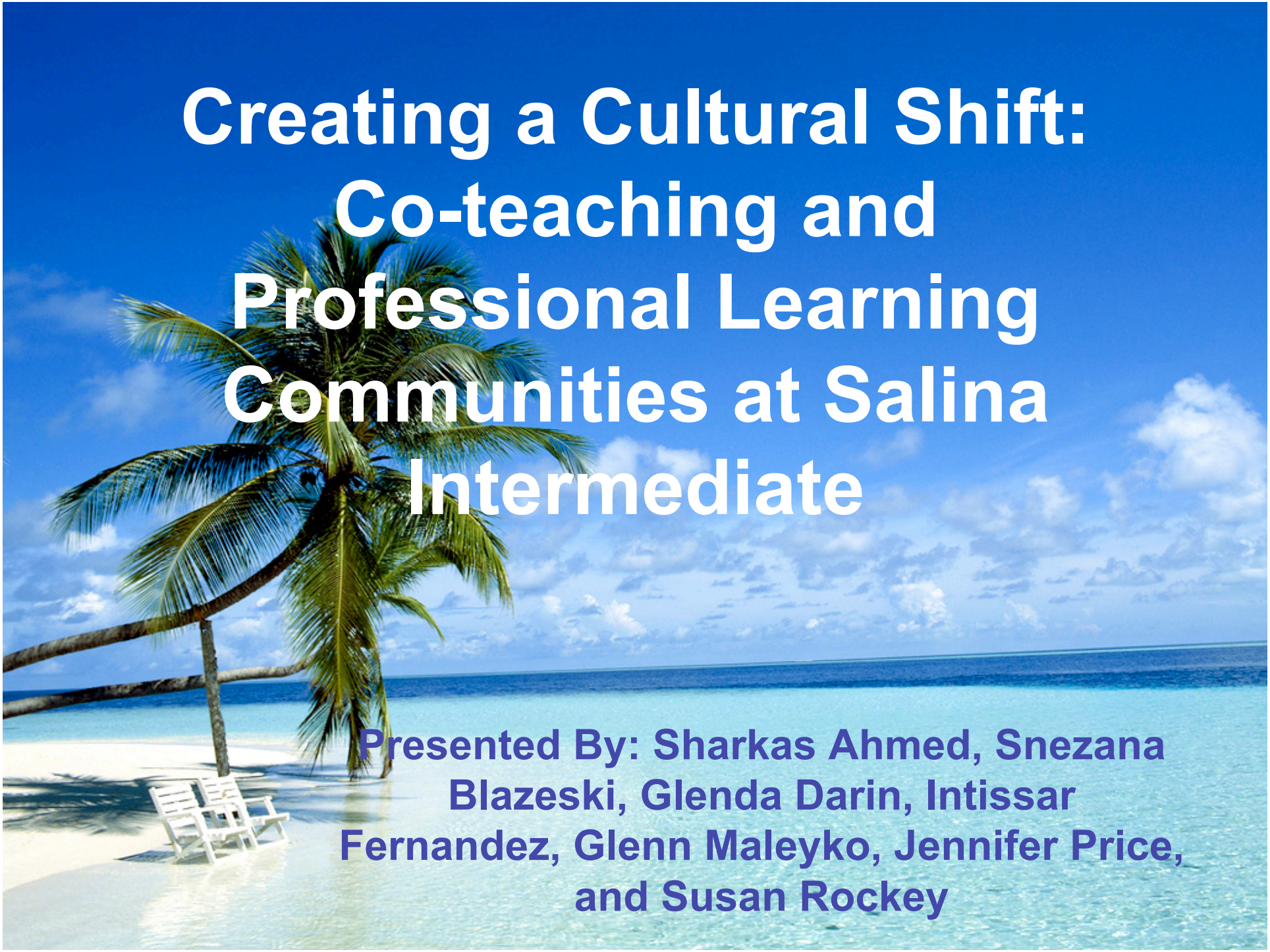
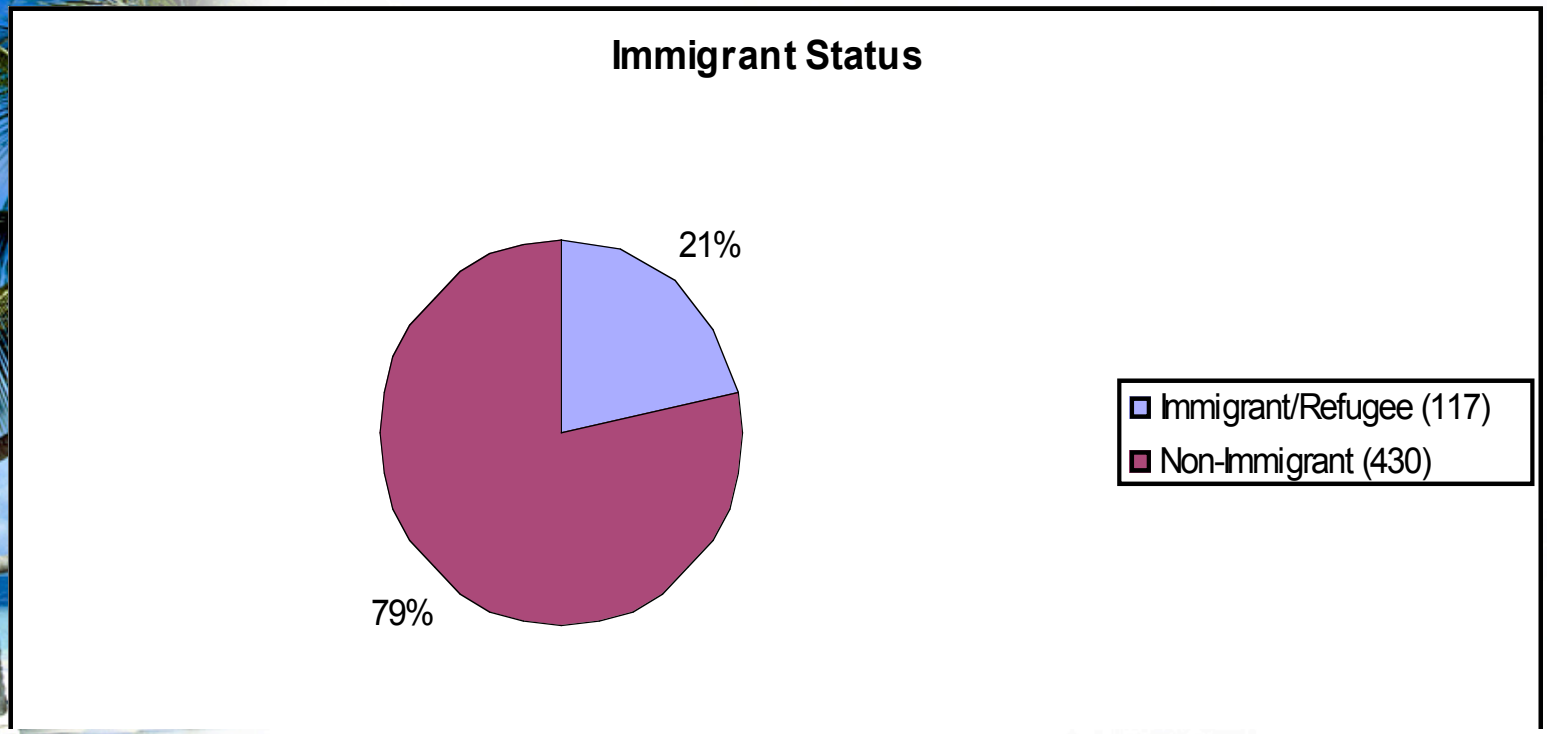

Creating a Cultural Shift: Co-teaching and Professional Learning Communities at Salina Intermediate
Presented By: Sharkas Ahmed, Snezana Blazeski, Glenda Darin, Intissar Fernandez, Glenn Maleyko, Jennifer Price, and Susan Rockey

