Co-Teaching that Works! 201

Dearborn Public Schools

August 18 & 19, 2016

Anne M. Beninghof

(720) 934-1508
www.ideasforeducators.com
www.caffeinatedlearning.com

anne@ideasforeducators.com

Twitter @annebeninghof
FaceBook @ Ideas For Educators

Success Story

Class

Objective:

Ideas:

Vocabulary Scaffold (sample)

Constraint – (noun) a limit or restriction
Synonyms - barrier, restriction

Sentence
The constraints of my schedule make it impossible for me to be at Tarver everyday.

Thumb Vote
Our teacher gave us constraints on what to include in our poster project.

Mr. Trujillo sang constraint at the school talent show.

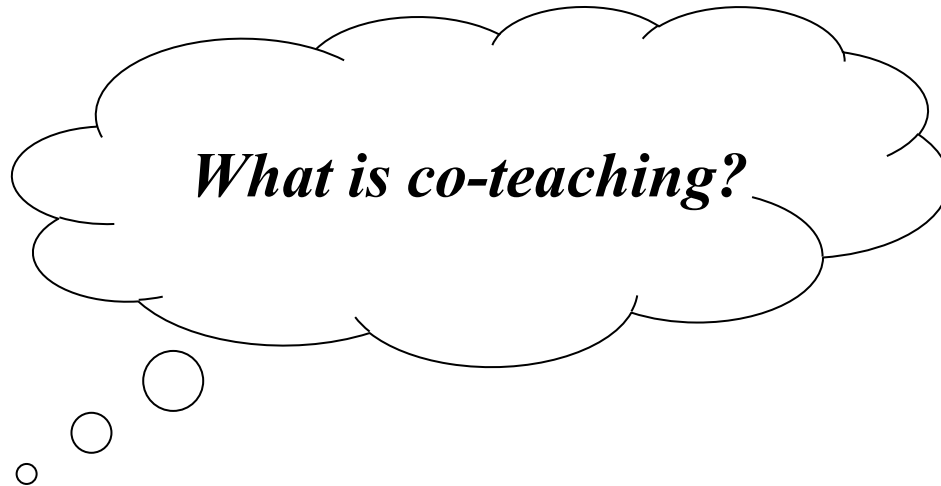My parents have placed a constraint on what I can do this weekend as part of my punishment.

The constraint was fun!

Complete
My _____ placed a constraint on _____.

Your Turn:

What is co-teaching?

- Two or more *adults*
  SLPs, OTs, PTs, ELL and Literacy Specialists – anyone who is available!

- Simultaneously instructing a heterogeneous group of students
- In a coordinated fashion

Co-teaching is not…

- One teacher acting like a helper
- Just 'showing up'
- Ignoring the needs of students with IEPs
- Teaching the same old way

"Specially Designed Instruction" means

adapting...the **content**, **methodology**, or **delivery** of instruction

- to address the unique needs of the child that result from the child's disability

- to ensure **access** of the child to the general curriculum, so that the child can meet the educational standards that apply to all children

Planning is to *Specially Designed Instruction*

as

_____ is to _____

What's the Difference?

High Yield Instructional Strategies	Specially Designed Instruction
• An approach to teaching in ways that address learning needs of students, with the goal of maximizing learning	• Adapting content, methodology or delivery of instruction to meet the unique needs of child with a disability to ensure access to general education curriculum
• Done for all students, including students with disabilities	• Done for students with IEPs
• Based on best practice research	• Based on IEP
• Determined by district, school or teacher	• Determined by IEP team members
• Examples	• Examples

