Welcome To Creating Inclusive Environments
Session 1: Co-Teaching

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Introductions
Session 1 Goals (before and after lunch)

To provide a rationale for co-teaching
To share research for co-teaching
To present approaches for co-instructing, co-planning and co-assessing
To share practical ideas and resources on co-teaching
Take A Minute: Anticipation Guide

What do you already know/think about co-teaching?

Complete the “pre” column of the anticipation guide in your packet (page 1 of handouts)
Co-teaching is a service-delivery option for providing special education or related services to students with disabilities or other special needs in the general education classroom.

(Friend & Cook, 2013)
Least Restrictive Environments: Possible Service Delivery Options

- Consultation (indirect service)
- Co-Teaching (direct service in inclusive setting)
- Learning Resource Center
  Resource Rooms (direct service in special setting)
Co-teaching occurs when:

two or more *professionals*

jointly deliver *substantive* instruction

to a diverse, blended group of students

within a single physical space

(Friend & Cook, 2013)
Not sink or swim!
Co-teaching supports inclusionary practices
Type of consistent push in service

Inclusion succeeds when:
* Accommodations and supports follow the student in the general education classroom
* Both teachers are prepared to deliver these supports
Co-teaching is not:

Teaching with a non-certified individual

[Though one application of co-teaching includes student teachers]

Implementing **the same lessons** taught last year/semester **in the same way** when a co-teacher was not present

Having the special service provider providing “drop in” support

Always separating students with special needs in the back of the room with a specialized curricula

(Conderman, Bresnahan, & Pedersen, 2008)
Why co-teaching?

Increase in inclusion and diversity
Illinois 30% rule

NCLB and IDEA require:
Highly qualified teachers
Access to general education curriculum
Participation in high-stakes testing

Accountability measures

Some disappointment with other special education models
Why co-teaching?

Blending teacher expertise
Professional development and satisfaction despite lack of preparation
Research and Factors Affecting Student Outcomes

Small to moderate student gains (See flash drive)

Factors:

Training Experience
Planning Time
Choice

Scruggs, Mastropieri, & McDuffie (2007)

*Predominantly one teach, one assist model used*

Unsuccessful teams: Involuntary…lack of collaboration, different styles of teaching, personality issues

Successful teams shared expertise and included student motivation systems
Effective Co-teaching Relies On

Relationship between co-teachers
Relationship between each teacher and all students
Use of multiple co-teaching models
Embedding effective strategy and content instruction

Purposeful engagement of both teachers with all students
Co-Teaching Prerequisites

A philosophical base: The most critical component is that co-teachers share some common beliefs that form a philosophy that guides their practice

(Adams, Cessna, & Friend, 1993)
# Respecting and Valuing Differences

<table>
<thead>
<tr>
<th>Laura likes the big ideas</th>
<th>Greg likes details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura sees the forest</td>
<td>Greg sees the trees</td>
</tr>
<tr>
<td>Laura thinks in pictures</td>
<td>Greg does not</td>
</tr>
<tr>
<td>Laura plans main topics but not all the details: Details just “happen”</td>
<td>Greg plans what he is going to say, likes to know the script ahead of time</td>
</tr>
<tr>
<td>Laura is OK with spontaneous ideas</td>
<td>Greg prefers to stick to the plan</td>
</tr>
<tr>
<td>Laura believes all students can learn</td>
<td>So does Greg</td>
</tr>
<tr>
<td>Laura believes teachers can make a difference</td>
<td>So does Greg</td>
</tr>
<tr>
<td>Laura believes Greg’s attention to detail is an asset to their team</td>
<td>Greg believes that Laura’s big picture thinking is an asset to their team</td>
</tr>
</tbody>
</table>
Discussion Activity (page 2 of packet)

With someone, discuss: Three Wanna Haves and a Deal Breaker...
Your Willingness?