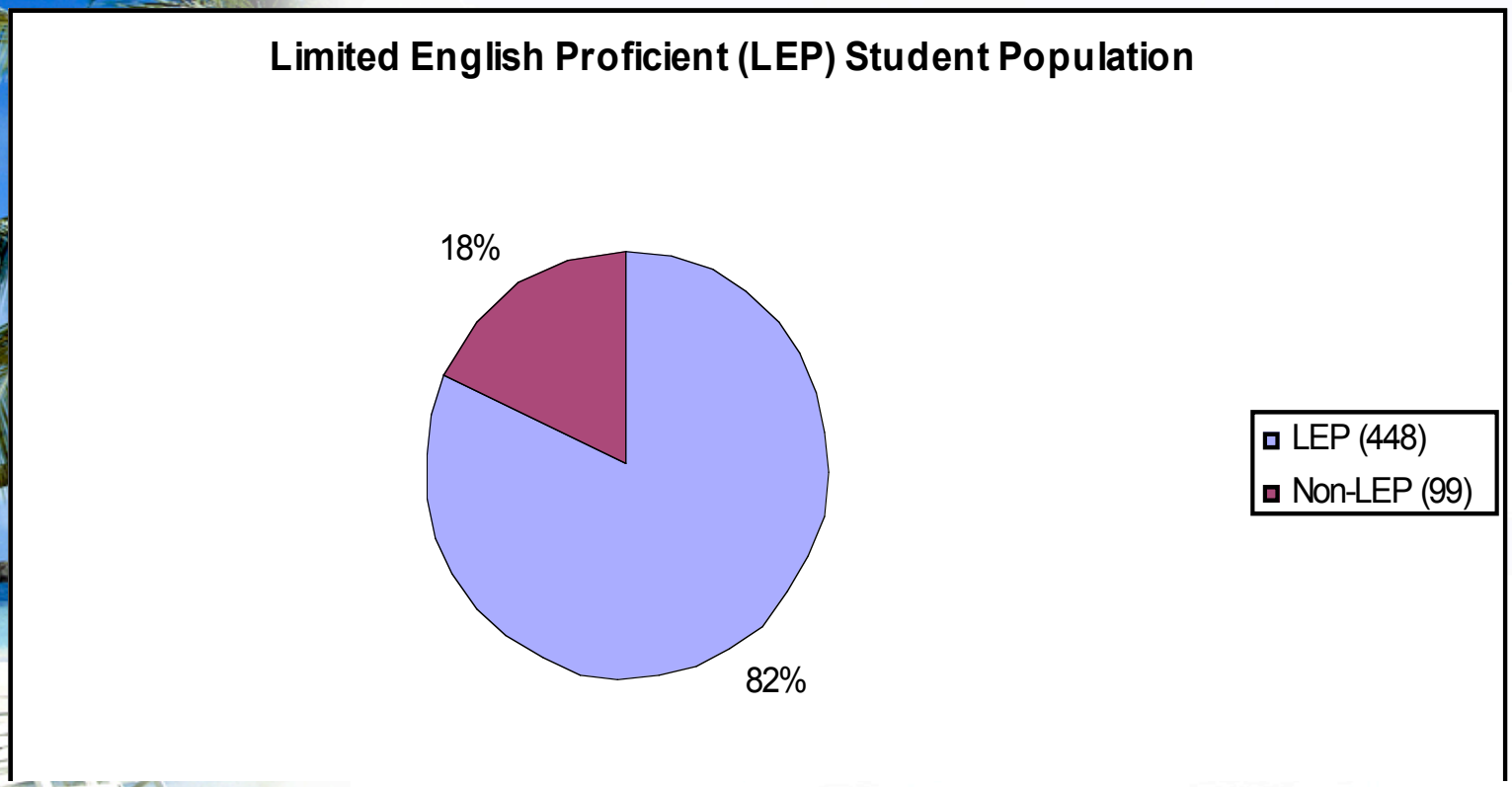
Salina Intermediate School

- Located in Dearborn, Michigan.
- We border the city of Detroit.
- We are a fairly affluent district, but we have pockets of poverty.
- There is a large Arabic population in the East End of Dearborn.
- We are a 4th through 8th grade school in the 4th year of existence
- We Converted from a K-5 building
- 550 students in total

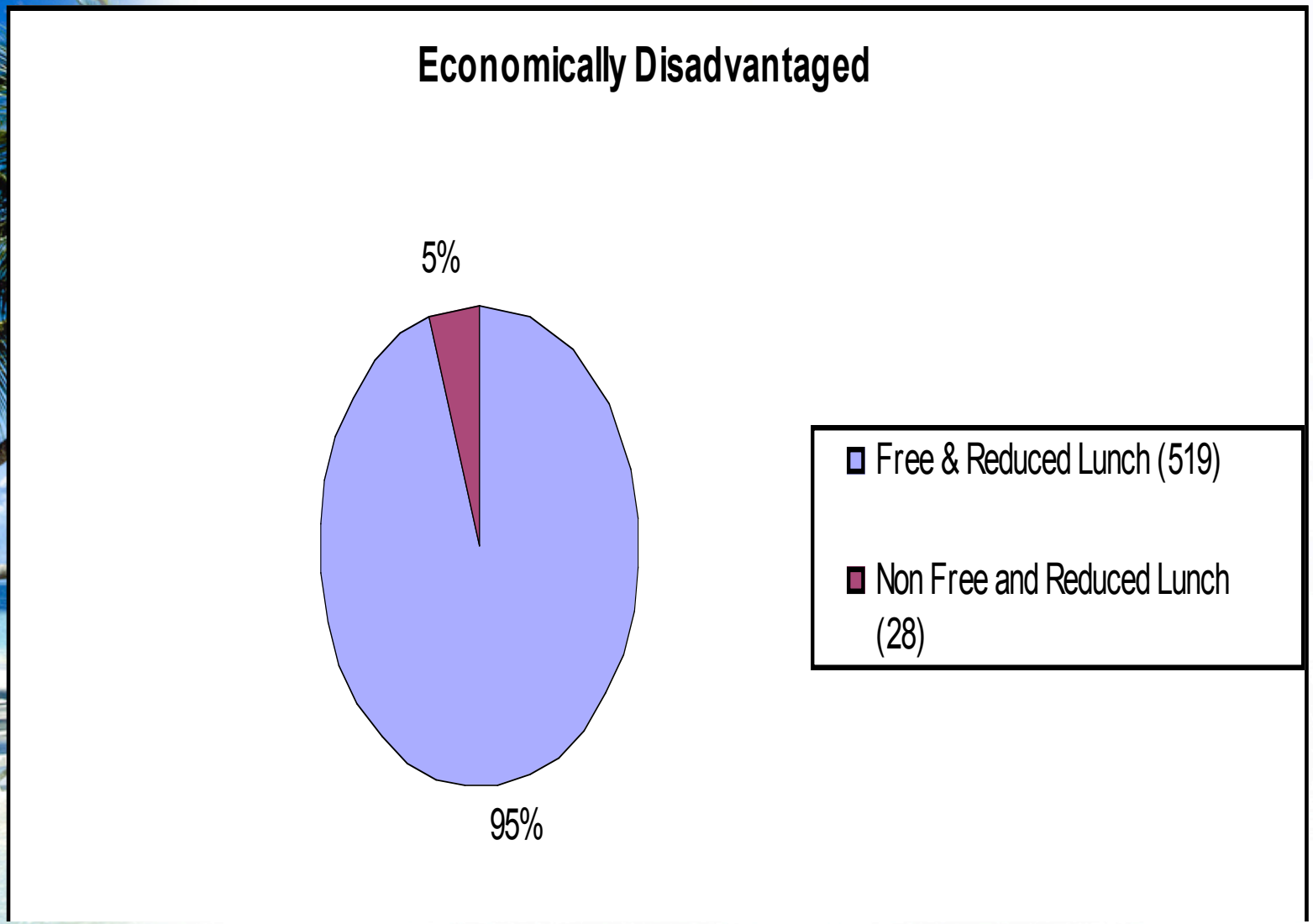
Salina Immigration Status 2006-07 School Year