Overview of Models

Models	Description	Pros	Cons
Duet	Both teachers share the entire instructional process.	Most integrated for students Fully utilizes all expertise	Most time intensive
Lead and Support	Teacher A does up front planning in isolation. Teacher B is fully involved in daily planning, implementation and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Speak and Add/Chart	Teacher A leads and Teacher B adds visually or verbally.	Little co-planning time Almost anyone can do this	Can step on toes Underutilization of Teacher B's expertise
Learning Style	Teachers plan lesson and divide responsibilities by learning modalities. Teacher A might plan a visual and auditory component, while Teacher B plans a tactile/kinesthetic component.	Insures that all learning modalities are incorporated into instruction	Assumes that teachers will tolerate activity in the lesson
Complementary Instruction	Teacher A focuses on curriculum. Teacher B focuses on access or complementary skills through mini-lessons or input.	Sets up clear expectation that specialized instruction will be provided in general education setting	May slow down pacing
Adapting Model	Teacher A leads, while Teacher B wanders the room, providing adaptations as needed.	Very little co-planning time Focused expertise	Instructional changes are superficial rather than foundational
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Multiple readiness levels are addressed Focused expertise	Possible feel of "tracking"
Station Teaching	Teacher A leads the class while Teacher B pulls a small group of students to the side of the room for direct instruction.	Intense, direct instruction for a small group of students	May be embarrassing for students who are pulled aside
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group.	Increased participation rates due to smaller group size Effective for limited materials	Requires equal expertise if used for direct content delivery

Co-Teaching Cafe

Duet

Lead and Support

Speak/Add

Learning Style

Adapting

Complementary

Parallel

Station

Skill Groups

Mirror
(2 groups)
Each teacher teaches the **same objective at the same time (groups do not switch)**

|	
Teacher 1 Group A	**Teacher 2 Group B**

Variations
Vary groups through the use of **Differentiation**
• Apply different **Teaching Styles** • Each group offers different **Learning Styles**
or **Multiple Intelligences** options • Vary by using differentiated **Assessments**

Flip/Flop
(2 groups)

After a timed interval, groups switch from one teacher to the other.
Two Objectives. Each teacher teaches a **Different Objective to their group**

Teacher 1 Group A	**Teacher 1 Group B**

(groups switch)

Teacher 2 Group A	**Teacher 2 Group B**
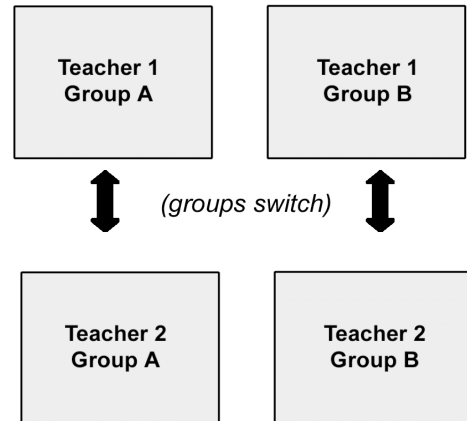
Variation
• Specific skill stations without flip/flop (2 different objectives based on data)

Flip/Flop Switch
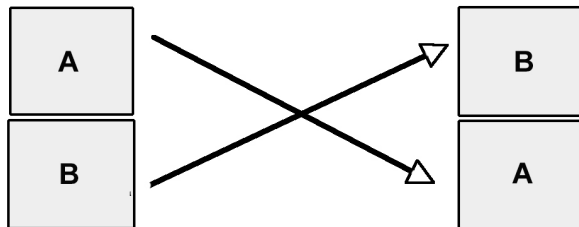### (2 groups)
Two or three teaching objectives
Data based groups. Teacher 1 teaches the main lesson, Teacher 2 PRE-teaches the lesson. After an interval, groups switch.
The pre-taught group then receives the same lesson from Teacher 1.
The lesson group receives RE-teaching or ENRICHMENT from Teacher 2.
Teacher 1 (Main Lesson)
Teacher 2 (Pre-teach/
Re-teach/Enrich)

A	**B**
B	**A**

Variations

• Each group receives initial pre-teaching lesson based on data-driven decisions.
• Students receive initial lesson (mirror style) then students are regrouped for re-teaching purposes.

