

Co-teaching Part 2: A more in-depth examination of co-planning and evaluating co-teaching

Kimberly McDuffie Landrum, Ph.D.

Education Consultant

Academic and Behavior Response to Intervention (ABRI) Project

University of Louisville

kmland01@louisville.edu

Agenda

- Overview of definition and models
- Co-planning
 - Types of co-planning
 - Template
 - Effective components of a lesson
- Evaluating Co-teaching
 - Critical Elements
 - What administrators should ask for, look for, and listen for

Introductions:

Poll Question #1

- Please let me know if you are a
 - A: Special education teacher
 - B: General education teacher
 - C: Administrator
 - D: Paraprofessional
 - E: Pre-service Teacher (including undergraduate students, MAT graduate students, and student teachers)
 - F: Other

Poll Question #2:

- How much experience do you have with co-teaching?
 - A: None
 - B: 1-2 years
 - C: 3-5 years
 - D: 5+ years

Definition of Co-teaching

- “Co-teaching occurs when two or more professionals **jointly** deliver substantive instruction to a diverse, or blended, group of students in a single physical space”
 - (Cook & Friend, 1995, p.1)
- “Co-teaching is when two or more educators **co-plan**, **co-instruct**, and **co-assess** a group of students with diverse needs in the same general education classroom”
 - (Murawski, 2003, p. 10)

Co-teaching Models

- Lead and Support
 - One Teaching~One Observing
 - One Teaching~One Drifting
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching

Poll Question #3

- Do you need me to provide a more thorough description of the models?
 - A: Yes
 - B: No
- (majority wins!)

Co-planning

Why co-plan?

- Parity
- To ensure all students needs are being met
- To establish roles
- Differentiated instruction
- Effective grouping
- Effective instruction
- Accommodations
- Varied instructional practices

Scheduling a Time to Co-plan

- Common planning periods
- Scheduled meetings
- Sub/administrator coverage
- Student Activities
- School assemblies
- Release from duties (bus duty, lunch duty, etc)
- Use of technology

(Friend, 2008; Murawski, 2009)

Types of planning

- Macro-planning time/Long range co-planning
 - High quality planning time which can last for several weeks
 - Fill in with on the fly planning (lunch time, e-mail; in between classes, etc.)

(Friend, 2008)

Traditional Planning

- Long-range co-planning
 - Overall plan for the semester/year
 - Goals for the year (curriculum guide)
 - IEPs goals
 - Accommodations and modifications
 - Student characteristics

(Friend, 2008; Murawski, 2009)

Traditional planning cont.

- Short-range co-planning
 - Have and keep an agenda
 - Use time wisely
 - Start with big picture items
 - Discuss individual students
 - Don't recreate the wheel

(Murawski, 2009)

Traditional Co-planning cont.

- Step 1: Select Content
 - Including the objective of the lesson
- Step 2: Determine teaching process or instructional strategies that will be used
 - Will that differ for some students?
- Step 3: Determine how you will assess students achievement towards the objective
 - Formally vs. informally
- Step 4: Determine teacher roles and models that will be used

Murawski, 2009

Traditional Co-planning cont.

- Before the meeting
 - GE teachers gathers key information about upcoming curriculum, projects and activities, etc.
- During the meeting
 - Decide which co-teaching models will be used, how to group students, and which aspects of instruction may need to adapted.
 - Individual student matters are discussed
 - Decide on “roles” during the lessons.
- After the meeting
 - SE teacher adapts the instruction to meet the needs of individual students.

(Friend, 2008)

Sample Co-teaching Lesson Plan Template

Standard:

Objective:

Procedures:

- Activity #1:
 - Warm up
 - Co-teaching Model:
 - Role of General Education Teacher:
 - Role of Special Education Teacher:
 - Role of the Students:
 - Materials:
 - Accommodations
 - Formative Assessment:
- Activity #2:
 - Co-teaching Model:
 - Role of General Education Teacher:
 - Role of Special Education Teacher:
 - Role of the Students:
 - Materials:
 - Accommodations
 - Formative Assessment:
- Activity #3:
 - Closing Activity
 - Co-teaching Model:
 - Role of General Education Teacher:
 - Role of Special Education Teacher:
 - Role of the Students:
 - Materials:
 - Accommodations
 - Formative Assessment:

Summative Assessment

Basis for Selecting a Co-Teaching Approach

- Student characteristics and needs.
- Teacher characteristics and needs.
- Curriculum, including content and instructional strategies.
- Pragmatic considerations