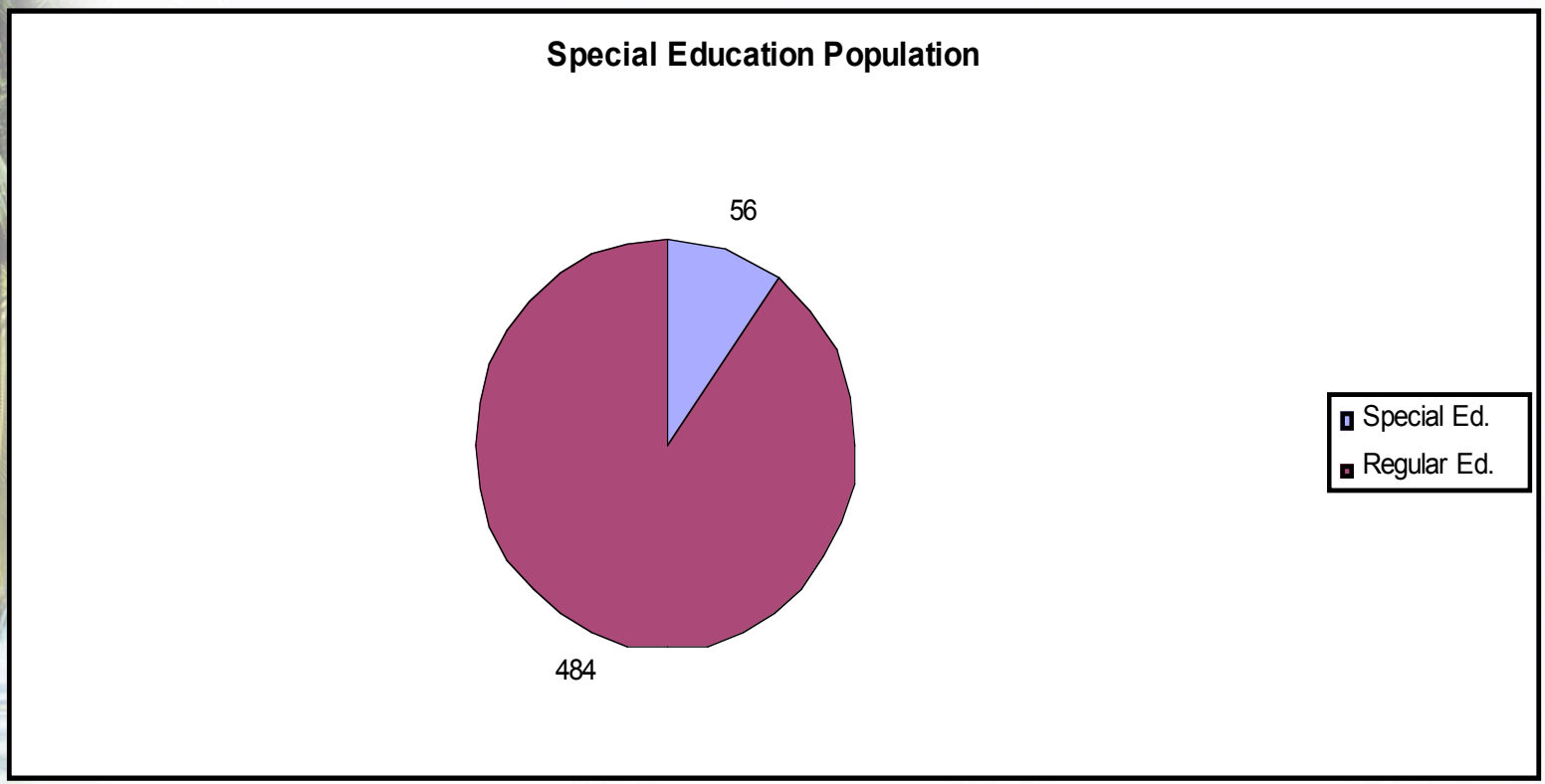
English Proficient Population

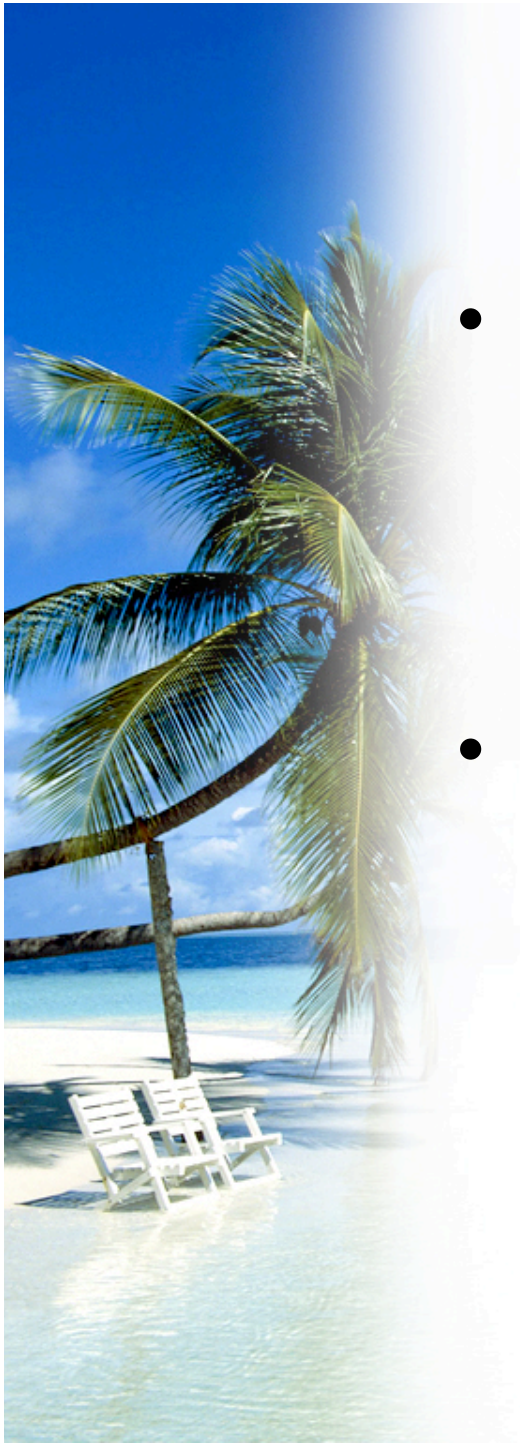


Disadvantaged Students at Salina Intermediate 2006-



Special Education Population





Schools Do Make a Difference

- Effective School Research of Ron Edmunds, Larry Lezotte, Wilbur Bookover, Michael Rutter, and other concluded:
- **All children can learn; and the school controls the factors to assure student mastery of the core curriculum**

Schools Do Make a Difference

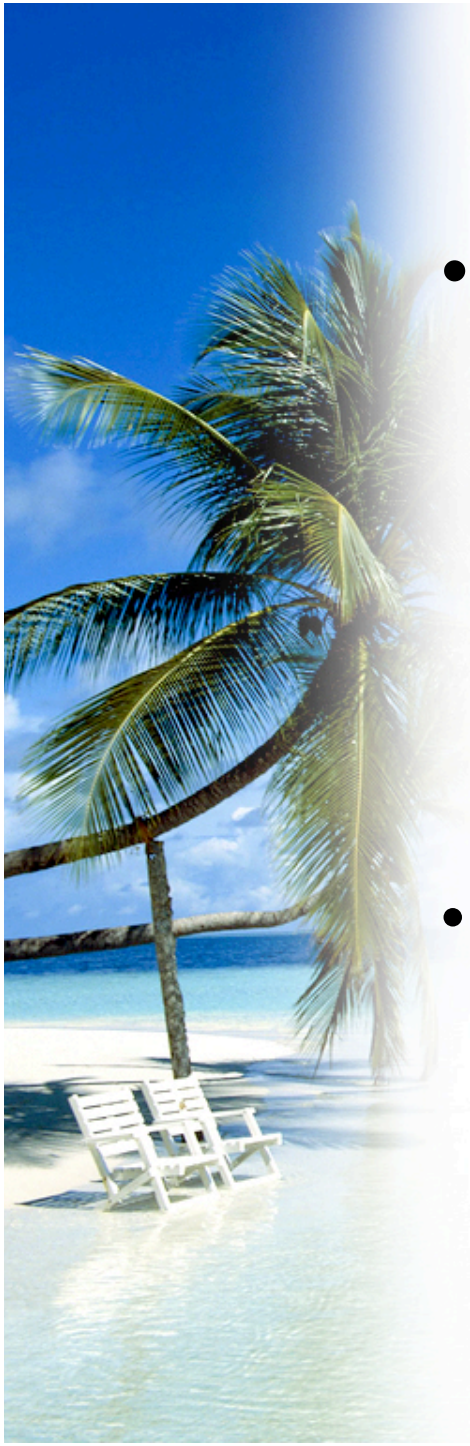
- An analysis of research conducted over a thirty-five year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

- Robert Marzano, What works in schools, 2003.

Visionary Leaders

- Leaders can use vision to build trust rather than break it if they are willing to let their rhetoric give way to reality and allow their vision to become a blueprint rather than public relations baloney.

- Reeves, Douglas (2006). The learning Leader.



- Effective visions help individuals understand that they are part of a larger world and also reassure them of their individual importance to the organization.

- Reeves, Douglas (2006). The learning Leader.

Vision

We envision an innovative, successful school where diversity is respected and celebrated, where all students use higher order thinking skills to meet high standards developed collaboratively by a motivated, compassionate, and highly skilled staff, working in partnership with parents and the community.

Salina Intermediate Mission

- The mission of Salina Intermediate School is to increase academic achievement by implementing and evaluating a technology integrated comprehensive curriculum which enables students to become literate problem-solving critical thinkers. We have high expectations for all students, and provide a safe and nurturing environment collaboratively with parents and community to ensure that all students become responsible, productive citizens.