3 Station Rotation
(3 groups: two teacher groups and one independent group)
Three teaching objectives
Each teacher instructs a group, and a third group completes an independent activity. After a timed interval, the groups switch. The students participate in all three groups.
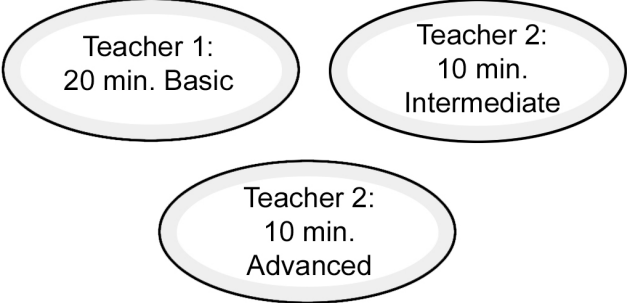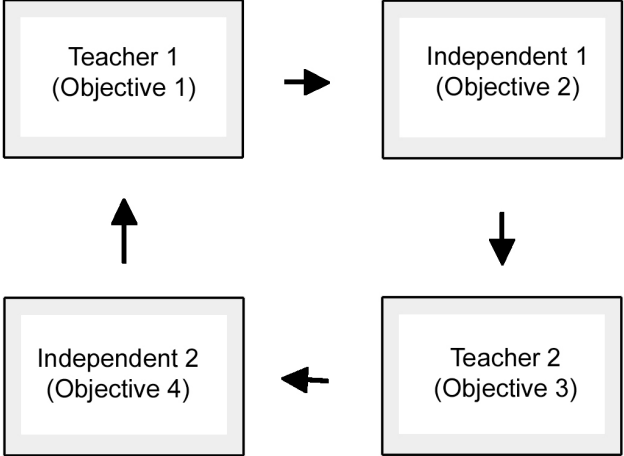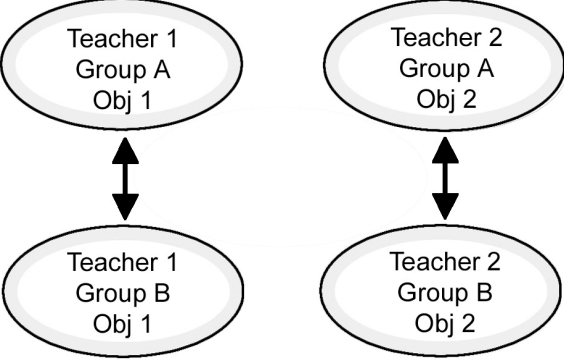*Note: In the independent group, students may work or sit: alone, in pairs, or as a group.*
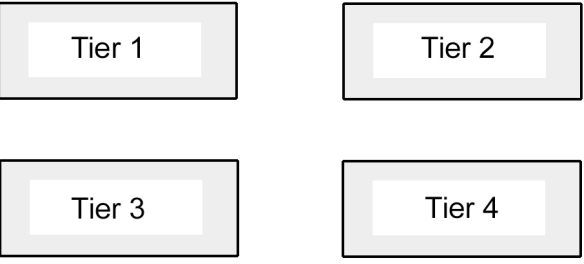
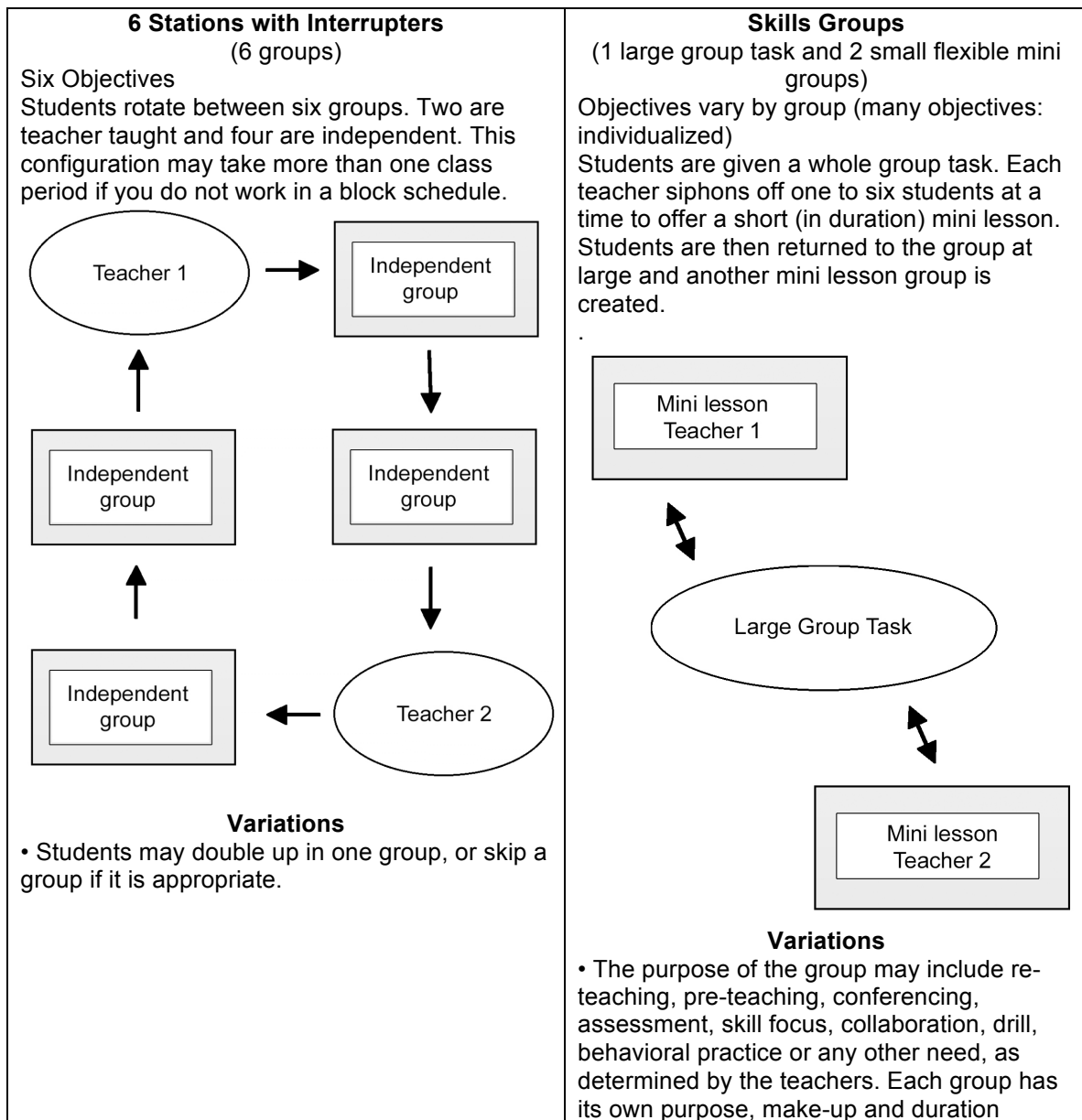| Teacher 1 Objective 1	→	Teacher 2 Objective 2

