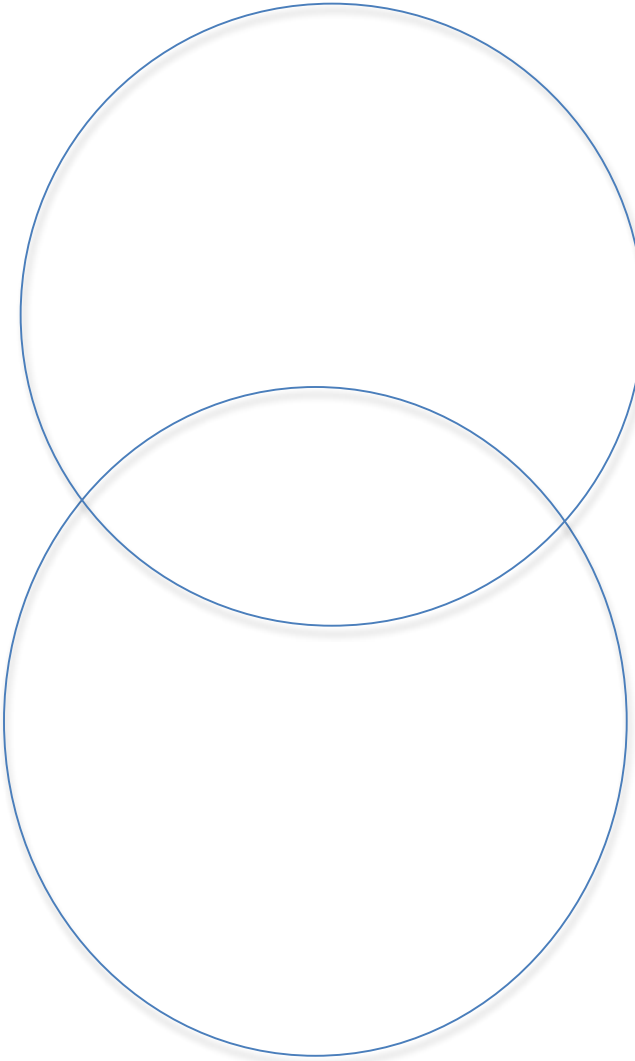


Inclusive Practices and Co-Teaching  
Orange County Office of Education  
July 20, 2013

Back Channel Conversation	<a href="https://todaysmeet.com/OrangeCountyCo-Teaching">https://todaysmeet.com/OrangeCountyCo-Teaching</a>
Handouts and Resources	<a href="http://padlet.com/debra6/coteaching">http://padlet.com/debra6/coteaching</a>
How to Reach Us	Jennifer Ellerman <a href="mailto:Jennifer-Ellerman@scusd.edu">Jennifer-Ellerman@scusd.edu</a> Debra Herburger <a href="mailto:DHerbur@wested.org">DHerbur@wested.org</a> Janelle Mercado <a href="mailto:jmercado@edcoe.org">jmercado@edcoe.org</a>



## Key Terms

Term	Definition	My Connection
<b>1. Inclusive Pedagogy</b>	A method of teaching that incorporates dynamic practices and learning styles, multicultural content, and varied means of assessment, with the goal of promoting student academic success, as well as social, cultural, and physical well-being.	
<b>2. Inclusive Practices</b>	A process of increasing participation and decreasing exclusion from the culture, community, and curricula of mainstream schools (Booth, et a., 2000). The actions we take to give meaning to the concept of inclusion in schools (Florian, 2009); Inclusive practices can be very specific, such as including students with specific learning needs in a co-taught classroom that includes both a general and special educator, to something more broad such as responding positively to diversity among learners.	
<b>3. Co-Teaching</b>	Co-teaching is a service delivery option in which two (or more) educators contract to share instructional responsibility for a single group of students with mutual ownership, pooled expertise and resources, and joint accountability; both educators co-plan, co-instruct, and co-assess; each person is recognized and utilized for their strengths while acknowledging the areas and needs for improvement	
<b>4. Collaboration</b>	Collaboration refers to how professionals work together--it is based on parity, common goals, shared responsibility for key decisions, shared accountability for outcomes, and shared resources. In collaborative activities, all participants know their contributions are valued. Collaboration is a very broad concept, one that could apply to many school-based activities, including grade level or department teams, professional learning communities, response to intervention, and so on (Friend, 2011).	