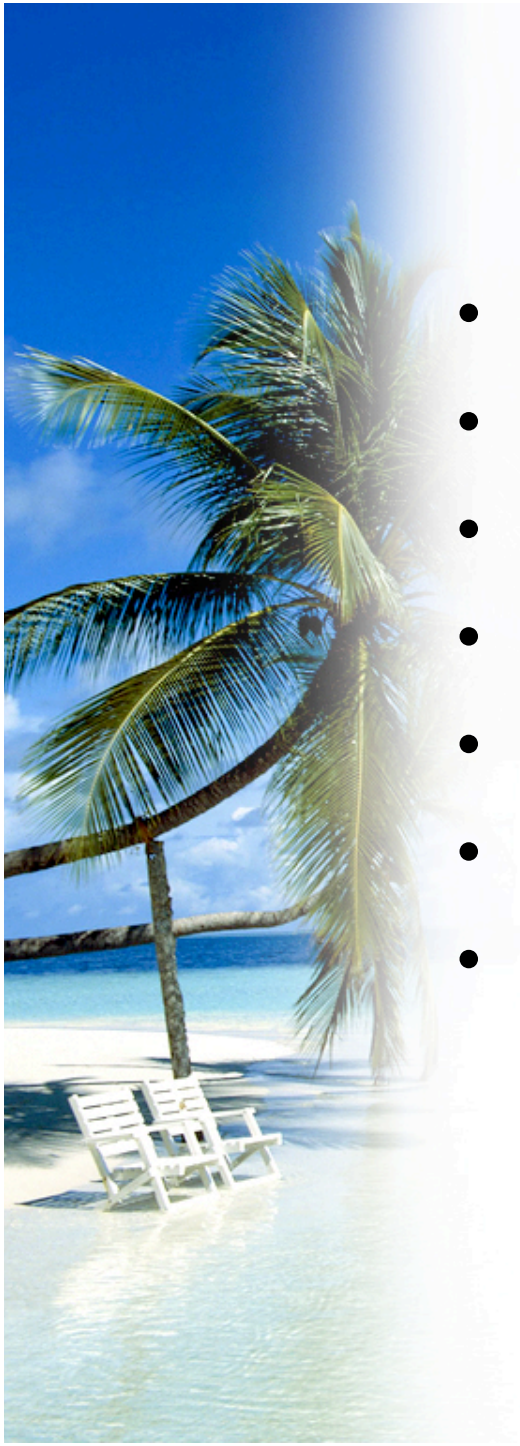
The Power of Professional Learning Communities

- The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities.

Dufour & Eaker

Professional Learning community (PLC) Defined

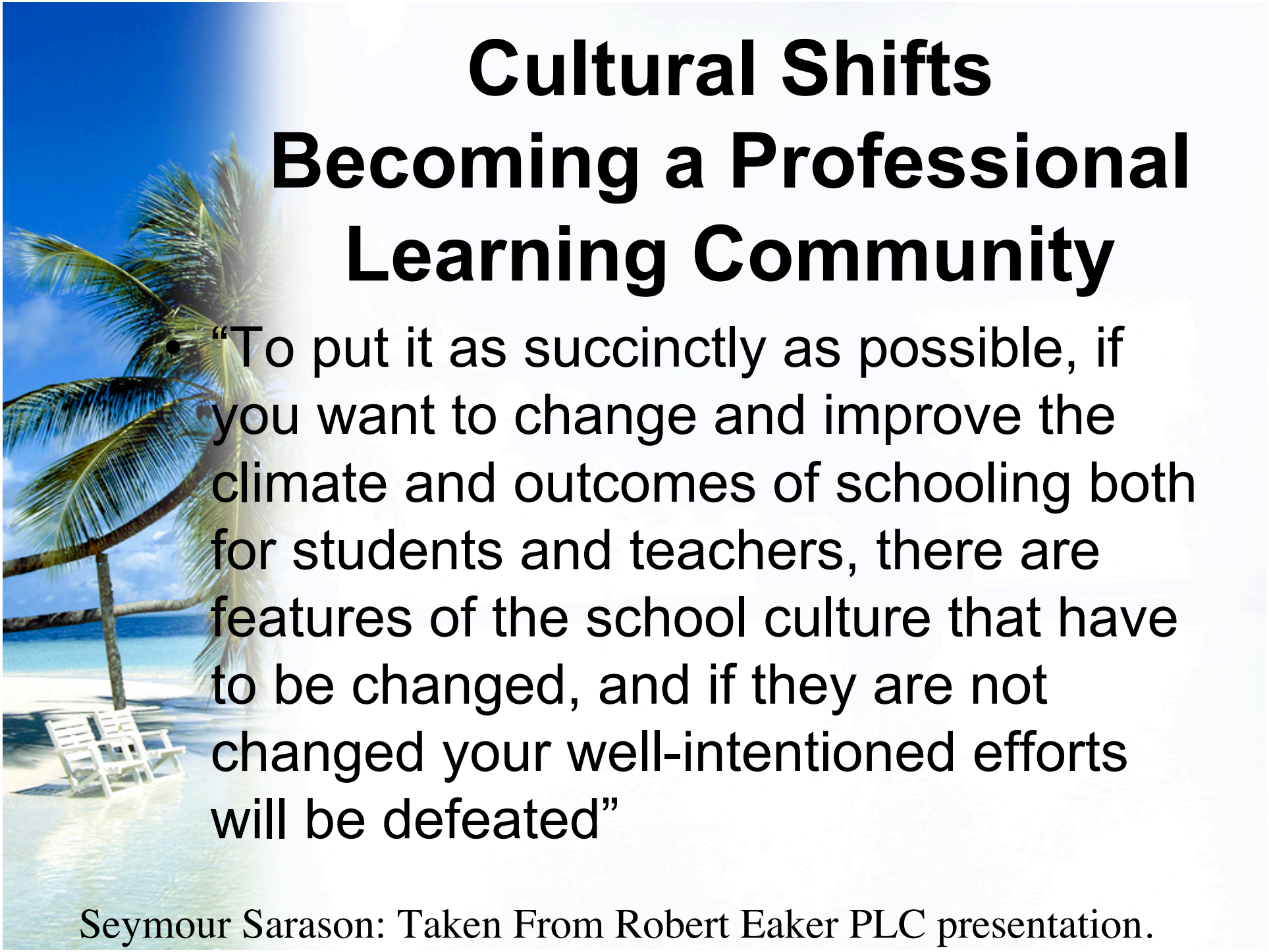
- Educators committed to working collaboratively in ongoing processes or collective inquiry and action research in order to achieve better results for the students they serve. **PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.**
- Dufour, Dufour, Eaker, Many, 2006.



Correlates of Effective Schools

- Strong Instructional Leadership
- Clear Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home/School Relations
- Opportunity to Learn & Student time on task.

There must Be a Cultural Shift.



Cultural Shifts Becoming a Professional Learning Community

- "To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed your well-intentioned efforts will be defeated"

Seymour Sarason: Taken From Robert Eaker PLC presentation.

A Traditional School Focuses on Teaching **and a Professional Learning Community Focuses on** Student Learning.

- Bob Attee's class does the Mr. Stein performance

Sharing

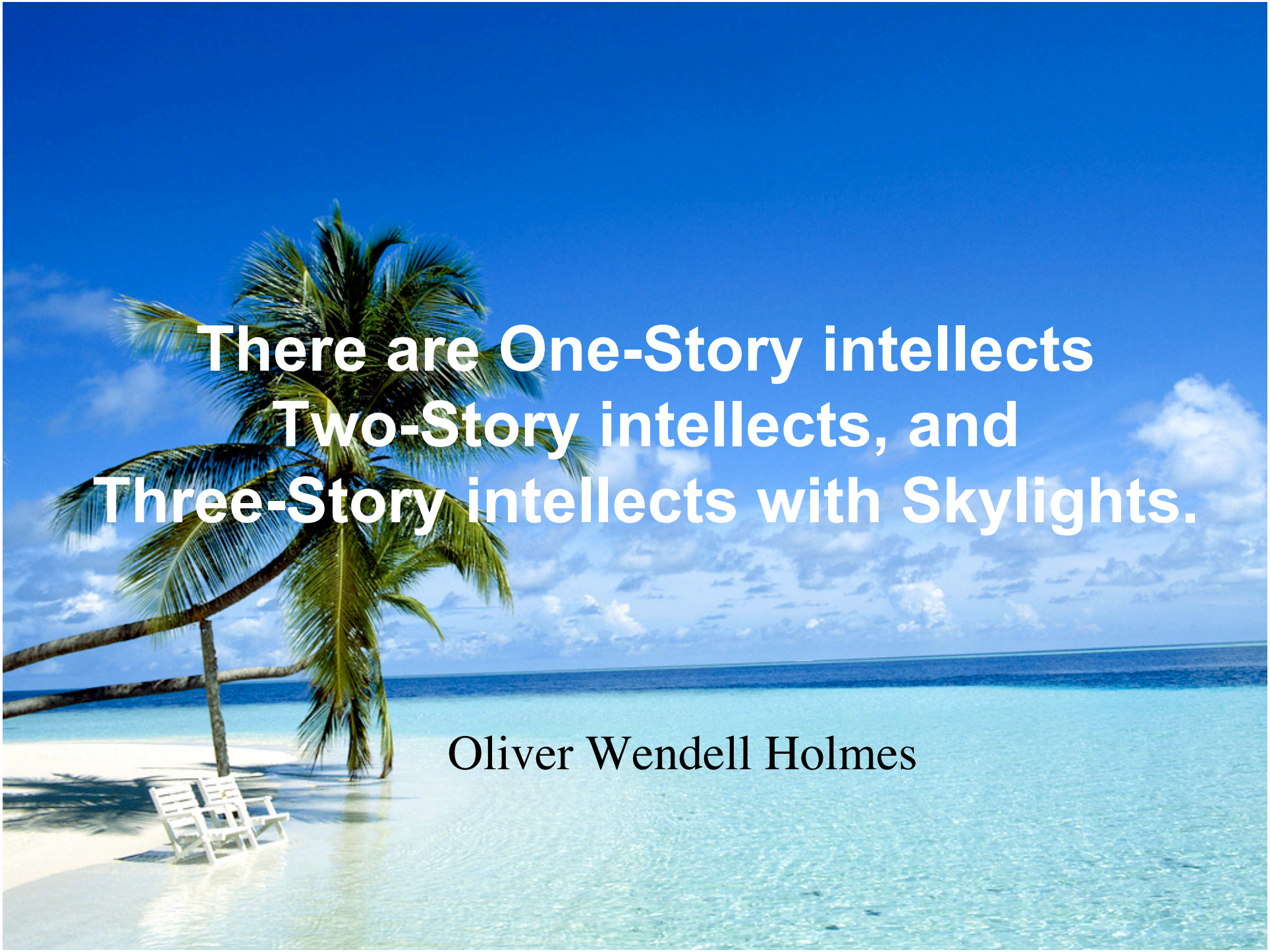
- Please turn to the person next to you and discuss what a cultural shift means to you?

