

Co-Teaching

Ci3T Summer Conference:

All Means All

June 21, 2016

Christy Thomas

cdthomas@ssdmo.org

How we'll roll today...

Agenda

- Opening
- Definition
- Partnership Supports
- Co-Planning Supports
- Resource Exploration
- Wrap-Up

Norms

- Be open to new learning
- Monitor your own attention/engagement
- Transition quickly
- Attend to personal needs

Outcomes for today:

- Increase knowledge of co-teaching partnership supports
- Increase knowledge of co-planning goals and supports
- Explore supports for differentiated instruction

Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems
for Students with High-Risk

≈ 5%
Tertiary Prevention (Tier 3)

Goal: Reverse Harm
Specialized Group Systems
for Students At-Risk

≈ 15%
Secondary Prevention (Tier 2)

PBIS Framework

Goal: Prevent Harm
School/Classroom-Wide Systems for
All Students, Staff, & Settings

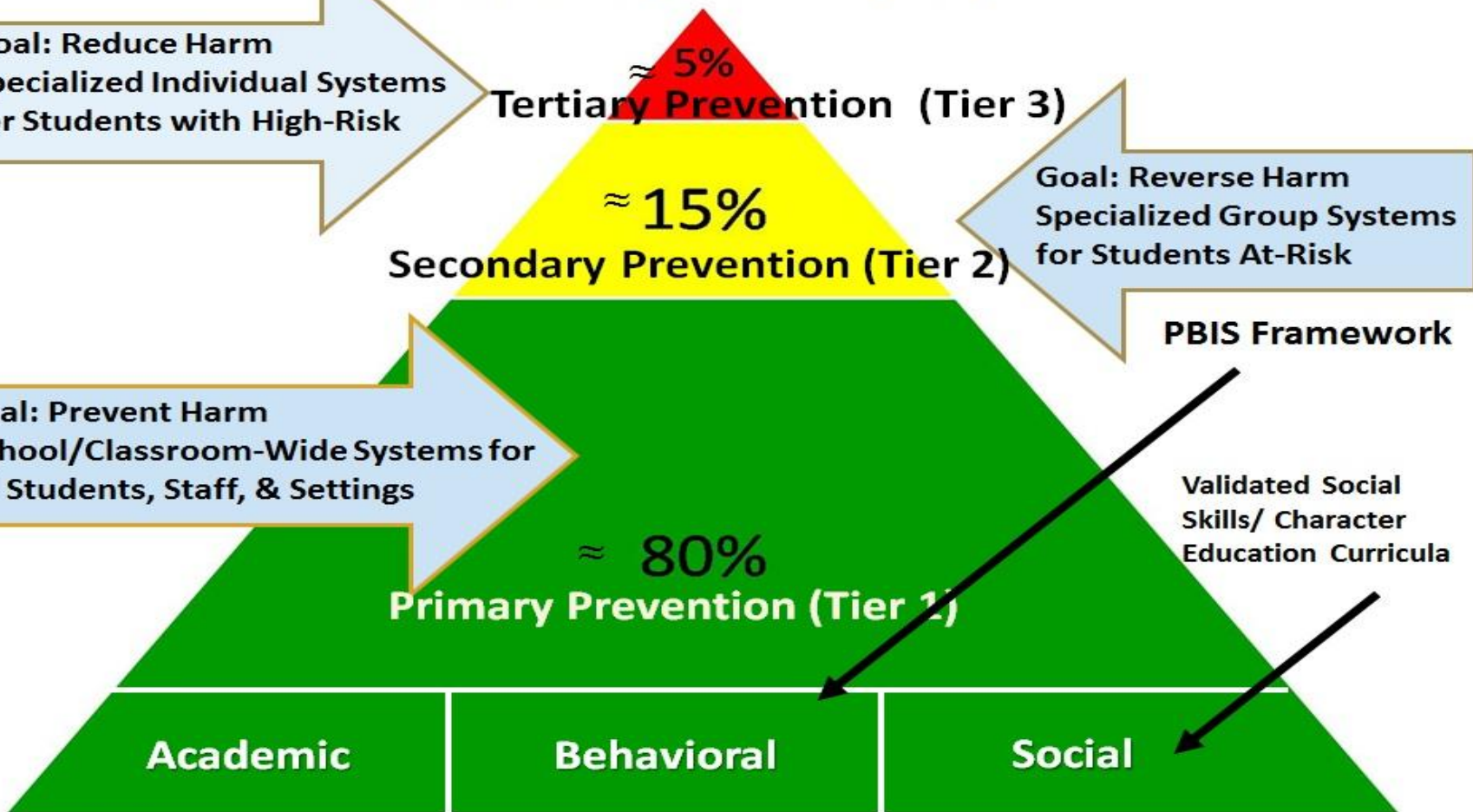
≈ 80%
Primary Prevention (Tier 1)