Independent Objective 3
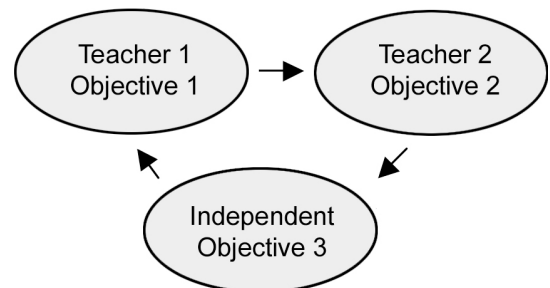
Variations
Three stations, but students only participate in two groups, with the following determined by the data:
• One teacher group and one independent group • Two teacher groups, no independent group

3 Station Tiers

(3 groups: all teacher taught for some time)
One objective, tiered for maximum student success (NO Rotation)
Teacher 1 teaches the basic group (example: 20 minutes), Teacher 2 splits the same amount of time between the two other groups (example: 10 minutes teaching the intermediate group / then 10 minutes teaching the advanced group - teaching is alternated with independent work)

Teacher 1:
20 min. Basic

Teacher 2:
10 min.
Intermediate

Teacher 2:
10 min.
Advanced

Variation
• Teacher 1 spends 20 minutes enriching the advanced group and Teacher 2 spends 10 minutes teaching the other two groups.