- Research has found that the single most important factor for effective, successful schools is creating a collaborative culture.

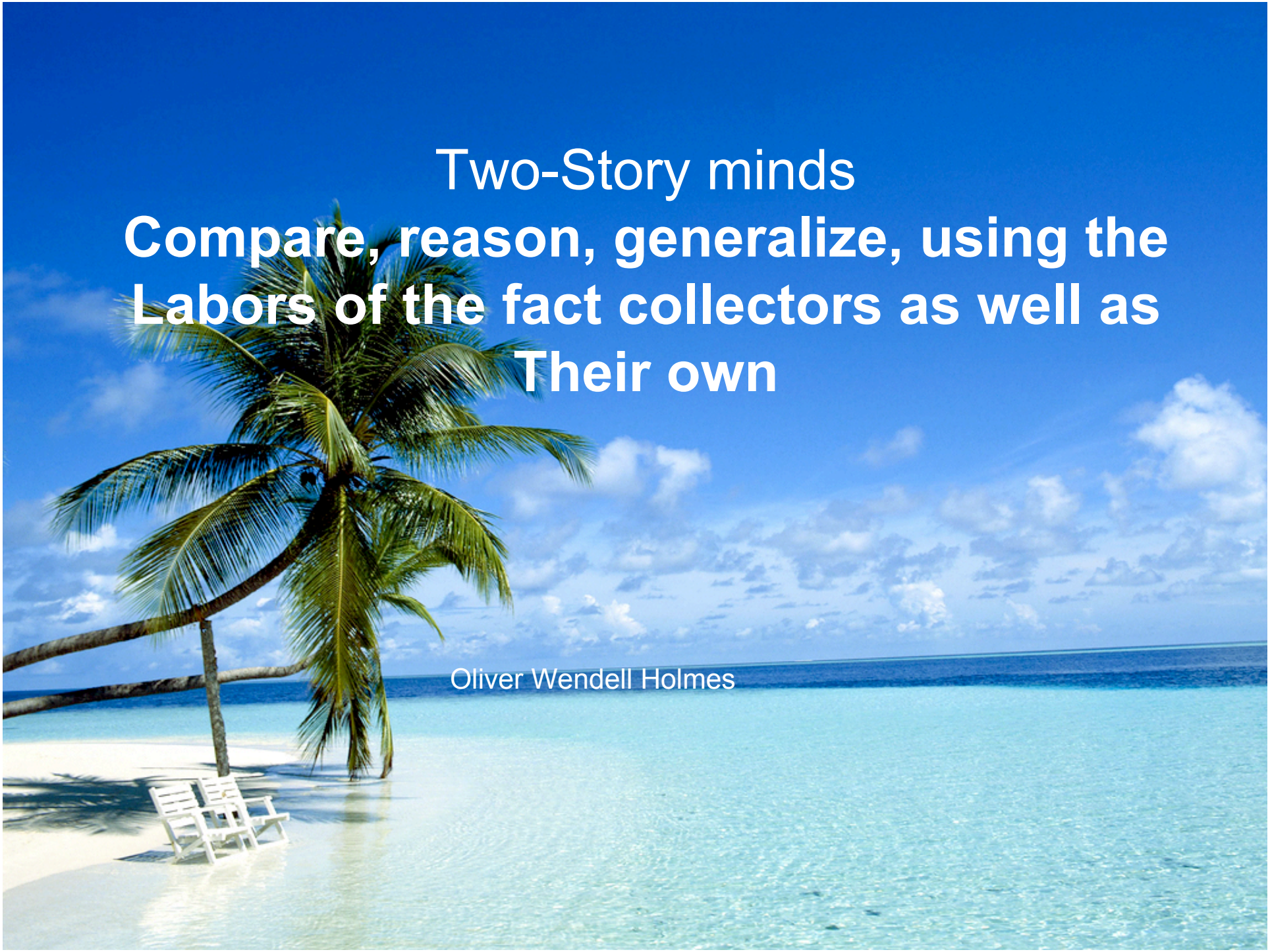
  (Eastwood & Lewis)

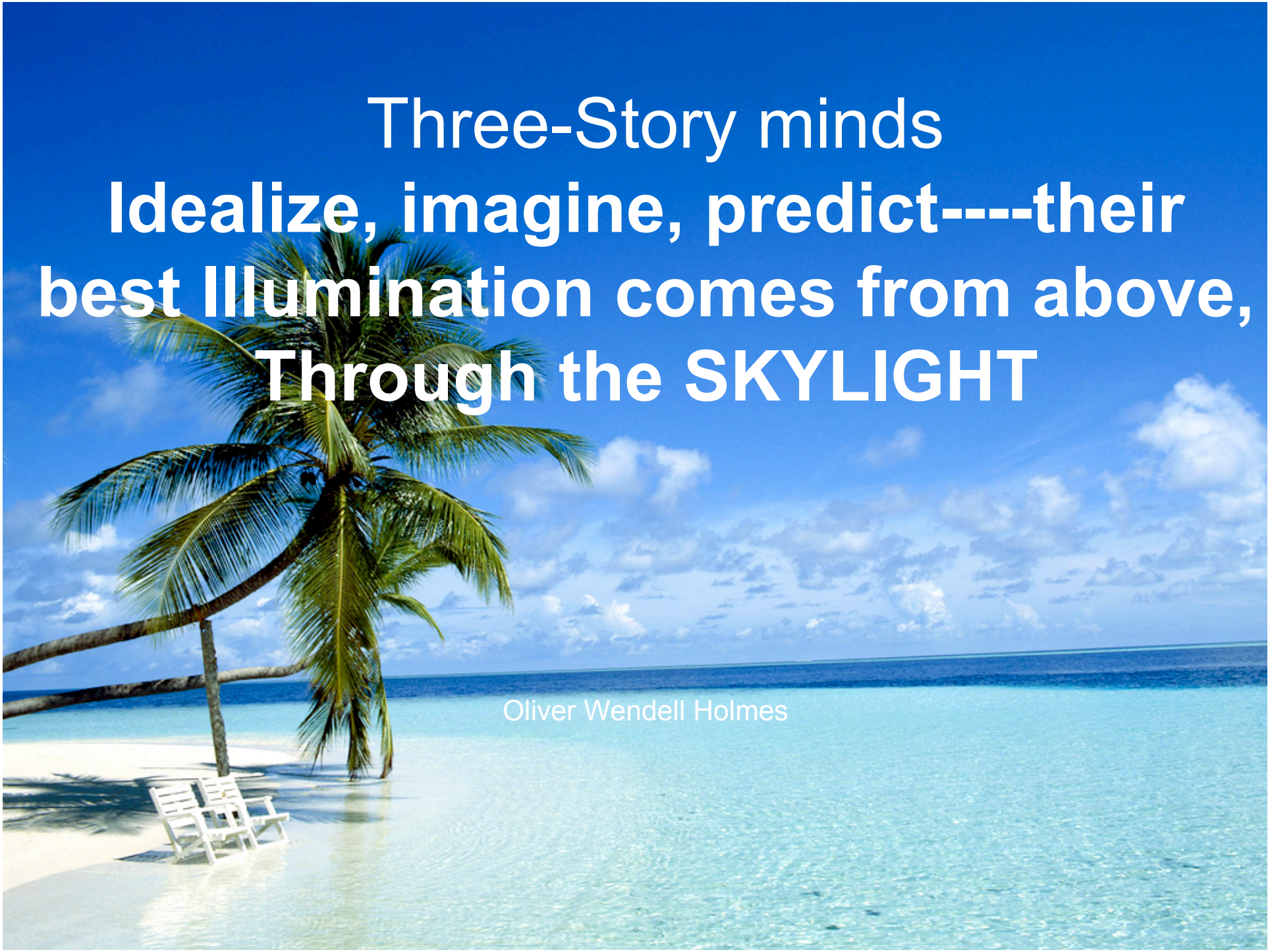
“Gone are the days when I teach my students, you teach your students. Now we teach all students and share responsibility no matter what the subject.”