Instruction in a Separate Setting (Special Day Class/ Self-Contained Class)	“Pull-Out” Support	Homogeneous Intervention Class	Co-Teaching	“Push-In” Support	Consultation
Although the goal in an inclusive school is for most instruction to occur in general education settings, occasionally student needs indicate this may not be the most appropriate and must be decided by the IEP team.	Special Ed ‘pull out’ at varying levels; for example, pull out twice a week for language/speech therapy; pull out every day for a significant period of time. The frequency and duration of being pulled out will directly affect LRE.	A homogeneous class of all SWDs, taught by a special ed or gen ed teacher; limited interaction with non-disabled peers; possibly could lead to lower expectations of students, both academically and behaviorally; often starts out as an intervention class, can become remediation.	A mix of students with and without disabilities in the same gen ed class where the gen ed and special ed teachers work collaboratively to meet the diverse academic and social/behavioral needs of all students; both teachers <b>PLAN, INSTRUCT, and ASSESS</b> all students.	When the support for the student is brought into the gen ed class; may occur daily, weekly, or monthly.	Monitoring Support is often indirect, rather than direct, support; a professional with specific expertise, such as the speech-language therapist and special education teacher, work together to identify student needs, develop an intervention, and monitor the effectiveness of the intervention.

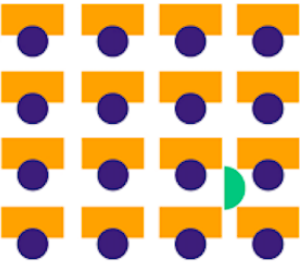

**INSTRUCTION (high-quality instruction is essential in every setting along the continuum)**

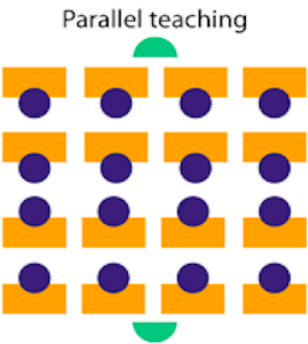

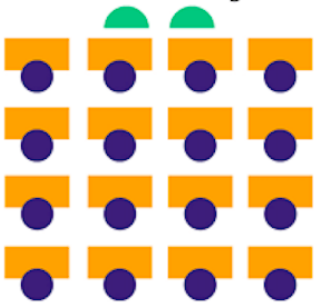
**Universal design for learning (UDL)** is a framework to improve and optimize teaching and learning for all learners based on scientific insights into how humans learn; UDL is the proactive design of curriculum and instruction to ensure they are educationally accessible regardless of learning style, physical or sensory abilities.

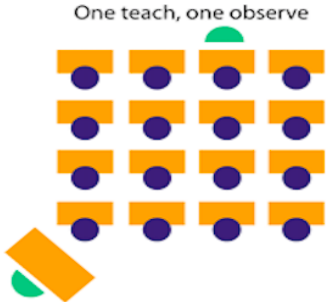
- Research-based, high-quality, general instruction and support for all learners;
- Assessment for learning;
- Scaffolding (providing each student the level of support needed to access learning in his/her Zone of Proximal Development).

“In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as, instructional supports for learning based on the principles of Universal Design for Learning (UDL) **which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression**” (Applications to Students with Disabilities, Common Core State Standards).

\*As students are moved towards Least Restrictive Environments, the level of collaboration among teachers must increase.

Co-Teaching Model	What it looks like	Advantages	Challenges	Recommended Frequency of Use
<p data-bbox="136 375 363 402">One teach, one drift</p>  <p>The diagram shows a 4x4 grid of 16 purple circles representing students. Orange rectangles represent teachers. One teacher is positioned at the top center, and another is at the bottom right. A green semi-circle is above the top teacher, and a green quarter-circle is to the right of the bottom teacher.</p>	<p data-bbox="457 313 1014 435">In this structure one teacher leads and the other teacher offers assistance to individual students or small groups.</p>			Seldom or Less
<p data-bbox="178 813 342 841">Station teaching</p>  <p>The diagram shows three orange rectangles representing teacher stations. The top station has a green semi-circle above it. The bottom-left station has a green quarter-circle to its right. Purple circles representing students are arranged around each station.</p>	<p data-bbox="457 735 1045 930">This structure involves established centers with specific learning tasks and students rotate to each center. In station teaching, the teachers are leading two different lessons.</p> <ul data-bbox="510 946 1045 1401" style="list-style-type: none"> <li>• Teachers divide instructional content into several segments and present the content in separate stations around the classroom.</li> <li>• With two stations, the General Educator and Special Educator each teach their portion of the content and then switch groups.</li> <li>• If students are able to work independently with content, a third station may be established.</li> </ul>			Frequent