Validated Social
Skills/ Character
Education Curricula

Academic

Behavioral

Social



Co-Teaching...

is:

- an approach for meeting the needs of students with diverse learning abilities
- one option for providing special education services

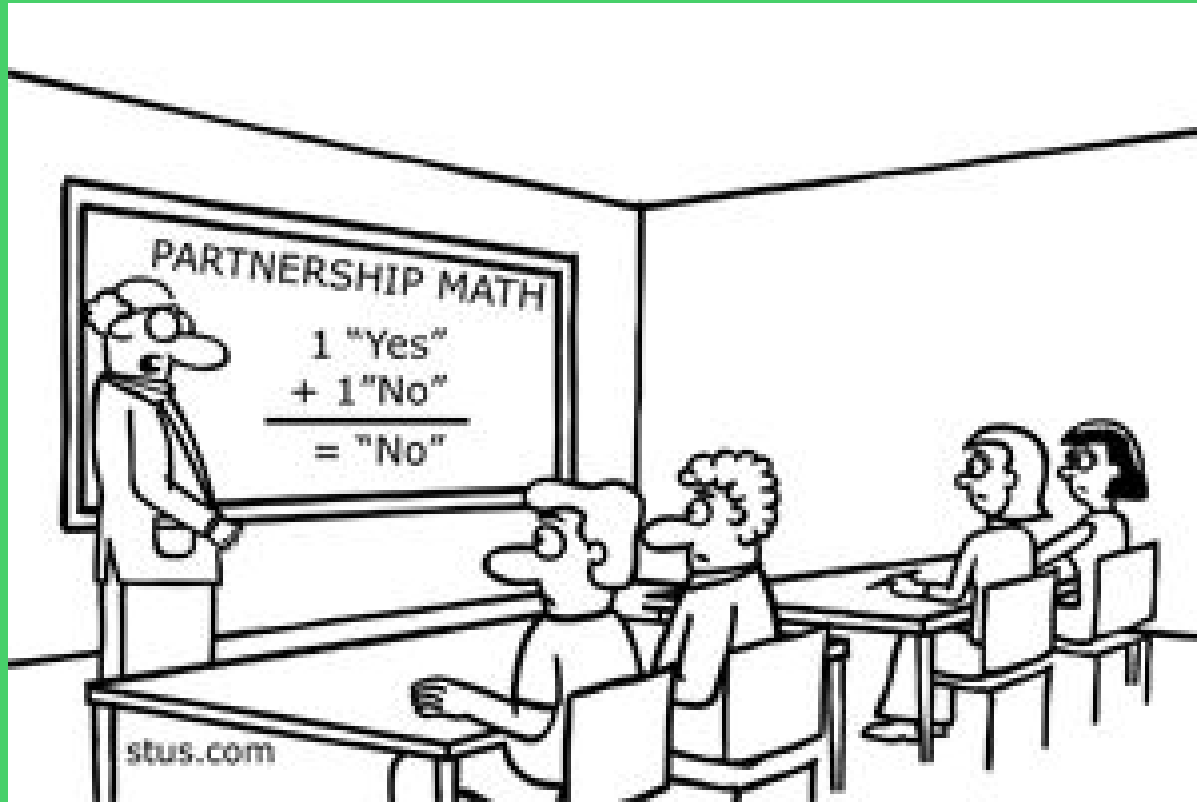
is not:

- accomplished without buy-in and commitment from both professionals
- just putting another adult in the room

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





Just
because it's
a good idea,
doesn't
mean it's
easy!

