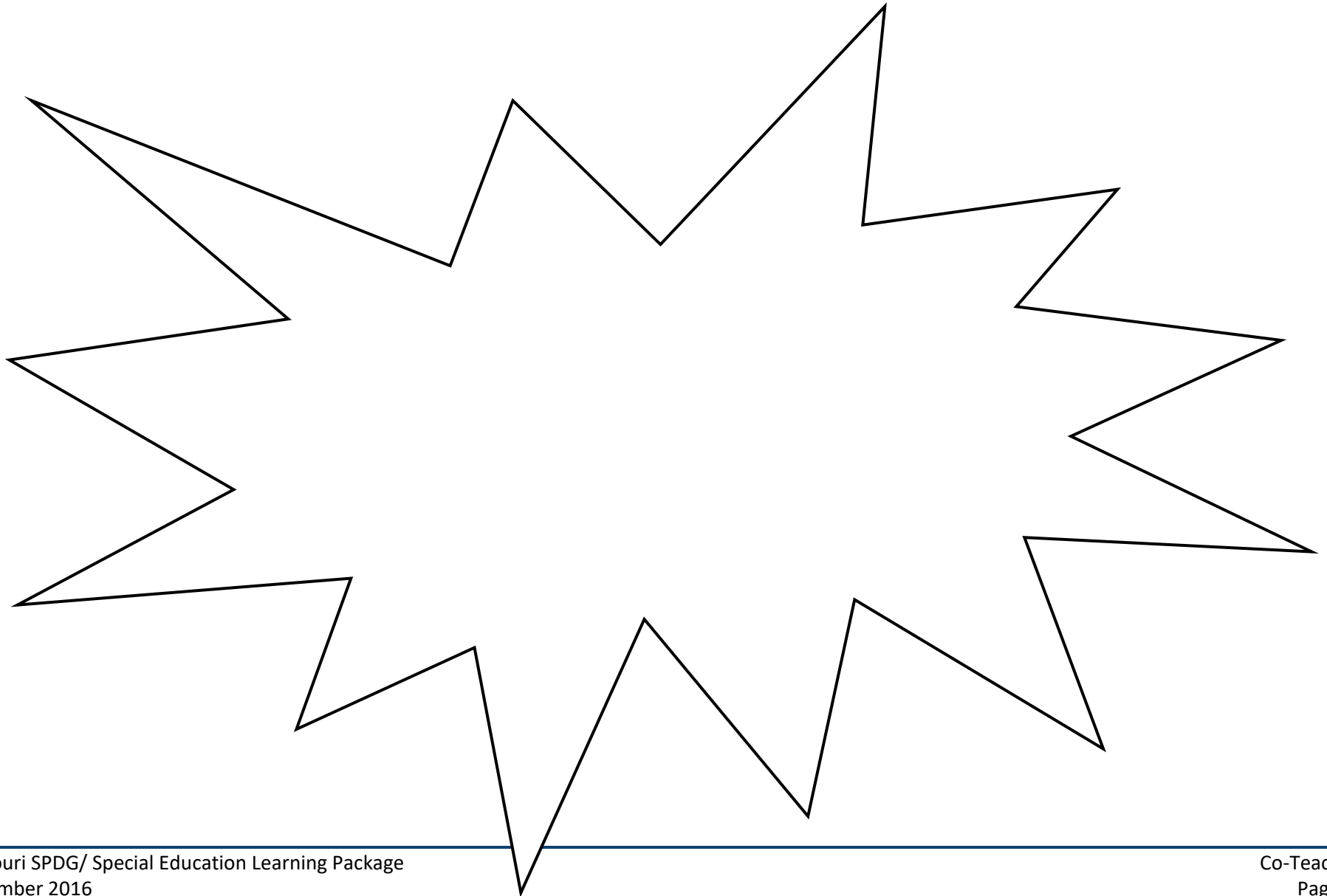


Our Personal Vision for Co-Teaching



Co-Teaching Expertise

General Educator (Content Specialist)

- Effective interpersonal skills
- Patience, flexibility, and positive attitude
- Content Area
- Scope and sequence of curriculum
- Management strategies for large groups
- Pacing of curriculum
- Knowledge of content standards
- Knowledge of state testing
- Knowledge of additional resources for content areas
- High student expectations

Special Educator (Learning Strategist)

- Effective interpersonal skills
- Patience, flexibility and positive attitude
- Learning Styles
- Behavior management techniques
- Learning Strategies
- Educational accommodations/modifications
- Knowledge of IEPs
- Monitoring and documenting student progress
- Diagnostic/prescriptive teaching
- High student expectations

Sharing Hopes, Attitudes, Responsibilities, and Expectations (S.H.A.R.E.)

Directions: Take a few minutes to individually read the topics below then discuss your responses with your co-teacher(s).