A Resource: The Willingness to Collaborate Survey (see flash drive)

Importance of honest communication:
“\textit{I} messages”

Trust

Vulnerability

Handling conflict
Stages Of Co-teaching (Gately & Gately)

**Beginning** - polite/guarded/superficial communication; general education teacher may feel intrusion; special education teacher seen as helper

**Compromising** - more open and interactive communication; some give and take; trust emerges; special education teacher still viewed only as support

**Collaborative** - open and honest give and take; highly interactive; complementary roles
Co-teaching is accomplished through:
Co-planning
Co-instructing
Co-assessing
(Murawski & Boyer, 2008)
Take Another Minute

Reflect on your responses to the anticipation guide
Make any changes in the “post” column
Discuss what you learned or re-learned with someone
Any questions so far?
Co-instructing
Co-instructing

Generally, six co-teaching models are described in the professional literature
Take notes on each model (page 3, handouts)
AND
Also, jot down when/if you have used each model (i.e., lesson topic)
Share with partner or group
Benefits of Co-instruction

Through those models, teachers can:

**Purposefully combine expertise** for effective teaching to create access to general education curriculum

**Differentiate**

**Individualize**

Increase **student feedback and assistance**

Increase **student engagement**

Provide **real-time adjustments** in instructional process

The bottom line: Co-instruction differs **substantially** from solo instruction (see Teacher Activities on flash-drive)
Take A Break
Co-Planning
Co-planning

Critical to success of co-teaching, parity, and respect, so each partner is equipped

Use common planning time (if available)

Consider a common process

Take notes at meetings

Can also use this time to reflect on co-teaching
Co-Planning Ideas: What if you can’t meet?

Blackboard Communities for planning purposes

**Wikis** Option (Friend & Cook, 2010)

http://www.youtube.com/watch?v=-dnL00TdmLY

(This site defines a Wiki and how to use it effectively)

Digital Dropbox (internet shared storage resource)

Googledocs

Other electronic resources?
Co-planning Meeting

Set a purposeful agenda: Use time wisely
  Reflect on past co-taught lessons
  Prepare for future lessons (content, process, product…)
  Divide tasks…

But expect the unexpected
Pre-planning Process Steps To Consider

BASE (Friend & Cook, 2013) or other Models

Big Ideas and how taught- these days/week
Analyze difficulties- students may encounter
Select instructional strategies and co-teaching models
Evaluation - what assessment will be used?

Follow up on responsibilities
What to prepare?
Who will do what?
By when?

Consider using one of the planning forms (examples pages 4 and 5 of handouts and others on flash-drive)
IEP specifies:

Accommodations: *How* students access content

*Provides access* to the curriculum or assessment

AND

Modifications: *What* content is appropriate

*Different* criteria for satisfactory performance

*Different* assignment or test

Use modifications sparingly for students with mild disabilities

See flash drive text adaptations flow chart
Instruction Connected to IEP Goals and Common Core/Course Objectives

Common Core standards addressed in the course
- Necessary for success on high-stakes tests
- Appropriate for all students?
- What are the main instructional methods used?

Use students’ IEP
- What are the students’ goals? Criteria?
- Which goals can be addressed in this class?
- What supports are needed to achieve:
  Students’ IEP goals
  Course objectives
Questions for Reflection: Co-planning

Did we have **scheduled time** for co-planning this week?

- Do we need to connect electronically?

Did we both have input into the unit or lesson plan?

Did we both readily accept each other’s ideas?

Are we **both** involved in **planning for ALL** students?

Are these plans connected to standards and student outcomes?

Is our planning **ongoing** throughout the week?

(See flash-drive)
Will you notify parents of co-taught class? [yes/no]

Are student [and teacher] supports in place?

Are systems of parity in place? Both teacher names on door, board, notes going home to parents, access to grades, work/storage area (desks, materials), use of “our” and “we” (our students, our lesson)

When and how will we co-plan?

Have we discussed co-teaching models?

Have we discussed our preferred communication systems?
What Were Your Take Aways?

With someone, share:
Something from this morning’s presentation that I learned and can use…

“What did you take away from the meeting?”
Lunch