Carolyn McMahon, Teacher


There are One-Story intellects
Two-Story intellects, and
Three-Story intellects with Skylights.
Oliver Wendell Holmes

All fact collectors, who have no aim beyond their facts, are
one-story minds
Oliver Wendell Holmes

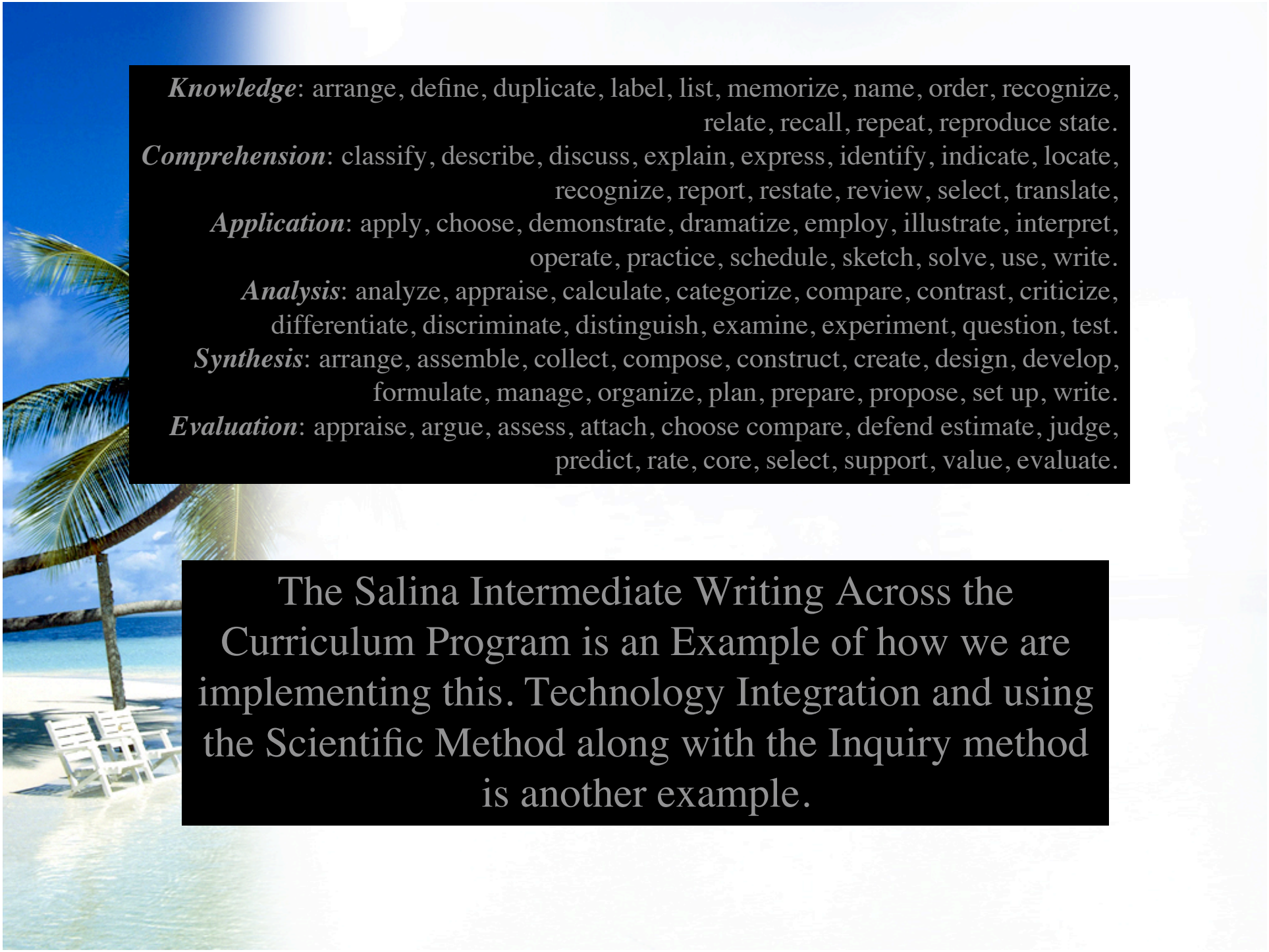

Two-Story minds
Compare, reason, generalize, using the
Labors of the fact collectors as well as
Their own
Oliver Wendell Holmes


Three-Story minds
Idealize, imagine, predict----their best Illumination comes from above, Through the SKYLIGHT
Oliver Wendell Holmes

Activity 1

- Turn to a partner and discuss the following questions:
  - What is your reaction to the quotation from Oliver Wendell Holmes?
  - What implications does this have on your perception of effective instruction?

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge



Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

The Salina Intermediate Writing Across the Curriculum Program is an Example of how we are implementing this. Technology Integration and using the Scientific Method along with the Inquiry method is another example.

WE LEARN

10% OF WHAT WE READ

20% OF WHAT WE HEAR

30% OF WHAT WE SEE

50% OF WHAT WE HEAR AND SEE

70% OF WHAT IS DISCUSSED WITH OTHERS

80% OF WHAT WE EXPERIENCE PERSONALLY

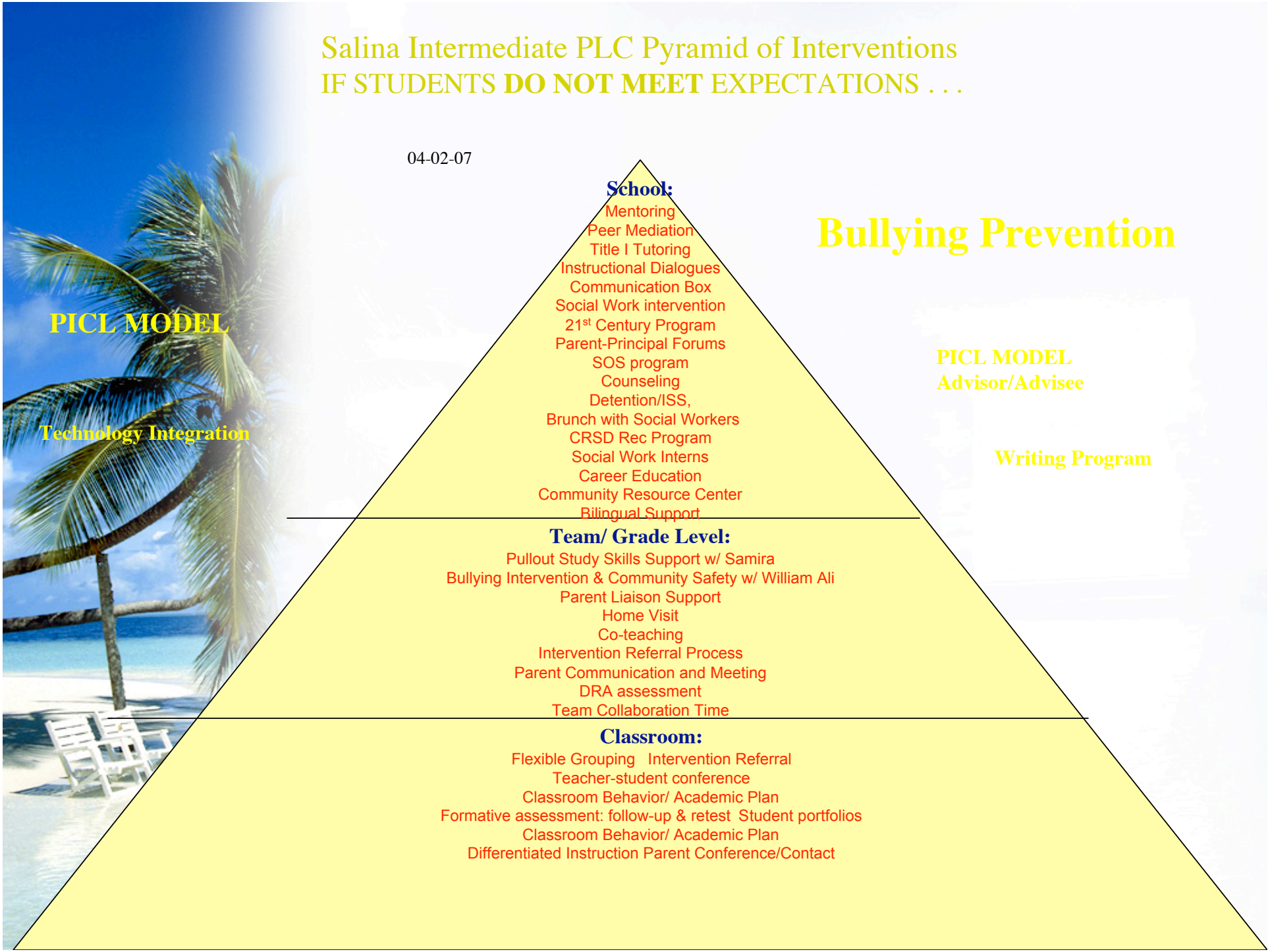
95% OF WHAT WE TEACH SOMEONE ELSE

W. M. Glasser

Team Collaboration and the 3 Essential Questions

- 1. What is it that we want children to Learn?
- 2. How will we know when they have learned it?
- 3. How will we respond when they don't learn?