1. Right now, the main **hope** I have regarding this co-teaching situation is:
2. My **attitude**/philosophy regarding teaching students with disabilities in a general education classroom is:
3. I would like to have the following **responsibilities** in a co-taught classroom:
4. I would like my co-teacher to have the following **responsibilities**:
5. The biggest obstacle I **expect** to have in co-teaching is:
6. I think we can overcome this obstacle by:
7. I understand both teachers in co-taught classroom will share the following responsibilities. I have the following **beliefs** in a classroom regarding:
 - a. discipline
 - b. classwork
 - c. materials
 - d. homework
 - e. planning
 - f. modifications for individual students
 - g. grading
 - h. noise level
 - i. cooperative learning
 - j. giving/receiving feedback
 - k. parental contact
 - l. other important expectations I have

Co-Teaching Approaches: Benefits and Drawbacks

	Benefits	Drawbacks	Ideal %
<p>One Teach, One Observe One teacher teaches while the other teacher observes/gathers data. The teachers decide in advance what information needs to be gathered and the system for collecting the information. Both teachers analyze the information together to set groupings or drive instruction.</p>			
<p>Station Teaching Teachers divide content and planning. Students rotate from one teacher to another to an independent station. Each teacher repeats instruction to each group and students access both teachers plus the independent station. Delivery may vary. Pair or peer work could be done instead of independent work.</p>			
<p>Parallel Teaching Both co-teachers are teaching the same content information, but they divide the class and conduct the lesson simultaneously with different presentation methods. Both teachers share planning and instruction. Use this type of co-teaching when students' learning would be greatly facilitated if there were more supervision or more opportunity to respond.</p>			
<p>Alternative Teaching Large group completes planned lesson with one co-teacher while smaller group completes an alternative lesson for a few minutes of the class time. The alternative lesson might be for pre-teaching, re-teaching, or enrichment. Alternative teaching can be at any time during the class period. Teachers divide the planning and instruction.</p>			
<p>Teaming Both co-teachers deliver the same instruction at the same time. This implies that each teacher speaks freely during large-group instruction moving freely throughout the class. Instruction becomes more of a conversation, not turn taking. Teachers share planning and instruction.</p>			

***Note: One Teach, One Assist is an approach not included in this material because is an approach only recommended in specific circumstances.**

Co-Teaching Application

	Application to My Classroom
One Teach, One Observe	
Station Teaching	
Parallel Teaching	
Alternative Teaching	
Teaming	

Specially Designed Instruction Classroom Samples

IEP Goal	Co - Teaching	Specially Designed Instruction	Examples of Data to Collect
<p>Given a math reasoning problem, Sam will solve the problem with 90% accuracy.</p>	<p><u>Adapted Parallel Teaching</u> using 4 groups (2 teacher led and 2 independent led by peer tutors)</p>	<p>Task analyze and teach steps to mastery. Explicitly teach text features Frequent checks for understanding <i>**Ben will be given a movement break every 15 minutes, Ben will stay focused on his assignment or instruction for 15 minutes with three or less teacher prompts</i></p>	
<p>Given lists of words, phrases and paragraphs with silent e and closed syllables, Ben will read text correctly with 90% accuracy.</p>	<p><u>Station Teaching</u> Foundational reading skills</p>	<p>Explicit teaching of coding of syllables/words in systematic order (read/spell); opportunity to read in phonetically-controlled text Use Read & Write Google</p>	
<p>Given a prompt, Beth will focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>Parallel Teaching</u> Revise and Edit</p>	<p>Explicitly teach revising/editing symbols Use of Checklist (task analysis) Multiple opportunities – immediate feedback Use of Peer Buddies</p>	
<p>Given a 4th grade instructional level reading text, Beth will answer a variety of comprehension questions with 95% accuracy.</p>	<p><u>Parallel Teaching</u> Comprehension Monitoring</p>	<p>Explicitly teach steps to take to monitor comprehension(Fix Up Strategies) Visual Supports Token for utilizing the strategy</p>	

HO # 5 Specially Designed Instruction

IEP Goal	Co-Teaching	Specially Designed Instruction	Examples of Data to Collect
<p>Given a pair of fractions with unlike denominators, Becca will solve (add or subtract) the problem with 90% accuracy.</p>	<p><u>Alternative Teaching</u> Pre-teach strategy with fraction bars.</p>	<p>Direct instruction, proximity, visual supports – steps of task Fraction bars, graph paper Explicitly teach SOLVE IT strategy in small group using “I Do, We Do, You Do” with immediate Feedback</p>	
<p>Given a writing prompt, Becca will write an essay that includes a thesis and at least three supporting details in 3 out of 5 trials.</p>	<p><u>Parallel Teaching</u> One group has graphic organizers and scaffolds utilized during instruction.</p>	<p>Explicit instruction with a model example. Explicit instruction on the use of a graphic organizer. Use Read & Write Google</p>	
<p>Given a piece of informational text, Ji will summarize the key information from the text in 4 out of 5 trials.</p>	<p><u>Station Teaching</u> Strategically place students in groups based on skill from pre-test</p>	<p>Explicit instruction (think aloud) on how to annotate text. Explicit instruction with specific paragraphs from the text (chunking). Strategic Instruction Model (SIM) Learning Strategy: Summarization</p>	
<p>Given 10 mathematical problems with fractions, Ji will translate the fraction into different units with the same value with 80% accuracy.</p>	<p><u>One Teach, One Observe</u> Use aggressive monitoring to collect data on understanding <i>Use data to place students in groups for <u>Station Teaching</u></i></p>	<p>Repeated practice from explicit to gradual release of responsibility (teacher model with think aloud to develop student independence) Use manipulatives</p>	
<p>Given an opportunity to work cooperatively with a group, Ashley will silently comply with an adult’s directive in 4 out of 5 trials.</p>	<p><u>Station Teaching</u> Reading groups and centers Role Play with Alternative Teaching before the start of reading.</p>	<p>Task Analysis Self –monitoring Verbal prompts or cues</p>	