Sample Co-Planning Templates

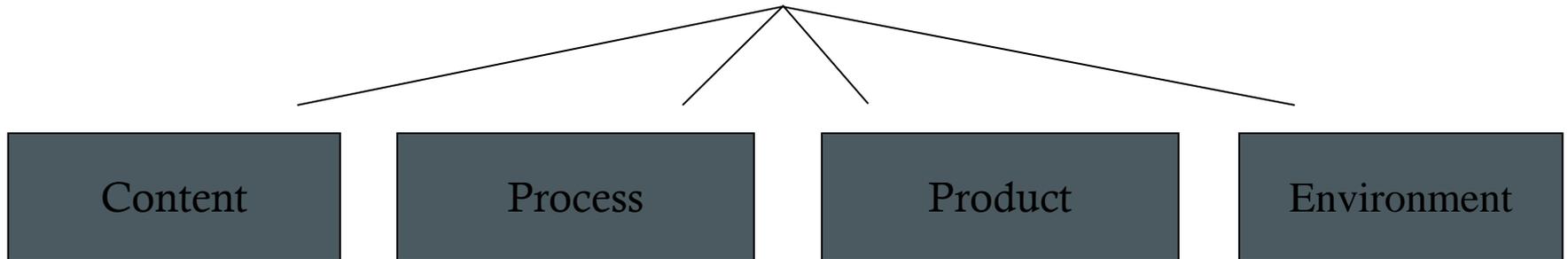
- The Co-teaching Manual
 - Basso and McCoy (2009)
 - Co-teaching lesson plan- daily
 - Co-teaching lesson plan weekly
- The Co-Teaching Lesson Plan Book
 - Dieker (2006)

Effective Co-teaching Practices

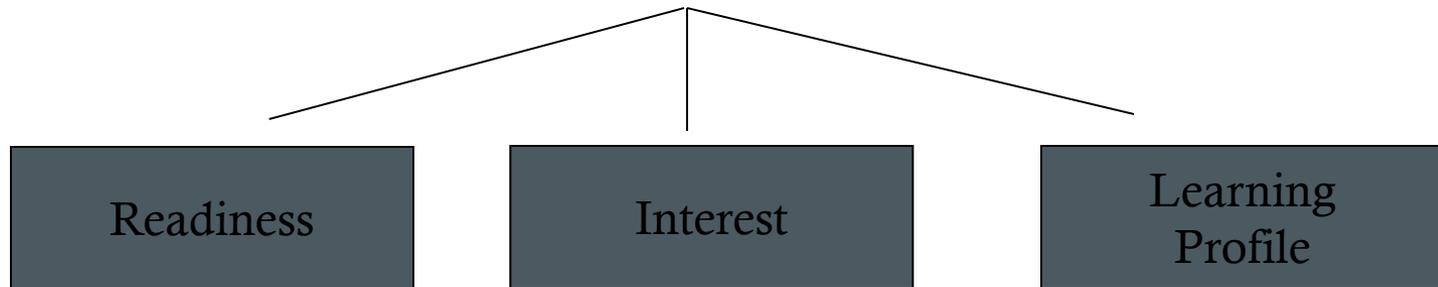
- Differentiated instruction requires teachers to respond to student needs through
 - Quality curriculum
 - Respectful tasks
 - Flexible grouping (including homogenous grouping)
 - Continuous assessment
 - Building community

(Tomlinson, 1999)

Teachers Can Differentiate



According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).

Differentiating by *Content*

- Defined as:
 - “What the student needs to learn. The instructional concepts should be broad based, and all students should be given access to the same core content. However, the content’s complexity should be adapted to students’ learner profiles. Teachers can vary the presentation of content, (*i.e.*, textbooks, lecture, demonstrations, taped texts) to best meet students’ needs.” (CEC, 2001)
- Examples:
 - Using reading materials at varying readability levels
 - Putting text materials on tape
 - Using spelling or vocabulary lists at readiness levels of students
 - Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Differentiating by *Process*

- Defined as:
 - “Activities in which the student engages to make sense of or master the content. Examples of differentiating process activities include scaffolding, flexible grouping, interest centers, manipulatives, varying the length of time for a student to master content, and encouraging an advanced learner to pursue a topic in greater depth.” (CEC, 2011)
- Examples:
 - Using tiered activities
 - Learning Centers
 - Visual and/or auditory prompts
 - Peer tutor
 - Use of Graphic Organizers, Learning Strategies, Mnemonics, and Manipulatives

Differentiating by *Product*

- Defined as:
 - “The culminating projects that ask students to apply and extend what they have learned. Products should provide students with different ways to demonstrate their knowledge as well as various levels of difficulty, group or individual work, and various means of scoring.” (CEC, 2011)
- Examples:
 - Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
 - Using rubrics that match and extend students' varied skills levels;
 - Allowing students to work alone or in small groups on their products; and
 - Written report vs. oral report
 - Modified test
 - Use of a word processor

Differentiating by *Environment*

- Defined as:
 - “The way the classroom works and feels. The differentiated classroom should include areas in which students can work quietly as well as collaborate with others, materials that reflect diverse cultures, and routines that allow students to get help when the teacher isn’t available (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).” (CEC, 2011)

THINK-TAC-TOE

Book Report

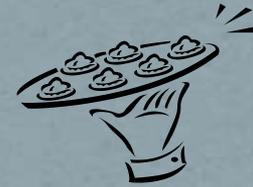
Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

Adapted from a PowerPoint created by the Access Center, 2009

Diner Menu – Photosynthesis

Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis.



Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



Side Dishes (Select at Least Two)

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis.