Understanding Your Co-Teaching Partnership

1. Personal Prerequisites
2. Professional Relationship
3. Classroom Dynamics



Universal Supports Checklist

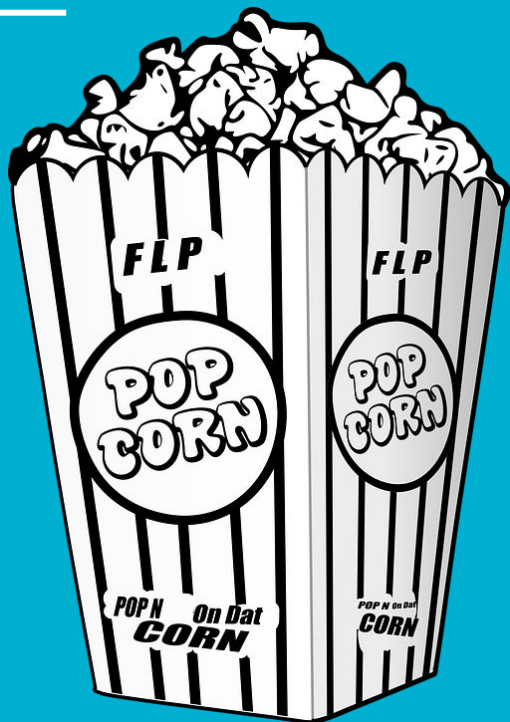
Nothing will undermine your partnership faster than responding inconsistently to student behavior... or relying on only one partner to take care of all behavior.





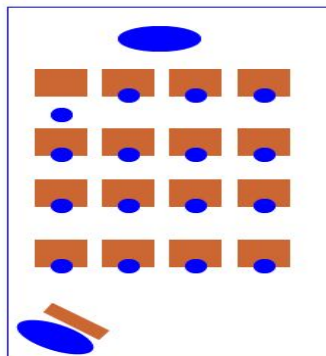
Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution.