4 Station Rotation

(4 groups: 2 teacher taught, 2 independent)
Four objectives Students spend time with each teacher and complete/participate in two independent tasks.

Teacher 1 (Objective 1)	→	Independent 1 (Objective 2)
↑		↓
Independent 2 (Objective 4)	←	Teacher 2 (Objective 3)

Variation
• Students may complete the rotations over two days instead of one.

4 Stations with one Teacher Flip/flop

(4 groups)
Two Objectives
The class is spit in half and each teacher alternates between an instructional group and an independent group. Students only see one teacher.

Teacher 1
Group A
Obj 1

Teacher 2
Group A
Obj 2

↕

↕

Teacher 1
Group B
Obj 1

Teacher 2
Group B
Obj 2

Variations
• Teachers have the same objective for each group • Teachers have different objectives for each group based on student needs.

4 Stations with Tiers

(4 groups)
One objective (NO rotation by students)
Each group works with a teacher for a specified amount of time, then the teacher moves to a second group. The lesson content is the same, but the lesson is differentiated for the various ability group levels.

Tier 1	Tier 2
Tier 3	Tier 4

Variation
• You may have one basic, two intermediate and one advanced group or any other ability combinations that make sense.

6 Stations with Interrupters (6 groups)	**Skills Groups** (1 large group task and 2 small flexible mini groups)
Six Objectives Students rotate between six groups. Two are teacher taught and four are independent. This configuration may take more than one class period if you do not work in a block schedule.	Objectives vary by group (many objectives: individualized) Students are given a whole group task. Each teacher siphons off one to six students at a time to offer a short (in duration) mini lesson. Students are then returned to the group at large and another mini lesson group is created. .

```
      ┌───────────┐          ┌──────────────┐
      │ Teacher 1 │─────────▶│ Independent  │
      └───────────┘          │    group     │
           ▲                 └──────────────┘
           │                        │
           │                        ▼
  ┌──────────────┐          ┌──────────────┐
  │ Independent  │          │ Independent  │
  │    group     │          │    group     │
  └──────────────┘          └──────────────┘
           ▲                        │
           │                        ▼
  ┌──────────────┐          ┌───────────┐
  │ Independent  │◀─────────│ Teacher 2 │
  │    group     │          └───────────┘
  └──────────────┘
```

```
      ┌──────────────┐
      │ Mini lesson  │
      │  Teacher 1   │
      └──────────────┘
              ↕
         ┌──────────────┐
         │ Large Group  │
         │    Task      │
         └──────────────┘
              ↕
      ┌──────────────┐
      │ Mini lesson  │
      │  Teacher 2   │
      └──────────────┘
```

Variations
• Students may double up in one group, or skip a group if it is appropriate.

Variations
• The purpose of the group may include re-teaching, pre-teaching, conferencing, assessment, skill focus, collaboration, drill, behavioral practice or any other need, as determined by the teachers. Each group has its own purpose, make-up and duration

"Advancing Co-teaching Practices: Strategies for Success" **© Sonya Heineman Kunkel 2012, www.amazon.com**

Lesson Plan for:
Standard
Target

Have we considered the following elements?