Adapted from a PowerPoint created by the Access Center, 2009

Tiered Activity – Writing a Persuasive Essay (4th–6th Grade Classroom)

	Beginning	Intermediate	Advanced
Outcome/ Objective	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
Instruction/ Activity	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
Assessment	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

Adapted from a PowerPoint created by the Access Center

Effective Co-teaching Practices

- Mastropieri & Scruggs (2010) provided a mnemonic device to remind teachers of the components of effective instruction
 - **Structure**
 - Organized lessons
 - **Clarity**
 - Clear and concise
 - **Redundancy**
 - Multiple opportunities to practice skills
 - **Enthusiasm**
 - Enjoy co-teaching
 - **Appropriate Rate**
 - Pace of a lesson
 - **Maximize Engagement**
 - Students need to be engaged

Effective Co-teaching Practices Cont.

- Increasing Opportunities to Respond
 - Effective questioning, Response cards, Think-pair-share, Choral Responding
- Classwide Peer Tutoring
- Reading Comprehension Strategies
- Study Skills and Learning Strategies
- Graphic Organizers, Mnemonics, Vocabulary Strategies
- Check out www.teachingld.org
 - More specifically, look under resources for *Alerts* and *Hot Sheets*

Review of Co-planning

- Agree upon a shared time to co-plan
- Determine goals for the lesson
- Think about how you can differentiate your lesson in order to meet the needs of all students
- Determine which co-teaching model will be most effective to teach the content
- Determine roles for each teacher
- Determine how you are going to assess (formative and summative)

Any questions about co-
planning?

Evaluating Co-teaching

Observing Co-teaching

- Wilson (2005) suggested that there are two critical elements that must be observed in co-taught settings:
 - Co-teaching Element
 - Effective Instructional Practices Element

Observing Co-teaching Element

- Parity
- Roles clearly defined
- Evidence of co-planning
- Evidence of co-instructing
 - Both teachers actively engaged
- Appropriate co-teaching model implemented for content that is being taught
- Both teachers address classroom/behavior management

Observing: Instructional Element

- Student centered
- Differentiated Instruction
- Well organized
- Clear Objectives
- Formative Assessments
- Effective questioning
- Research-based practices
- Adaptations/accommodations

Observations Cont.

- Basso and McCoy (2009) suggested focusing observations around four main components
 - Planning and preparation
 - Climate for learning
 - Instructional practices
 - Ongoing assessment strategies

Observations cont.

- Furthermore, Basso and McCoy (2009) suggested looking for 6 critical components in 6 minutes:
 - Co-planning has occurred
 - The use of “we” and/or “us”
 - Both teachers actively involved in teaching/instruction
 - Student engagement
 - Both Teachers work with all students
 - Different types of co-teaching models used

Observations Cont.

- Murawski and Lochner (2011) provided examples of
 - “What to Ask For”
 - “What to Look For”
 - “What to Listen For”

Observations: “What to ask for”

- Lesson Plans
- SHARE Worksheet
- Letters Home
- Evidence of Tiered Lessons
- Grade Book
- Evidence of Accommodations being provided

(Murawski & Lochner, 2011)

Observations: “What to look for”

- Teachers collaboratively working together
- Parity between co-teachers
- Both teachers begin and end class
- Both teachers provide assistance to students
- Evidence of co-planning
- Evidence of effective communication
- Varied instructional approaches
- Both teachers engaged in classroom management strategies

(Murawski & Lochner, 2011)

Observations: “What to listen for”

- Language used by co-teachers
- Statements that include all students
- Effective questioning
 - basic recall to higher order thinking

(Murawski & Lochner, 2011)

Review of Evaluating Co-teaching

- Two critical elements:
 - Co-teaching
 - Instructional practices
- Ask for, Look for and Listen for

Any questions about
evaluating co-teaching?

Any other questions about co-teaching?

- Please feel free to e-mail me at:
 - kmland01@louisville.edu

References

- Basso, D., & McCoy, N. (2009). *The Co-teaching Manual* (4th ed.). Columbia, SC: Twins Publications.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-15.
- Dieker, L.A. (2006). *The Co-teaching Lesson Plan Book* (3rd ed.). Whitefish Bay, WI: Knowledge by Design, Inc.
- Friend, M. (2008). *Co-teach! A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Settings*. Greensboro, NC: Marilyn Friend Inc.
- Mastropieri, M.A., & Scruggs, T.E. (2010). *The inclusive classroom: Strategies for effective instruction*. (4rd ed.) Upper Saddle River, NJ: Merrill.
- Murawski, W.W. (2003). *Co-teaching in the inclusive classroom: Working together to help all of your students find success*. Bellevue, WA: Institute for Educational Development.
- Murawski, W. W. (2009). *Collaborative teaching in secondary schools: Making the co-teaching marriage work!* Thousands Oak, CA: Corwin.
- Murawski, W.W., & Lochner, W.W. (2011). Observing co-teaching: What to ask for, look for, and listen for. *Intervention in School and Clinic*, 46, 174-183.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum and Development.
- Wilson, G. (2005). This doesn't look familiar! A supervisor's guide for observing co-teachers. *Intervention in School and Clinic*, 40, 271-275.