Some **Self-Regulation data** can easily be collected in a co-teaching classroom and reinforced immediately for transfer and independence. These are just a few of the ways teachers can incorporate Specially Designed Instruction and support.

Examples:

Ty will use a structured worksheet to independently complete tasks in 9 out of 10 situations.

Ty will raise his hand and tell the teacher when he is upset with another peer in 9 out of 10 situations.

Ty will learn strategies on how to appropriately interact with peers and adults 90% of the time.

Explicit Instruction	
<u>Introduction</u>	
*What	Tell students what is being taught
* Why	Tell students how this will help them
<u>Demonstration - Modeling - "I do it." "My turn"</u>	
*How	Describe the steps in the strategy or skill
	Tell students what you are doing.
	Tell students what you are thinking as you do it. (Think aloud)
	Make the steps basic and easy to follow.
<u>Guided Practice - "We do it" "Let's do it together"</u>	
*Do it	Do the behavior/steps with the students. Prompt verbally.
	Guide the students with: Step/Do, Step/Do, Step/Do
<u>Independent Practice -- "You do it" "Your turn"</u>	
*Students use it	Monitor students. Coach them.
	Help them use the new learning correctly
Explicit Instruction is direct and precise. It tells the student what the learning will be.	

Specially Designed Instruction Classroom Samples

IEP Goal	Co - Teaching	Specially Designed Instruction	Examples of Data to Collect
<p>Given a math reasoning problem, Sam will solve the problem with 90% accuracy.</p>	<p><u>Adapted Parallel Teaching</u> using 4 groups (2 teacher led and 2 independent led by peer tutors)</p>	<p>Task analyze and teach steps to mastery. Explicitly teach text features Frequent checks for understanding <i>**Ben will be given a movement break every 15 minutes, Ben will stay focused on his assignment or instruction for 15 minutes with three or less teacher prompts</i></p>	<p>Time charting interval recording documenting teacher prompts. Frequency count of Ben’s use of the anchor chart for text features used in explicit instruction Frequency count on finding ‘key words’ to help independently solve math problems.</p>
<p>Given lists of words, phrases and paragraphs with silent e and closed syllables, Ben will read text correctly with 90% accuracy.</p>	<p><u>Station Teaching</u> Foundational reading skills</p>	<p>Explicit teaching of coding of syllables/words in systematic order (read/spell); opportunity to read in phonetically-controlled text Use Read & Write Google</p>	<p>Oral reading of silent e and closed syllable word lists or phrases. Oral reading fluency check on controlled text analyzing errors to ensure silent e and closed syllable words are read correctly. Successful use of Read & Write Google</p>
<p>Given a prompt, Beth will focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>Parallel Teaching</u> Revise and Edit</p>	<p>Explicitly teach revising/editing symbols Use of Checklist (task analysis) Multiple opportunities – immediate feedback Use of Peer Buddies</p>	<p>Frequency and accuracy checks on the use of revising/editing symbols during guided practice of explicit instruction and then independent use. Frequency and accuracy data on use of writing checklist modeled</p>

HO # 5A Specially Designed Instruction Answer Key

			through the steps of explicit instruction. Growth comparison of writing before and after unit.
Given a 4 th grade instructional level reading text, Beth will answer a variety of comprehension questions with 95% accuracy.	<u>Parallel Teaching</u> Comprehension Monitoring	Explicitly teach steps to take to monitor comprehension(Fix Up Strategies) Visual Supports Token for utilizing the strategy	Frequency and accuracy data on use of 'Fix Up Strategy" to monitor reading. Accuracy count on different comprehension questions to determine which types of questions are difficult for Beth to complete. Teacher data on how motivating the use of a token appears to be for Beth.
IEP Goal	Co-Teaching	Specially Designed Instruction	Examples of Data to Collect
Given a pair of fractions with unlike denominators, Becca will solve (add or subtract) the problem with 90% accuracy.	<u>Alternative Teaching</u> Pre-teach strategy with fraction bars.	Direct instruction, proximity, visual supports – steps of task Fraction bars, graph paper Explicitly teach SOLVE IT strategy in small group using "I Do, We Do, You Do" with immediate Feedback *Solve It – is a step by step anchor chart which provides the steps needed to complete problem solving with Fractions.	Fraction error analysis accuracy Data on accuracy completed with guided partners vs. independent work. Accuracy of problem solving using fraction bars vs. graph paper and using the steps of the strategy. Accuracy data on addition of fractions with unlike denominators. Accuracy data on subtraction of fractions with unlike denominators.