- A new fourth question is How will we respond when they have learned?



Salina Intermediate PLC Pyramid of Interventions
IF STUDENTS **DO NOT MEET** EXPECTATIONS . . .

04-02-07

PICL MODEL

Technology Integration

School:
Mentoring
Peer Mediation
Title I Tutoring
Instructional Dialogues
Communication Box
Social Work intervention
21st Century Program
Parent-Principal Forums
SOS program
Counseling
Detention/ISS,
Brunch with Social Workers
CRSD Rec Program
Social Work Interns
Career Education
Community Resource Center
Bilingual Support

Team/ Grade Level:
Pullout Study Skills Support w/ Samira
Bullying Intervention & Community Safety w/ William Ali
Parent Liaison Support
Home Visit
Co-teaching
Intervention Referral Process
Parent Communication and Meeting
DRA assessment
Team Collaboration Time

Classroom:
Flexible Grouping Intervention Referral
Teacher-student conference
Classroom Behavior/ Academic Plan
Formative assessment: follow-up & retest Student portfolios
Classroom Behavior/ Academic Plan
Differentiated Instruction Parent Conference/Contact

Bullying Prevention

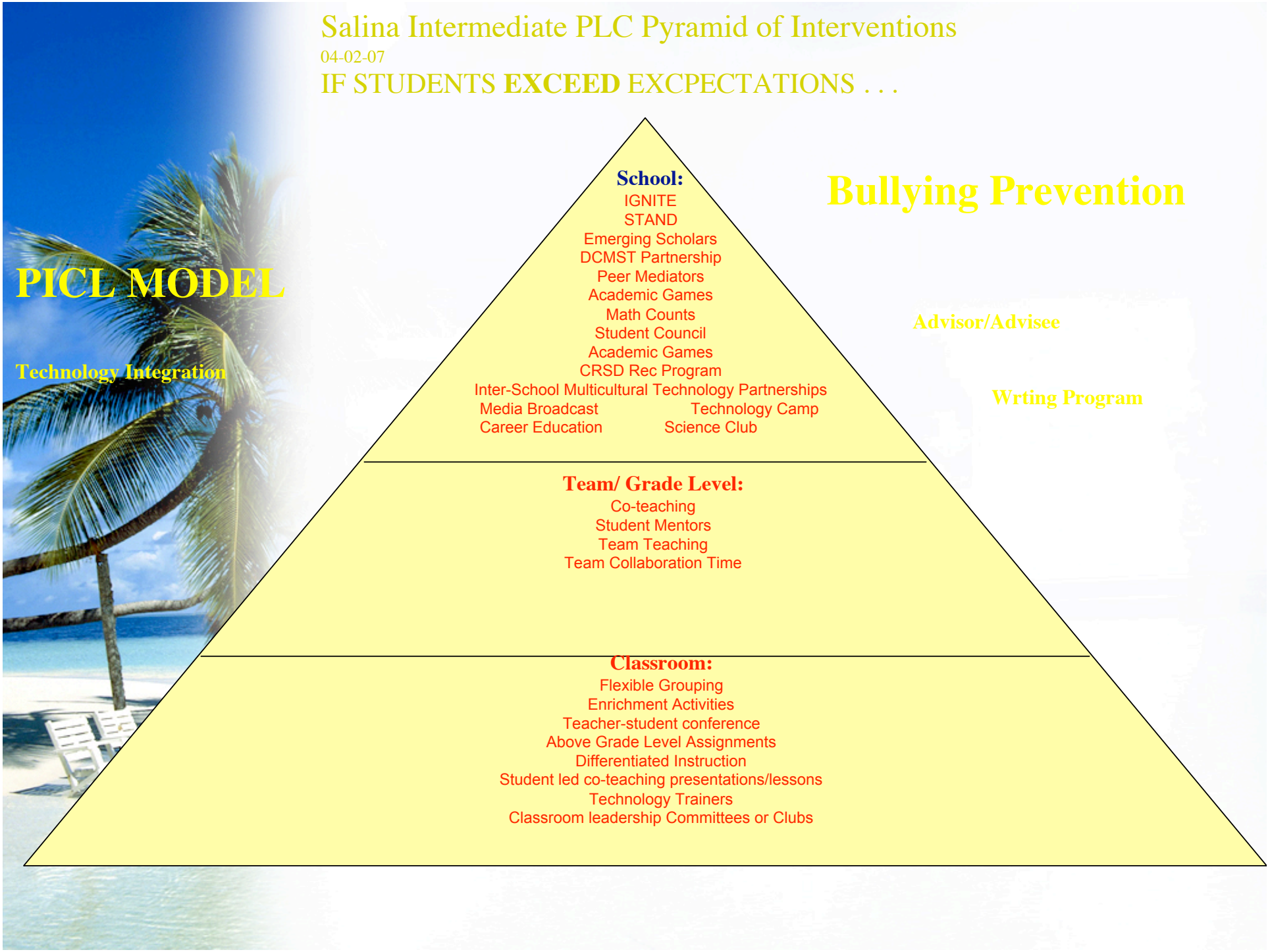
PICL MODEL
Advisor/Advisee

Writing Program

Salina Intermediate PLC Pyramid of Interventions

04-02-07

IF STUDENTS **EXCEED** EXCPECTATIONS . . .



Salina Intermediate co-teaching model

- Through the PLC Model all of the core teachers collaborate
- In the Middle School 6th through 8th grade the Language Arts and Mathematics teachers co-teach
- Elementary 4th & 5th Grade teachers co-teach in Mathematics & Language Arts

Middle School Student Schedule Options

- No resource room but we are considering phasing a multiage resource room for CI students in mathematics only. All other classes are fully inclusive.

Co-teaching

- Co-teaching is used to refer to arrangements in which licensed professionals are actually sharing in instructional delivery

  – Marilyn Friend.

Collaboration Skills for School Professionals

- Collaboration is a style of interaction in which co-equal teachers work toward a common goal. Collaboration in essence is a method of communication, not a teaching style.

– Marilyn Friend and Lynn Cook

Planning and Implementing

- Teacher Roles
- Planning and Collaboration is critical
- Core teacher is the content expert
- The Special Education teacher is the expert on making accommodations for special education students.

Benefits of Co-teaching

- Social inclusion
- Curricular Expertise for the Content Area teacher
- Expertise on Differentiation from the special educator
- High Standards and Differentiation for all students in the classroom

Co-teaching Approaches

from Friend, M., & Bursuck, W. D. (2006)

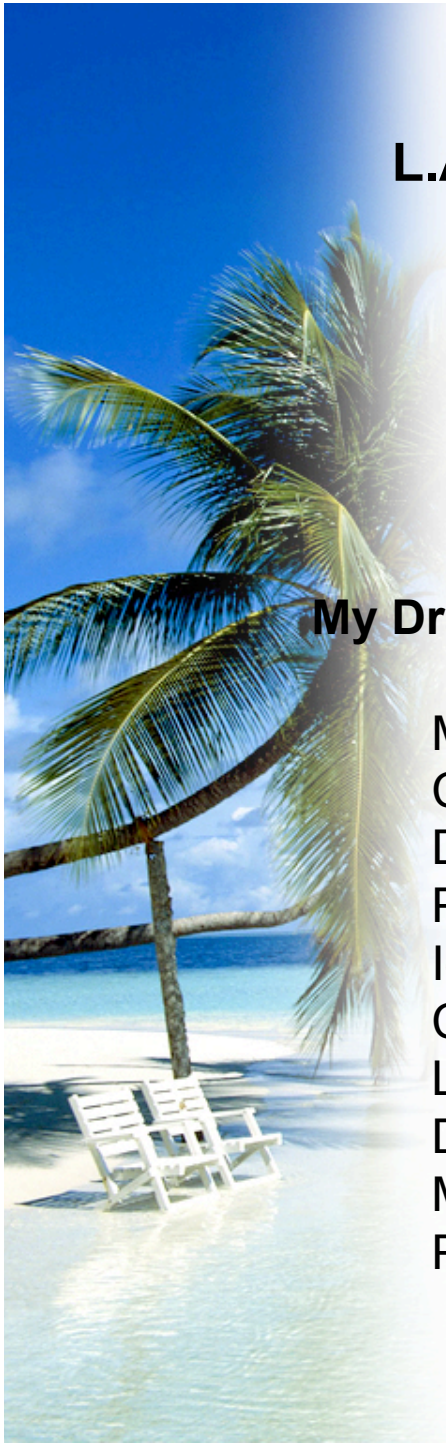
Stations → Frequent

Parallel → Frequent

Teaming, Alternative, & One teach, one observe → Occasional

One teach, One assist → Seldom

Salina Co-teaching Collaboration and Professional Development Video



Math Stations

L.A.