The Power of 2

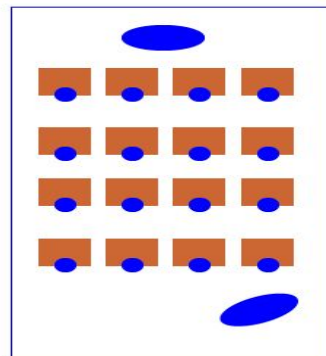


Models of Co-Teaching

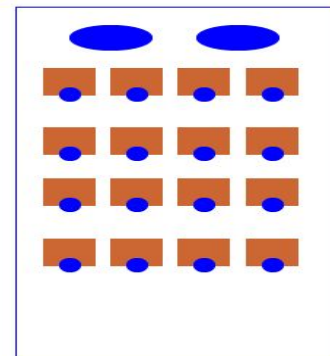
One Teach, One Observe



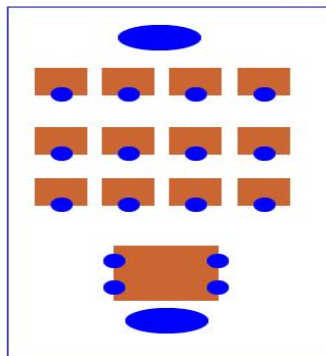
One Teach, One Assist



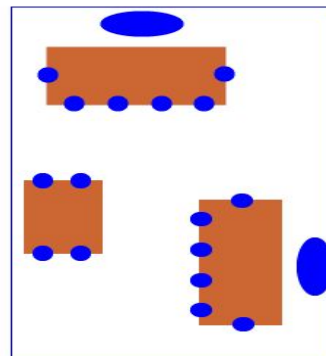
Teaming



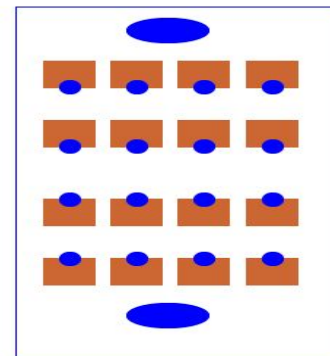
Alternative Teaching



Station Teaching



Parallel Teaching



Source: Figure 4.2 Co-Teaching Approaches from Friend, M., & Bmsuck, W. D. (2009). Including students with special needs: A practical guide for classroom teachers (4th ed., p. 88). Boston: Allyn & Bacon. Copyright 2002 by Pearson Education.



What might be the biggest challenge to co-planning?

BASE

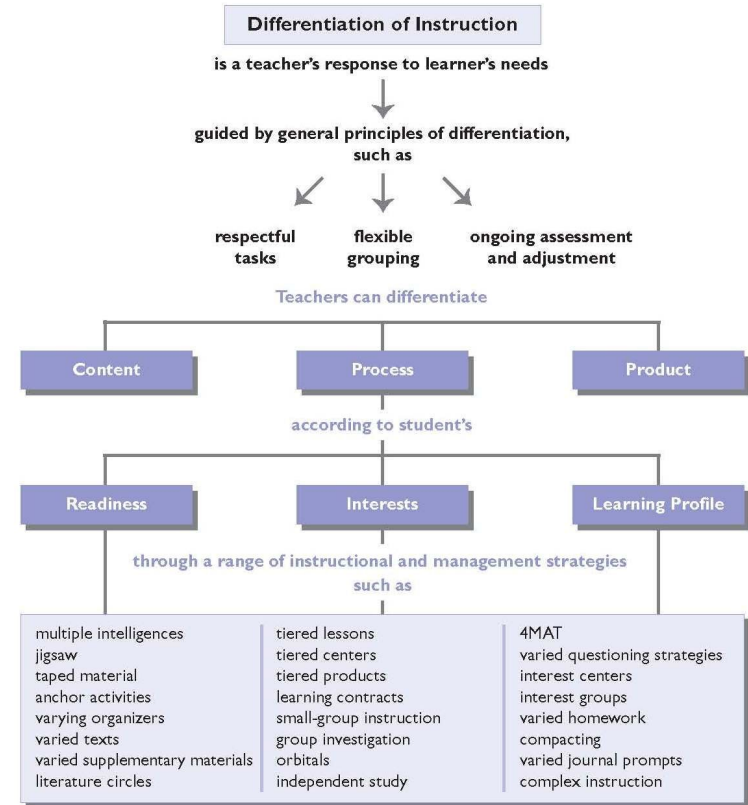
- Big Ideas
- Analyze areas of difficulty
- Strategies and supports
- Evaluation of the process



Why are we co-teaching in the first place?

To make differentiation easier!

Figure 2. A Concept Map for Differentiating Instruction



Reprinted by permission from *The Differentiated Classroom: Responding to the Needs of All Learners*, by C.A. Tomlinson (Alexandria, VA: ASCD, 1999). The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.



**Take a
deep
breath...**

**Carol Ann
says
everythin
g is going
to be OK.**

Take a look at a variety of DI info and strategies (Blocks 25-35) and be ready to share your favorites with others.





Give one, Get one

1. Circulate
2. Make eye contact
3. Give one, get one
 - a. Relationship
 - b. Planning
 - c. Differentiation

Thank you for attending!

Before you leave, please:

- Post any questions or comments
- Complete a survey
- Feel free to ask me about Blendspace