HO # 5A Specially Designed Instruction Answer Key

<p>Given a writing prompt, Becca will write an essay that includes a thesis and at least three supporting details in 3 out of 4 trials.</p>	<p><u>Parallel Teaching</u> One group has graphic organizers and scaffolds utilized during instruction.</p>	<p>Explicit instruction with a model example. Explicit instruction on the use of a graphic organizer. Use Read & Write Google</p>	<p>Accuracy in use of graphic organizer</p> <p>Frequency count of teacher prompts needed during writing task.</p> <p>Accuracy data in understanding and using supporting ideas towards a thesis.</p> <p>Accuracy in ability to use Read & Write Google.</p>
<p>Given a piece of informational text, Ji will summarize the key information from the text in 4 out of 5 trials.</p>	<p><u>Station Teaching</u> Strategically place students in groups based on skill from pre-test</p>	<p>Explicit instruction (think aloud) on how to annotate text. Explicit instruction with specific paragraphs from the text (chunking). Strategic Instruction Model (SIM) Learning Strategy: Summarization</p>	<p>Accuracy data on finding key information in text orally</p> <p>Accuracy data on finding key information in text from silent independent reading.</p> <p>Accuracy data on using SIM</p>
<p>Given 10 mathematical problems with fractions, Ji will translate the fraction into different units with the same value with 80% accuracy.</p>	<p><u>One Teach, One Observe</u> Use aggressive monitoring to collect data on understanding</p> <p><i>Use data to place students in groups for <u>Station Teaching</u></i></p>	<p>Repeated practice from explicit to gradual release of responsibility (teacher model with think aloud to develop student independence) Use manipulatives</p>	<p>Accuracy data on independent student completion of modeled units</p> <p>Data collection on accuracy of translation of fractions using different units.</p>
<p>Given an opportunity to work cooperatively with a group, Ashley will silently comply with an adult's</p>	<p><u>Station Teaching</u> Reading groups and centers</p>	<p>Task Analysis Self –monitoring Verbal prompts or cues</p>	<p>On a T-chart collect data on the number of times Ashley is asked to comply with an adult direction plus the number of times she silently</p>

HO # 5A Specially Designed Instruction Answer Key

directive in 4 out of 5 trials.	Role Play with Alternative Teaching before the start of reading.		complied during the collaborative opportunity with peers.
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Some **Self-Regulation data** can easily be collected in a co-teaching classroom and reinforced immediately for transfer and independence. These are just a few of the ways teachers can incorporate Specifically Designed Instruction and support.

Examples:

Ty will use a structured worksheet to independently complete tasks in 9 out of 10 situations.

Ty will raise his hand and tell the teacher when he is upset with another peer in 9 out of 10 situations.

Ty will learn strategies on how to appropriately interact with peers and adults 90% of the time.

Explicit Instruction
<p><u>Introduction</u> *What Tell students what is being taught * Why Tell students how this will help them</p>
<p><u>Demonstration - Modeling - “I do it.” “My turn”</u> *How Describe the steps in the strategy or skill Tell students what you are doing. Tell students what you are thinking as you do it. (Think aloud) Make the steps basic and easy to follow.</p>
<p><u>Guided Practice - “We do it” “Let’s do it together”</u> *Do it Do the behavior/steps with the students. Prompt verbally. Guide the students with: Step/Do, Step/Do, Step/Do</p>
<p><u>Independent Practice -- “You do it” “Your turn”</u> *Students use it Monitor students. Coach them. Help them use the new learning correctly</p>
<p>Explicit Instruction is direct and precise. It tells the student what the learning will be.</p>

HO # 6 Service Summary Minutes

Four students transferred to your school today. You glance at each of the Services Summary pages and think, "This is going to be easy. They all have the same number of minutes of services." However as you look closer, you realize there are subtle differences that make a big difference as far as their services are concerned. See if you can determine the correct placement for each of these students.

1. Ashley is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF	<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>	60 min MTWRF	<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____		<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Ashley receiving? _____

Where is Ashley receiving these services? _____

Complete the Placement Continuum box to indicate (1) Ashley's actual percentage of time in regular education and (2) Ashley's placement.