- o Aud/ Visual Perception
- o Modeling
- o Practice
- o Student Choice
- o Novelty
- o Connections

- o Formative Assessment
- o VAKT
- o Vocabulary
- o Participation
- o Varied groupings
- o Retention

- o Sim/Differences
- o Technology
- o IEPs/Accommodations
- o Reflection
- o Other:

Assessment Plan:

General Approach	
Activator	How will we challenge?
Body	
	How will we support?
Closure	

Lesson Plans for _____

Monday	Tuesday	Wednesday	Thursday	Friday
Learning Target	Learning Target	Learning Target	Learning Target	Learning Target
Assessment Plan	Assessment Plan	Assessment Plan	Assessment Plan	Assessment Plan
Activator	Activator	Activator	Activator	Activator
Body	Body	Body	Body	Body
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Participation Structure	Participation Structure	Participation Structure	Participation Structure	Participation Structure
Instructional Groups	Instructional Groups	Instructional Groups	Instructional Groups	Instructional Groups
Challenge	Challenge	Challenge	Challenge	Challenge
Supports	Supports	Supports	Supports	Supports
Closure	Closure	Closure	Closure	Closure
Lesson has: ☐ Tactile/Kinesthetic ☐ Talk Stems ☐ Reflection ☐ Novelty ☐ Student Choice ☐ Memory/Retention	Lesson has: ☐ Tactile/Kinesthetic ☐ Talk Stems ☐ Reflection ☐ Novelty ☐ Student Choice ☐ Memory/Retention	Lesson has: ☐ Tactile/Kinesthetic ☐ Talk Stems ☐ Reflection ☐ Novelty ☐ Student Choice ☐ Memory/Retention	Lesson has: ☐ Tactile/Kinesthetic ☐ Talk Stems ☐ Reflection ☐ Novelty ☐ Student Choice ☐ Memory/Retention	Lesson has: ☐ Tactile/Kinesthetic ☐ Talk Stems ☐ Reflection ☐ Novelty ☐ Student Choice ☐ Memory/Retention

Mini Lesson Teaching Point:
Using Elements of Opinion Writing with Textual Evidence
CCSS Targeted Standards: W.4.2, W.4.7 and W.4.8
CCSS Supported Standards in Mid-Workshop: No Mid-Workshop
Mid-Workshop Reminder:
No Mid-Workshop
Materials: • *Elements of Opinion Writing using Text Based Evidence Anchor Chart* (displayed and individual copies) • *The Benefits of Homework Exemplar* (displayed and individual copies)

Outline of Lesson:
- Framing:
  - Compliment students on the writing accomplishments of the year thus far.
  - Introduce today's teaching point – **Using Elements of Opinion Writing with Textual Evidence**.
- Modeling and Guided Practice:

  Please note: Today's lesson combines the Modeling and Guided Practice components. Due to the amount of time needed for the Modeling and Guided Practice, there is no Independent Writing today.
  - Identify author's purpose of opinion writing using text-based evidence.
  - Distribute *Elements of Opinion using Text Based Evidence Writing Anchor Chart.*
  - Chorally read and think aloud the purpose of opinion writing using text-based evidence.
  - Read and paraphrase the first bullet under Common Characteristics.
  - Distribute exemplar, *The Benefits of Homework.*
  - Chorally read and think aloud the purpose of the title *The Benefits of Homework.*
  - Read and paraphrase the bullets under introduction.
  - Chorally read and stop intermittently to engage students in finding evidence of the anchor chart characteristics in the introductory paragraph of *The Benefits of Homework.*
  - Share out.
  - Read and paraphrase the bullets under body paragraphs.
  - Chorally read and stop intermittently to engage students in finding evidence of the anchor chart characteristics in the first body paragraph of *The Benefits of Homework.*
  - Share out.
  - Continue the same process for Body Paragraphs 2 and 3.
  - Read and paraphrase the bullets under closing.
  - Chorally read and stop intermittently to engage students in finding evidence of the anchor chart characteristics in the closing paragraph of *The Benefits of Homework.*
  - Remind students there are no right or wrong opinions, everyone has different opinions and we must be respectful of different opinions.