<p>Parallel Teaching</p> <p>Parallel teaching</p> 	<p>Two groups of heterogeneous students with each teacher providing simultaneous instruction of the entire lesson (this format requires both teachers to be highly qualified in the content area).</p>			<p>Frequent</p>
<p>Alternative Teaching</p> <p>Alternative teaching</p> 	<p>Can be used to pre-teach, re-teach, or enrich the core lesson. This structure has one large group and one smaller group. One effective way to implement alternative teaching is to pre-teach the concepts to students with lower skills so they are not always behind and having to catch up. With a pre-teach session, students will have the opportunity to fully participate and benefit from the larger classroom instruction setting.</p>			<p>Occasional</p>
<p>Team Teaching</p> <p>Team teaching</p> 	<p>Both teachers share in the planning and instruction of all students in a highly coordinated fashion. Both teachers must have equality in content knowledge and teaching ability, and common planning time.</p>			<p>Occasional</p>

<p>One Lead, One Observe</p>  <p>One teach, one observe</p>	<p>In this structure, one teacher takes the instructional lead while the other teacher is observing students or a specific students for a clarified purpose, gathering data, identifying student needs, observing student learning patters, etc. The observing teacher will share his/her observations with the instructional lead teacher and together they will make decisions based on the observations.</p>			<p>Frequent (but for relative short periods of time and for a very specific, identified purpose)</p>
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**Key Question for EVERY lesson you plan and teach together:**

How is what the two of you are doing together **substantively different and better** for students than what each of you could do alone?

<p><b>Elements to Consider When Choosing an Instructional Model</b></p>	<p><b>Common Characteristics of an Entire Lesson</b></p>
<ul style="list-style-type: none"> <li>• Lesson objectives and learning outcomes</li> <li>• Student needs</li> <li>• Make up of the class</li> <li>• Available resources</li> <li>• Educator expertise</li> <li>• Each co-teacher’s comfort level with content</li> <li>• Purposeful student grouping</li> <li>• Opportunities to take advantage of having two educators</li> </ul>	<ul style="list-style-type: none"> <li>• Both teachers have presence in their role</li> <li>• A climate of success for ALL students is created</li> <li>• Progress is monitored and learning assessed daily</li> <li>• Academic and social skills are taught</li> <li>• Objectives are clear</li> <li>• Engaged learning time is maximized</li> <li>• Differentiation is expected by both teachers</li> </ul> <p>Lisa Dieker</p>

***Having the following pieces in place are indicators of a quality co-teaching program. These indicators could also be used as a pre- and post-assessment of a co-teaching program.***

- Co-teachers are purposefully selected.
- Co-teachers are provided adequate time to plan collaboratively.
- Administrators have defined and shared their expectations with co-teachers.
- Co-teachers have been provided joint training in co-teaching.
- A mission and vision have been established and communicated regarding co-teaching.
- Roles and responsibilities for co-teachers have been defined.
- Students are scheduled by need.
- A system is in place for co-teachers to access support.
- Resources (i.e., books, videos) have been provided for co-teachers.
- There is a method in place for measuring student success in co-taught classrooms.
- Co-teachers are provided tools with which to evaluate their co-teaching partnerships.
- There is evidence that accommodations/modifications are implemented in co-taught classrooms.
- Co-taught classrooms have a feeling of collaboration and community.
- Evaluators have received specialized training on evaluating co-teaching partners.
- A thoughtful process is in place for assigning co-teachers.
- Resources (personnel, materials, time) are committed to implementing and sustaining the co-teaching model.

## Qualities Co-Teachers Need to Be Successful

- 🍏 A Growth Mindset!
- 🍏 Commitment to helping each learner reach his or her highest potential, both academically and socially.
- 🍏 Strong belief that teaching together is far more powerful than teaching alone.
- 🍏 Has confidence in another person's content knowledge and learning strategies.
- 🍏 Recognizes the need to create opportunities for the atypical learner to access the curriculum in an inclusive setting.
- 🍏 Is flexible and has an attitude of being a life-long learner; seeks opportunities for continued learning to improve as an educator.
- 🍏 Both co-teachers have mutual respect for each other and a shared work ethic.
- 🍏 Willingness to work to build a collaborative relationship.
- 🍏 Good communication skills—willing to have difficult conversations to improve instruction and learning for students.
- 🍏 Commitment to the co-teaching relationship.
- 🍏 Recognizes that a co-teaching relationship requires time and effort.
- 🍏 Willingness to try new strategies.
- 🍏 Willingness to be vulnerable with another educator.
- 🍏 Willingness to share—space, ideas, strategies, challenges, successes, and students!