<p>Placement Continuum (Each week is 1800 minutes)</p> <p><u> </u> Actual percentage of time in regular education</p> <p><u> </u> Inside reg class at least 80% or more</p> <p><u> </u> Inside reg class 40% to 79% of time</p> <p><u> </u> Inside reg class less than 40% of time</p>

2. Mateo is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF	<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>	60 min MTWRF	<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____		<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Mateo receiving? _____

Where is Mateo receiving these services? _____

Complete the Placement Continuum box to indicate (1) Mateo's actual percentage of time in regular education and (2) Mateo's placement.

<p>Placement Continuum (Each week is 1800 minutes)</p> <p><u> </u> Actual percentage of time in regular education</p> <p><u> </u> Inside reg class at least 80% or more</p> <p><u> </u> Inside reg class 40% to 79% of time</p> <p><u> </u> Inside reg class less than 40% of time</p>

HO # 6 Service Summary Minutes

3. Antonio is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	__600__	120 min MTWRF	__X__reg ed __sped __home	4/15/16	4/15/17
Specialized Instruction in Math Skills	__300__	60 min MTWRF	__reg ed __X__sped __home	4/15/16	4/15/17
_____	_____		__reg ed __sped __home	_____	_____

What service(s) is Antonio receiving? _____

Where is Antonio receiving these services? _____

Complete the Placement Continuum box to indicate (1) Antonio's actual percentage of time in regular education and (2) Antonio's placement.

Placement Continuum (Each week is 1800 minutes)

- Actual percentage of time in regular education
- Inside reg class at least 80% or more
- Inside reg class 40% to 79% of time
- Inside reg class less than 40% of time

4. Ji is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	__600__	120 min MTWRF	__reg ed __X__sped __home	4/15/16	4/15/17
Specialized Instruction in Math Skills	__300__	60 min MTWRF	__X__reg ed __sped __home	4/15/16	4/15/17
_____	_____		__reg ed __sped __home	_____	_____

What service(s) is Ji receiving? _____

Where is Ji receiving these services? _____

Complete the Placement Continuum box to indicate (1) Ji's actual percentage of time in regular education and (2) Ji's placement.

Placement Continuum (Each week is 1800 minutes)

- Actual percentage of time in regular education
- Inside reg class at least 80% or more
- Inside reg class 40% to 79% of time
- Inside reg class less than 40% of time

HO # A Service Summary Minutes Activity- Answer Key

Four students transferred to your school today. You glance at each of the Services Summary pages and think, "This is going to be easy. They all have the same number of minutes of services." However as you look closer, you realize there are subtle differences that make a big difference as far as their services are concerned. See if you can determine the correct placement for each of these students.

1. Ashley is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF 60 min MTWRF	<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>		<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____		<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Ashley receiving? 600 minutes in special education for specialized instruction for reading skills per week; 300 minutes in special education for specialized instruction for math skills per week

Where is Ashley receiving these services? All in the special education classroom

Complete the Placement Continuum box to indicate (1) Ashley's actual percentage of time in regular education and (2) Ashley's placement.

Placement Continuum (Each week is 1800 minutes)

 50% Actual percentage of time in regular education

 Inside reg class at least 80% or more

 X Inside reg class 40% to 79% of time

 Inside reg class less than 40% of time

2. Mateo is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF 60 min MTWRF	<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>		<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____		<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Mateo receiving? Both 600 minutes of specialized instruction for reading skills per week and 300 minutes in specialized instruction for math skills in the general education classroom per week

Where is Mateo receiving these services? in the general education classroom

Complete the Placement Continuum box to indicate (1) Mateo's actual percentage of time in regular education and (2) Mateo's placement.

Placement Continuum (Each week is 1800 minutes)

 100% Actual percentage of time in regular education

 X Inside reg class at least 80% or more

 Inside reg class 40% to 79% of time

 Inside reg class less than 40% of time

HO # A Service Summary Minutes Activity- Answer Key

3. Antonio is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF	<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>	60 min MTWRF	<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____	_____	<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Antonio receiving? 600 minutes in the general education classroom for specialized instruction for reading skills per week; 300 minutes in special education for specialized instruction for math skills per week

Where is Antonio receiving these services? Specialized instruction in reading in the general education classroom; specialized instruction for math in the special education classroom

Complete the Placement Continuum box to indicate (1) Antonio's actual percentage of time in regular education and (2) Antonio's placement.

Placement Continuum (Each week is 1800 minutes)

 83% Actual percentage of time in regular education

 X Inside reg class at least 80% or more
 Inside reg class 40% to 79% of time
 Inside reg class less than 40% of time

4. Ji is a student with a current IEP which specified the following services:

5. Services Summary					
Special Education Services	Amt	Frequency	Location	Begin Date*	End Date*
Specialized Instruction in Reading Skills	<u> 600 </u>	120 min MTWRF	<u> </u> reg ed <u> X </u> sped <u> </u> home	4/15/16	4/15/17
Specialized Instruction in Math Skills	<u> 300 </u>	60 min MTWRF	<u> X </u> reg ed <u> </u> sped <u> </u> home	4/15/16	4/15/17
_____	_____	_____	<u> </u> reg ed <u> </u> sped <u> </u> home	_____	_____

What service(s) is Ji receiving? 600 minutes in the special education classroom for specialized instruction for reading skills per week; 300 minutes in general education for specialized instruction for math skills per week

Where is Ji receiving these services? Specialized instruction in reading in the special education classroom; specialized instruction for math in the general education classroom

Complete the Placement Continuum box to indicate (1) Ji's actual percentage of time in regular education and (2) Ji's placement.