Tactile Ideas For Increasing Access to Text
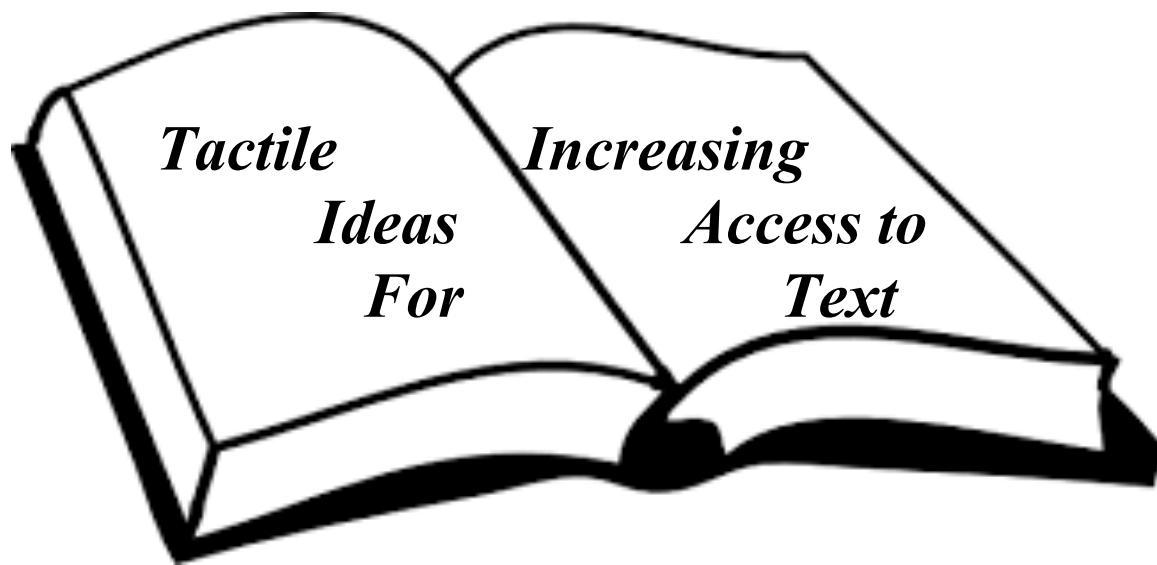
- Highlighter Tape

- Sticky Arrows

- Restickable Dots

- Colored Acetate Strips

- Post its

- Wikki Stix

- Clear Plastic Covers

- Focus Tools

- Work Masks

- Other:

Special Education Co-Teaching Schedule

	M	*T*	*W*	*Th*	*F*
7:55- 8:50	*Indirect Support*	*Indirect Support*	*Indirect Support*	*Indirect Support*	*Indirect Support*
8:55 – 9:45	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*
9:50 - 10:30	*Prep*	*Prep*	*Prep*	*Prep*	*Prep*
10:35 – 11: 25	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*
11:30 – 12:05	*Lunch*	*Lunch*	*Lunch*	*Lunch*	*Lunch*
12:15 – 1:05	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*
1:10- 2:00	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*	*Co-Teach*
2:05 – 2:55	*Learning Center*	*Learning Center*	*Learning Center*	*Learning Center*	*Learning Center*

OR

	M	*T*	*W*	**Th**	*F*
7:55- 8:50	*Learning Center*	*Learning Center*	*Learning Center*	**Indirect Support**	*Learning Center*
8:55 – 9:45	*Co-Teach*	*Co-Teach*	*Co-Teach*	**Indirect Support**	*Co-Teach*
9:50 - 10:30	*Prep*	*Prep*	*Prep*	**Prep**	*Prep*
10:35 – 11: 25	*Co-Teach*	*Co-Teach*	*Co-Teach*	**Indirect Support**	*Co-Teach*
11:30 – 12:05	*Lunch*	*Lunch*	*Lunch*	**Lunch**	*Lunch*
12:15 – 1:05	*Co-Teach*	*Co-Teach*	*Co-Teach*	**Indirect Support**	*Co-Teach*
1:10- 2:00	*Co-Teach*	*Co-Teach*	*Co-Teach*	**Indirect Support**	*Co-Teach*
2:05 – 2:55	*Learning Center*	*Learning Center*	*Learning Center*	**Learning Center**	*Learning Center*

