiation of instruction
Lead ALL students to understand the Big Idea, and lead FEW students to understand the concepts at a deeper level	Lead ALL students to understand the Big Idea
Deliver instruction	Deliver instruction
Make time to co-plan	Make time to co-plan
Provide lesson plans a week in advance to co-teacher, and/or come to co-planning sessions with Big Idea and vocabulary pre-planned	Plan for accommodations/modifications to ensure students understand the Big Idea
Provide assignments and tests in advance to co-teacher for accommodations/modifications	Create accommodations/modifications for assignments and tests
Implement accommodations/modifications	Implement accommodations/modifications
Communicate changes in schedule or lesson plans with co-teacher in a timely manner	Communicate changes in schedule or lesson plans with co-teacher in a timely manner
Collect data in class to make decisions regarding instruction	Collect data in class to make decisions regarding instruction
Assess students	Assess students
Active Supervision and support ALL students	Active supervision and support ALL students
Manage classroom behavior	Manage classroom behavior
Ensure the curriculum is being taught in a timely manner	Ensure IEP goals are being monitored and assessed

**On your table :)**







1. Ask teachers if they want to co-teach!
2. Provide resources to these teams to maximize their chances for success
3. Use surveys and feedback forms to learn about your teachers before partnering
4. Set up ways for them to intentionally build rapport
5. If you're just starting, create a small pilot program.



# EVALUATION

Supervise &  
Evaluate  
Strategically





**Does your leadership team  
know what to look for,  
listen for, and ask for when  
observing and evaluating  
co-teachers?**



**If the co-taught class is different from the  
typical general education classroom, it  
should be!**





# 1. **Create a CT Evaluation System**

Recommended Timeline per year:

- 3 observations with feedback
- 3 School-Based Administrator Fidelity Checks

# 2. **Share HOW you are evaluating staff**

# 3. **Evaluate staff together!**

# 4. **Determine who will champion the data collection**

# 5. **Determine how will you calibrate your observational data and feedback? Team or partner Administrators?**

# 6. **Develop an action plan with the leadership team**

# Institutionalize Co-Teaching





**Administrators who want to  
support co-teaching  
success need to have a  
correct vision, skills,  
incentives, resources, and  
action planning.**

(Thousand, Villa, Nevin, 2006)



## MANAGING COMPLEX CHANGE



SOURCE: ADAPTED FROM THE MANAGING COMPLEX CHANGE MODEL, COPYRIGHTED BY DR. MARY LIPPITT OF ENTERPRISE MANAGEMENT, LTD., IN 1987

1. How are you consistently communicating your **vision** of co-teaching?
2. How are you ensuring that teachers have the **skills**?
3. What are your **incentives**?
4. What are your **resources**?
5. What is your **action plan** to ensure co teaching teams are successful?

# 6 Strategies to Support Co-Teaching Success



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# Suggestions

1. **Create and document!** Make **ALL** aware of procedures and process for co-teaching in your building/district.
2. **Support** the struggling co-teaching teams
3. Find ways to **keep effective co-teaching partnerships together**
4. **Incentivize** co-teaching teams
5. **Create capacity by adding more co-teaching teams**
6. **Solicit feedback** from students, parents, teachers, and administrators.



# RESOURCE DIVE



<https://bit.ly/CTADMINHUB>





**Wrap it up!**

## DICE DEBRIEF<sup>3</sup>



Name one  
new thing  
your  
learned  
today



Acknowledge  
someone for a  
job well done.



Describe a  
good idea you  
heard.



Describe a  
feeling you  
experienced



Describe  
something  
that pushed  
you outside  
your  
comfort  
zone



How will  
you apply  
what you  
learned  
today?