Placement Continuum (Each week is 1800 minutes)

 67% Actual percentage of time in regular education

 Inside reg class at least 80% or more
 X Inside reg class 40% to 79% of time
 Inside reg class less than 40% of time

Co-Teaching Rating Scale

Self-Assessment

PART 1

Respond to each question below by circling the number that best describes your viewpoint (1 = rarely, 2 = sometimes, 3 = usually).

1.	I can easily read the nonverbal cues of my co-teaching partner.	1	2	3
2.	I feel comfortable moving freely about the space in the co-taught classroom.	1	2	3
3.	I understand the curriculum standards with respect to the content area(s) in the co-taught classroom.	1	2	3
4.	Both teachers in the co-taught classroom agree on the goals of the co-taught classroom.	1	2	3
5.	Planning is spontaneous, with changes possibly occurring during the instructional lesson.	1	2	3
6.	I often present lessons in the co-taught classroom.	1	2	3
7.	Classroom rules and routines have been jointly developed.	1	2	3
8.	Many measures are used for grading.	1	2	3
9.	Humor is often used in the classroom.	1	2	3
10.	All materials are shared in the classroom. (Student records, teaching resources, etc.)	1	2	3
11.	I am familiar with the method and materials with respect to the content area(s).	1	2	3
12.	Modifications of goals for students with special needs are incorporated into the general education class.	1	2	3
13.	Planning for classes is the shared responsibility of both teachers.	1	2	3
14.	The "chalk" passes freely between two teachers during lessons.	1	2	3
15.	A variety of classroom management techniques are utilized to enhance learning of all students.	1	2	3
16.	Test modifications are commonplace.	1	2	3
17.	Communication is open and honest.	1	2	3
18.	There is fluid positioning of teachers in the classroom.	1	2	3
19.	I feel confident in my knowledge of the curriculum content.	1	2	3
20.	Student-centered objectives are incorporated into the classroom curriculum.	1	2	3
21.	Time is allotted (or created) for common planning.	1	2	3
22.	Students accept both teachers as equal partners in the learning process.	1	2	3
23.	Behavior management is the shared responsibility of both teachers.	1	2	3
24.	Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

Continued

Co-Teaching Rating Scale, continued

PART 2

Transcribe each of the values for the question numbers indicated below. Total each column.

Interpersonal communication	Physical arrangement	Familiarity with curriculum
1.	2.	3.
9.	10.	11.
17.	18.	19.
TOTAL:	TOTAL:	TOTAL:
Curriculum goals/modification	Instructional planning	Instructional presentation
4.	5.	6.
12.	13.	14.
20.	21.	22.
TOTAL:	TOTAL:	TOTAL:
Classroom management	Assessment	
7.	8.	
15.	16.	
23.	24.	
TOTAL:	TOTAL:	

Reflection

PART 3

Graph the totals for each category. Share and discuss your results with your co-teacher.

TOTALS	1	2	3	4	5	6	7	8	9
Interpersonal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Familiarity with curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum goals/modification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note. Self-assessment adapted from "Understanding Coteaching Components," by S. E. Gately and F. J. Gately, 2001, *TEACHING Exceptional Children*, 33(4), p. 45. Copyright 2001 by the Council for Exceptional Children. Reflection inspired by Fairfax County (VA) Public Schools.

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.

1. Provide professional development on inclusion, collaboration, and co-teaching.

This step cannot be emphasized enough. Co-teaching literature is replete with stories highlighting what can happen if teachers are thrown into a collaborative relationship without time to think about the process, plan for the implementation, or participate in training aimed at creating the conditions for success (Damore & Murray, 2009; Dieker & Murawski, 2003; Murawski, 2009; Villa, Thousand, & Nevin, 2013). Co-teaching requires more than just learning to "play nicely" together. It requires a paradigm shift—from teaching in silos to teaching in tandem, from owning the front of the room to sharing space, from sending students with special needs out of the classroom to thoughtfully differentiating for diverse learners. Before working on collaboration and communication skills, educators need to embrace the mindset that inclusion is an issue of both equity and social justice. Then, teachers and administrators will be more prepared for and committed to co-teaching.

What can you do to create the conditions for successful professional development? First, don't assume your administrators, faculty, staff, parents, or students understand what co-teaching is or how it will play out in classrooms. Adopt one schoolwide or districtwide definition of co-teaching and provide clear examples of what it should look like. Engage individuals in the school who have power, expertise, and experience in co-teaching to help bring others on board. Try to avoid having all those individuals be special education personnel; co-teaching shouldn't be seen as a "special education thing," but rather as a "best practices in education thing."