Recall the amount of time, energy, and work you had to dedicate to lesson planning, researching, and learning as a student teacher, a first year teacher, whenever you took on a new grade level or prep or had to learn new curriculum (and new standards!); your first year of co-teaching will pose many of those same challenges and opportunities to learn.

Adapted from Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom, Gloria Lodato Wilson and Joan Blednick. 2011.



## Ten Factors that Undermine the Effectiveness of Co-Teaching Programs

1. Ignoring the importance of a shared understanding on the part of all professionals involved (teachers, related services personnel, administrators, paraprofessionals) of what co-teaching is and what it involves.
2. Using co-teaching as the basis of all inclusive services in a school, often fostering a school culture that implies that if a student with an IEP is in a general education setting, then there must be a special educator there to provide services.
3. Failing to distinguish clearly among the roles of the various adults who might be in classrooms—teachers, related services staff members, paraprofessionals, student teachers, volunteers.
4. Basing co-teaching on the preferences and wishes of staff rather than on clear standards, expectations, and the needs of students.
5. Neglecting to develop implementers' knowledge and skills: co-teaching, differentiated instruction, positive behavior supports, and related areas.
6. Implementing co-teaching without using a range of options for grouping students and dividing instructional tasks between the educators. The related question is this: What is being called co-teaching practice?
7. Using co-teaching approaches such that the students in the classroom do not receive increased instructional intensity, often occurring when professionals over-use one approach (e.g., teaming or teaching/assisting). How is this classroom significantly different because two teachers are there?
8. Time: Failing to arrange for at least periodic shared planning time for co-teachers, teachers failing to use that time wisely, using time as a reason not to implement co-teaching practices.
9. Placing too many students with special needs into a co-taught class. One version concerns placing a highly disproportionate number of students with disabilities in the class; another concerns placing an appropriate number of students with disabilities in a class, but then filling in the rest of the class slots with students who struggle to learn or who have other special needs.
10. Failing to gather on-going data that demonstrates the impact of the co-teaching services on student achievement.

Marilyn Friend, Inc. 2008

**General Education Teacher**

**Special Education Teacher/Specialist**

**Strengths**

**Shared**

**Liabilities**

District or Site Co-teaching Action Planning Tool			Date Updated:	
District or Site		Co-Teaching Support Team Members		
<i>Factors of Change</i>	<i>Practices to consider</i>	<i>Current status</i>	<i>Focus for 2015-2016</i>	<i>Next steps/Timeline</i>
<b>Building Consensus &amp; Common Vision</b>	Examine rationales for co-teaching		<i>Review district/site LRE data and other associated data.</i>	
	Gather input from stakeholders and develop long-term plan for implementation.		<i>Consider general ed teachers, family, para-educators, and other stakeholders involvement.</i>	
	Clarify how and when to use co-teaching as a strategy to support diverse learners.		<i>Consideration of placement in the Least Restrictive Environment.</i>	
<b>Building Skills and Capacity</b>	Provide professional learning and training opportunities for administrators, teachers, and other support personnel.			
	Establish roles and responsibilities for teachers, district/site administrators, and support personnel.			
	Provide resources and support for continued development.			
<i>Continued</i>				

<i>Factors of Change</i>	<i>Practices to consider</i>	<i>Current status</i>	<i>Focus for 2015-2016</i>	<i>Next steps/Timeline</i>
<b>Providing On-Going Support for Sustainability</b>	Schedule opportunities for common planning and reflection time.			
	Establish shared understanding of how shared planning and reflection time will be productively used.			
	Monitor and adjust scheduling practices as needed.			
	Plan for private and public acknowledgement of co-teachers.			
	Encourage positive reflection of growth and improved professional practice.			
<b>Measuring Progress</b>	Identify metrics to measure fidelity and implementation status.			
	Schedule ongoing data evaluation discussions.			
	Utilize agreed-upon observation and feedback tools.			