Materials: Book
Read a book
My Book Report-fill out
Read “How to Write a Summary.”
Write a summary.
Evaluate a peer using the rubric

My Drawing

Materials: Ruler, scissors, grid paper, and markers
Choose a picture
Draw the grid on your picture
Plot points on your picture
Identify the different parts of the picture and list all coordinate pictures
Choose the Scale Factor=_____ Shrink (÷) or Enlarge (×)
List all coordinate points
Draw your picture
Make sure to label your drawing with “Original” and “New Picture” including the Scale Factor

Technology

Materials: Calculator and Laptop
How I Spend My Day?
Fill Out Chart
Use Excel to create a pie graph and bar graph
Write a summary and include an analysis of your findings.
Make sure to save and use the student share drive to drop off document

Foldables

Materials: Loose-leaf Paper, Markers, scissors
Vocabulary Words
Write the word, define, and give an example
Design your foldable

Teach a Lesson

Teach, design an activity, and have a closure.

Co-teaching Approaches

- One Teaching~One Observing- (5-10%)
- One Teaching~One Drifting- (less than 20%)
- Station Teaching- (30-40%)
- Parallel Teaching- (30-40%)
- Alternative Teaching- (20-30%)
- Team Teaching- (20-30%)

Co-Teaching Models

Parallel Teaching

Station Teaching

Alternative Teaching

Station Teaching

- Each professional has separate responsibility for delivering instruction
- Lower teacher/student ratio
- Students with disabilities can be more easily integrated into small groups
- Noise level can be distracting
- Movement can be distracting

Parallel Teaching

- Lower teacher/student ratio
- Heterogeneous grouping
- Allows for more creativity in lesson delivery
- Teachers must both be comfortable in content and confident in teaching the content
- Should not be used for initial instruction

Alternative Teaching

- Helps with attention problem students
- Allows for re-teaching, tutoring, or enrichment
- Can be stigmatizing to group who is alternatively taught
- Special Ed teacher can be viewed as an assistant if he/she is always in alternative teaching role

Mathematics Lesson Hyperlink

- Jennifer and Sharkas

The Reality of Co-teaching Models in the Classroom

- Various groups based on DRA (Diagnostic Reading Assessment) Scores:
  - **Birds**
  - **Spiders**
  - **Moons**
  - **Light Bulbs**

The Reality of Co-teaching Models in the Classroom

- Various stations based on the integration of the components of literacy: reading, writing, listening, and speaking, and the learning styles: visual, auditory, tactile, and kinesthetic, to insure differentiated instruction:

Technology Center

Literature Circles

Writing Workshop

Guided Reading

SIOP -a Key Factor in the Realization of Co-teaching

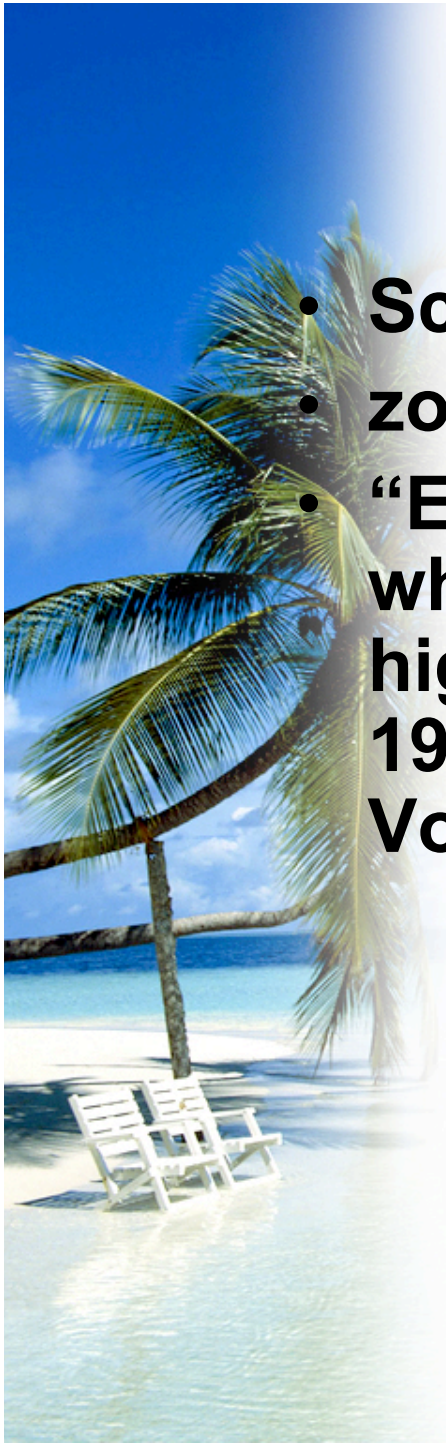
- **The Sheltered Instruction Observation Protocol (SIOP)**
  - **is a research based model of sheltered instruction that provides an effective approach for teaching both language and content**
  - **promotes a systemic approach to differentiated instruction on a daily basis**

8 Main Components of SIOP

- **Preparation**
- **Building Background**
- **Comprehensible Input**
- **Strategies**
- **Interaction**
- **Practice/Application**
- **Lesson Delivery**
- **Review/Assessment**

Preparation

- **stating content objectives both orally and in writing at the beginning of the lesson**
- **students make connections to their own knowledge and experience and are able to use them in real-life situations**
- **meaningful and natural interaction with language that promotes language acquisition rather than the conscious process of language learning**



Background

- **Schema**
- **zone of proximal development**
- **“Effective teaching takes students from where they are and leads them to a higher level of understanding (Krashen, 1985; Vygotsky, 1978).” (Echevarria, Vogt, and Short, 45)**

Echevarria, Jana and Short, Deborah

Comprehensible Input and Interaction

- **teachers modulate and adjust speech during their instruction so that the students understand the context**
- **appropriate level of scaffolding throughout the discourse by way of practices such as feedback as well as recasts in some situations**
- **students interact and do most of the talking and the teachers the listening**

Benefits of SIOP

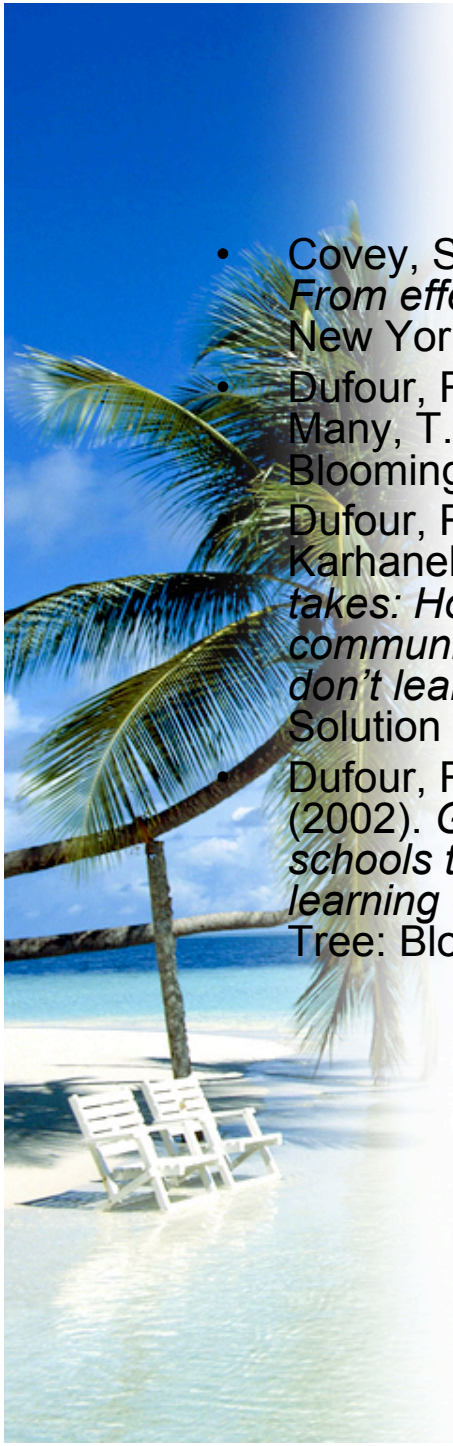
- **SIOP is a research based model of sheltered instruction that can be used both as an observation instrument as well as a lesson planning guide.**

- **The benefits of the research based SIOP model are numerous in content area instruction and, as it is being more widely implemented, it is being further developed everyday in the classrooms by teachers who realize its potential in their quest to meet the needs of every single student in their classroom.**

Why co–teaching?

- **to meet the needs of all students**
- **ensure that learning is student centered and not teacher centered**
- **implement successful differentiated instruction**
- **utilize the expertise of two teachers**

Presentation References



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