Next, create buy-in for inclusion and collaboration before introducing co-teaching itself. Without a collaborative culture in place, faculty are unlikely to want to share their classrooms (Murawski & Spencer,

2011). Use outside experts and facilitators if your internal experts are being ignored. Sometimes folks simply need to hear an "expert from afar" clarify that this isn't just another fly-by-night initiative. Provide professional development to specific groups for specific purposes. Make sure your special educators can clearly articulate their areas of expertise and know how to provide specialized instruction while in the general education class without becoming a glorified aide (Murawski, 2009). Make sure paraprofessionals have training on their role in the inclusive classroom (Nevin, Villa, & Thousand, 2009). Don't assume that faculty from these two groups already know their roles or are experts in co-teaching and inclusive practices.

Finally, ensure that all teachers are familiar with the most common co-instructional approaches: One Teach–One Observe, One Teach–One Assist, Teaming, Station Teaching, Alternative Teaching, and Parallel Teaching. (See Marilyn Friend's article on page 16 of this issue for a description of these approaches.)

2. Establish scheduling strategies.

Everyone involved in the scheduling process needs to understand the key criteria for creating an authentic co-teaching environment. Too often, we hear horror stories of two teachers being asked to instruct 60 students together because someone thought combining two classes of 30 students constituted genuine co-teaching. Similarly problematic are classes labeled as "inclusive" but made up of 30 students with individualized education programs (IEPs) and four students without IEPs.

How can you create a suitable schedule? Most important, schedule students receiving special education into the master schedule first. This demonstrates your commitment to inclusion. Try to avoid having more than 30 percent of a general education class designated as having special needs (Murawski & Dieker, 2013). This includes students with disabilities, English language learners, students on 504 plans, and even students who are highly gifted. Each of these students is likely to require more attention than the typical learner; plus, the more students with special needs there are in the class, the more their needs begin to dominate classroom instruction and the less "inclusive" it truly becomes.

Be careful not to burn out your teachers or spread them too thin. The more specialists a general education teacher sees in one day, the less likely it is that the teacher will co-plan with any of them, so assign general educators only one special educator to co-teach with. Special educators can collaborate with multiple colleagues; but to truly co-teach, which entails co-planning, co-instructing, and co-assessing, they need to start with one or two partners. It's also important to limit the number of content areas and grade levels in which the special educator co-teaches.

Build in planning time for co-teachers. The best way to do this is to create common planning periods. If your departments or grade-level teams have common planning time, ensure that the special educators working with those teams have a planning period at the same time so they can assist teams in creating universally designed lesson plans that incorporate opportunities for differentiation. Other options for scheduling planning time for teachers include using professional learning community time, having a

substitute come in once a month, using banked time, organizing lunch meetings, and replacing lunch or recess duties with co-teaching planning time (Murawski, 2009). Choose what works for your school and teams.

Strategically schedule paraprofessionals in general education classes and provide them with professional development about their role in the inclusive class (Nevin et al., 2009). We suggest paraeducators be in classes that are not co-taught, thus maximizing the number of general education classes that have additional support. Try to assign paraeducators to classes in which students need minimal support or monitoring, as opposed to classes that need the more strategic support that a special education teacher would provide.

3. Partner the right teachers.

Research continues to find confusing and contradictory results related to co-teaching (Damore & Murray, 2009). The main reason for this is that co-teaching involves people with complex and dynamic personalities. Co-teaching is a relationship built on professionalism, collaboration, and a common goal of supporting student success. It is important to note, however, that these goals can be derailed by partnerships that simply do not work. Although there is no formula to finding the "right" pairs, there is research indicating how to improve the chances that co-teaching teams will gel.

As the school leader, what can you do to create successful co-teaching partnerships? Above all, don't throw teachers together and hope for the best!

After providing professional development on what co-teaching is and is not, start by asking teachers to consider finding their own partners and volunteering. Be sure to give them the parameters of what classes, grades, or subjects will need to be co-taught, and ask them to work within those parameters. Create a small pilot program of volunteers to try co-teaching so you can see how it works in your school. Provide resources to these teams to maximize their chances of success.

If you have to form the co-teaching pairs, try having faculty complete surveys on learning preferences, multiple intelligences, personal dispositions, and relationship dynamics. Dieker and Murawski's (2003) SHARE worksheet is a resource for helping potential partners communicate about their hopes, expectations, responsibilities, and pet peeves. Use this information as you think about your faculty; can you identify individuals with complementary personalities who you think would work well together? Ask each one individually about co-teaching with the other.

Finally, set up fun ways for faculty members to meet and interact with one another, such as a pizza lunch or TGIF party. This will assist in the relationship-building process and will start to build natural partnerships. Remember, the more collaborative your school culture is, the easier it will be to create and maintain co-teaching teams.