Special Education Co-Teaching Schedule

	1	2	3	4	5	6	7
Teacher A **English**	English	English		English			PLAN
Teacher B **History/SS**			History/SS	PLAN	History/SS	History/SS	
Teacher C **Science**			Science			Science	PLAN
Teacher D **Math**	Algebra I Part 1	Algebra I Part 1		PLAN		Algebra I	
SPED **Teacher 1**	Co-Teach with Teacher A	Co-Teach with Teacher A	Co-Teach with Teacher C	Co-Teach with Teacher A	IND PLAN/ CASE MANAGE	Co-Teach with Teacher C	CO-PLAN (A/C)
SPED **Teacher 2**	Co-Teach with Teacher D	Co-Teach with Teacher D	Co-Teach with Teacher B	CO-PLAN (B/D)	Co-Teach with Teacher B	Co-Teach with Teacher B	IND PLAN/ CASE MANAGE
SPED **Teacher 3**				CO-PLAN with Teacher D		Co-Teach with Teacher D	

17

Maximizing Co-Planning Time

Ten Tips for Advancing Your Practice

1. Notify each other in advance of planning. List the essential understandings to be taught, key concepts and points to discuss.

2. Exchange teaching materials before you meet.

3. Make an appointment.

4. Start and end on time.

5. Stick to work related issues, stay on task.

6. Save 5 minutes for social times at the end of the meeting, if needed.

7. Schedule your next collaborative meeting before you end.

8. Stick to a 15-20 minute time frame.

9. Keep a running log of your agenda and your meeting notes. Leave this log in a convenient place for both teachers to add to before the next meeting.

10. Speak from a "we" or "I" point of view and not from a "you" point of view.

Co-Planning Meetings for Lesson Design

Topics to Discuss

How is it going? How well are students accomplishing the standards and objectives? What does assessment show?

Where do we want to go next? What specific standards and objectives need to be taught?

How will we differentiate? What methods or approaches can we utilize that will include various student learning styles, student interests and readiness levels?
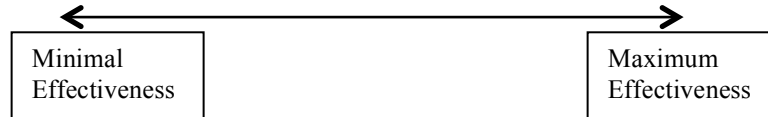
What assessment procedures will be used to provide feedback?

Which co-teaching models will work best? Which adult will take responsibilities for which tasks?

Reflective Questions for Co-Teaching Teams

Where does our team fall on a continuum such as the one below, in each of the various areas

Minimal Effectiveness ←————————————→ Maximum Effectiveness

Area	Guiding questions/thoughts/examples

Level of Engagement
  Students
 	
  Adults
	How engaged are the students?
	What else can we do to keep them more engaged?
	Vocal qualities
	Role switching
	Debating
	Group work
	Paper tasks
	
	Are there times when one adult is underutilized?
	Are all adults feeling fully utilized?
	Are there talents that are not tapped into?
	When one is leading, what are things the other adult(s) can be doing?
	How comfortable/confident are we with our roles?

Differentiation	How are we adapting? Are we addressing IEP objectives? Are we addressing the needs of students who are ready for more? Are we teaching the necessary "access skills" as well as curricular content? Do we have the planning time to accomplish differentiation? Is our planning time structured to facilitate our goals?
Environment	Does the physical layout of the room support co-teaching? Are we using technology in an interactive manner? Are there ways that one or both adults could use technology in the class that may not be possible in a solo-taught class? Do our handouts/tests, etc. incorporate adaptations such as font choice and type size? What message does the classroom send about the roles of the adults? i.e. Mr. Jones' Class **or** Mr Jones' **and** Ms.Smith's Do we have a duplicate set of books, amplification devices, etc.? Do we use "our" language vs. "my" language?

Top 5 "To Do" List