4. Supervise and evaluate strategically.

Many education leaders have never had personal experience co-teaching, but they need to know what to look for, listen for, and ask for when observing, supervising, and evaluating co-teachers. A few resources are available to support this process (see, for example, Murawski & Dieker, 2013; Murawski & Lochner, 2011; Wilson, 2005).

When evaluating co-teaching pairs, make sure you understand co-teaching principles and strategies in addition to what you already know about effective teaching practices. Because the most effective co-teaching teams use a variety of co-instructional approaches, you will need to observe pairs more frequently to get a deeper understanding of what is occurring in the classroom. Learn what to look, listen, and ask for that will demonstrate co-planning, co-instructing, and co-assessing. This might include an inability to tell the general educator from the special educator, differentiated assessments, the use of regrouping, and evidence that all students are actively included and all have access to the academic content (Murawski & Lochner, 2011).

Be sure to evaluate both teachers at once and not in separate observations. Otherwise, teams will typically allow the teacher being observed to "take the lead" in order to get the best evaluation, and you may not actually observe true co-teaching in action. Remember that there is no reason to take sides when evaluating co-teachers. Co-teaching is collaborative, so the supervision and evaluation process should be as well.

5. Improve, increase, and institutionalize co-teaching practices.

Congratulations! You've created a co-teaching program. Unfortunately, your work is not finished. What happens when more parents learn that your school offers co-taught classes? What happens when more of the IEPs written in feeder schools require co-teaching? What happens when you lose faculty who were trained in and committed to co-teaching?

What happens is that you are ready. You are ready to improve what you have, increase sections of successful co-teaching as needed, and institutionalize the process so that it's not dependent on you, specific teachers, or a particular curriculum. You've built a process that has become part of the culture of your school. If you're not quite there yet, you will be soon!

How can you successfully institutionalize co-teaching? First, thoughtfully support struggling co-teaching partnerships. You don't want to let frustrations or aggressions build between partners. Just because a team isn't effective doesn't mean that the teachers cannot co-teach; it may just mean they would be better paired with someone else.

Find ways to keep effective co-teaching partnerships together (Murawski & Dieker, 2013). It takes time and commitment to learn each other's content and ways; breaking up quality teams negatively impacts your forward movement. Celebrate these successes. These teams should be the models others look to emulate. Identify your stellar teams, and have other teams observe them.

Create capacity by adding more co-teaching teams based on instructional need. Do this slowly and methodically by putting the appropriate scheduling and planning times in place as well.

Finally, solicit feedback from students, parents, teachers, administrators, and other community stakeholders. Are they noticing any benefits from the co-teaching classes or relationships? If not, why not? Collect and share data about student success! After all, isn't student success why we're doing all this?

IN MY EXPERIENCE ...

Sometimes You Need Couples Therapy

The nice thing about teaching alone is that you have autonomy; you can make decisions without having to talk through everything. In co-teaching, you need to make room for shared discussion. It's like coming up with a future plan with a spouse or significant other—you have to take time, be patient, listen, and be willing to compromise.

Part of the school leader's role is ensuring that co-teachers have time for that kind of shared communication. At my school, to give co-teachers time to plan together, we've had to spend a little bit more time and money to have someone else engage the co-teachers' students for a two-hour block each Wednesday afternoon.

Another part of leadership for co-teaching is making sure you have ways to mitigate problems when the partners need "couples therapy." Not all teachers are going to work well with all other teachers, even when everyone assumes that we all have the best of intent. Sometimes teachers have different beliefs about what's best for students. You need to be ready for that. If it happens, what is the leadership team's game plan going to be?

The leader needs to know how to structure a conversation without micromanaging it. At my school, we have two two-person teaching teams, a preschool team and a kindergarten team, in which both teachers have the same level of leadership and responsibility in the classroom. I meet frequently with them, even individually, before they go into the team-teaching situation. I ask, "What are you looking forward to? What are the strengths you think this person is going to bring to the classroom? What fears do you have? You've got another educator moving into your room who has their own fingerprint that they're going to add to your classroom. Are you going to be able to give up things that you care about?" Getting those feelings out in the open gives the teachers the space to reflect on their own practice so that they can be clear about their expectations. That helps ensure that the co-teachers form a strong team that can take risks together.

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What to Look For in a Co-Taught Classroom

Place a checkmark beside what was observed in the classroom. Leave with the co-teaching educators for their personal reflection.

**Space is provided for evidence to be documented as an optional feature or place a star (*) beside outstanding evidence noted.*

Practices	✓ =Evidence Observed
Mutual respect	
Enhanced partnership	
Collaborative teaming	
Same outcomes	
Organizational structures	
Quick, quiet transitions	
Teaching simultaneously	
Both teachers teach content	
Shared planning	
Research-based teaching practices utilized by both teachers	
Flexible groupings	
Varied co-teaching models	
Student-centered tasks	
Real world tasks	
Differentiated instruction	
Student and teacher feedback	
Student participation	
Informal daily assessment	
Use of data for planning and grouping students	