

# ***Co-Teaching: I Can Make This Work!***

*December 14, 2016  
Dearborn Public Schools*

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# Co-Teaching Success Stories



Cause

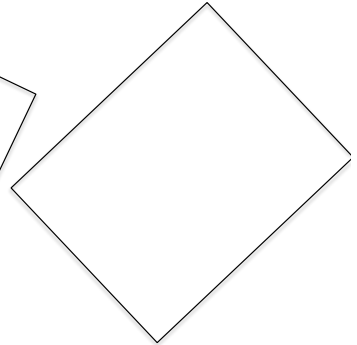
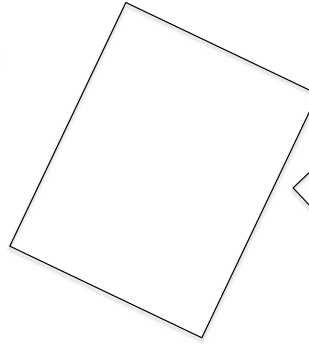
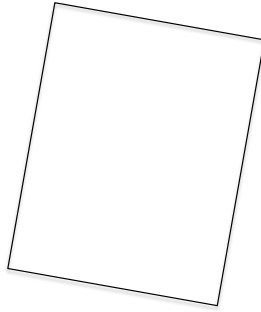
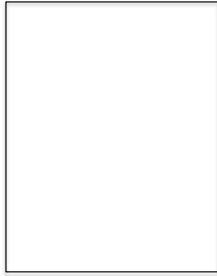
Effect

Effect

Effect

Cause

Cause



↑ "This caused this" ↗

↑ "and then this caused this" ↑

↑ "and then this caused this" ↑

Question the text. Did the author(s) make any errors? What makes you think so?

Question the text. Did the author(s) use any poor examples? What would you replace?

Question the text. Did the author(s) have a biased perspective? What makes you think so?

Question the text. Did the author(s) leave out something essential? What would you include?

Question the text. Does the fact that the text was written more than 5 years ago affect the information? If so, how?

Question the text. What societal pressures might have affected the way author(s) portrayed this topic?

Question the text. How could the author(s) have made this more appealing to students?

# Co-Teaching Challenges

# *Maximizing Co-Planning Time*

"Advancing Co-teaching Practices: Strategies for Success" © Sonya Heineman Kunkel 2012, [www.amazon.com](http://www.amazon.com)

## **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?



# Collaborative Solutions Worksheet

Date \_\_\_\_\_ Meeting with \_\_\_\_\_

Issue/Concern
---------------

Objective:

\_\_\_\_\_

Ideas
-------

Action Plan:

What?	Who?	When?

# ***Courageous Conversations***

*“There are times when it is your ethical responsibility to speak up on behalf of your students, no matter how uncomfortable it is.”*

## **TIPS**

- Craft and practice your statements of concern in advance.
- Sit at 10:00 and 2:00 with the table in front of you.
- Arrange a 3<sup>rd</sup> point at 6:00 – paper or a computer.
- Double check the time available right at the start.
- Try to mirror the other person’s body posture.
- Ask for the other person’s view and paraphrase your understanding.
- Ask questions – lots of questions.
- Set an agreed upon objective.
- Brainstorm ideas without judging.
- Record your agreement about next steps.
- Other:

# **Co-teaching Students with Significant Disabilities**

## **— an example**

**Lesson Overview:** “Social Justice versus Human Rights” A study of Frederick Douglass

1. Students create a working definition of “social justice” and how it is implemented in society.
2. Students will define “human rights” and describe what these rights are.
3. Students will make connections between human rights and social justice. How does one support the other?
4. Students will meet to discuss/justify findings.
5. Students will edit/revise findings on group “graffiti” graphic organizer
6. Students will present their small group notes to the class.
7. At the end of class, students will complete an exit slip, “What evidence do you have that the freed man attained social justice?”

Configuration: Teacher A will meet with the core group during the “do now” and pre-teach the vocabulary, while Teacher B monitors “do now” and goes over homework. Next, students will be grouped into heterogeneous groups of 4. Teacher A will work with groups 1,2,3. Teacher B will work with groups 4,5,6.

### **Accommodations and Modifications:**

*\*For a student with intellectual disabilities – a shortened summary of the text created from rewordify.com website. Identifying social justice and human rights would be done by matching the concepts with a definition on match cards. The student can verbally dictate the response of the exit slip to a peer partner.*

*\*For a student with no hands – use of cell phone that is voice activated with “Dragon Dictation” . For the graffiti text, the student will locate a graphic using voice activator and print pictures to be glued and pasted onto the graffiti by a peer.*

*\*For a student who cannot read the materials – The book will be loaded into the “Blio” app. Whereby the book or text will be read to the student and the student will listen with headphones. . Sticky notes with prewritten main ideas will be provided to the student for the student to match ideas to main ideas as discovered in the text during the listening session. A speech to text program for note-taking or an available scribe would help with note-taking. For the research, leveled texts would be provided in the content areas at the child’s independent level with pre-highlighted terms and main ideas.*

*\*For a student with no ability to verbally communicate, in a wheel chair, with a very low IQ – Student will be given symbol or pictorial representation of social justice and human rights created by Boardmaker and incorporated into their communication device. Vocabulary would focus on the two terms: social justice and human rights. The student will be given “yes” “no” questions that can be answered with a big Mac switch.*

# Sample IEP Goals for Students with Intellectual Disabilities

1. Given reading activities, STUDENT will increase his comprehension skills (either silent comprehension or language comprehension) from a pre-primer level to a primer level by his next IEP as measured by the informal Qualitative Reading Inventory (QRI.)
2. STUDENT will sit at an individual desk and work for 10 minutes 80% of the time.
3. Given a class situation when STUDENT is evidencing inappropriate behavior, he will indicate, with modeling and/or prompts, his feelings (frustration, discomfort, fear), and a more appropriate behavior and language (i.e. "help me" or tap a student to get his attention and sign "please move" or "it's my turn" or indicate to teacher that he needs to regroup and organize himself), 80% of the time.
4. By the annual review of the IEP, STUDENT will be able to use words to describe or name people, places, feelings, and things during group activities and teacher-directed instruction with 100% accuracy on 8 out of 10 trials.
5. When using assigned technology and/or paper pencil, STUDENT will write stories and simple explanations that include a beginning, middle and end, with 100% accuracy on 4 out of 5 writing samples.
6. Given two sets containing 10 or fewer concrete items, STUDENT will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to- one correspondence in 8 out of 10 trials.
7. Given a collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, STUDENT will determine the value of the collection with 100% accuracy on 8 out of 10 trials.



# **5** *Common Coaching Observations*

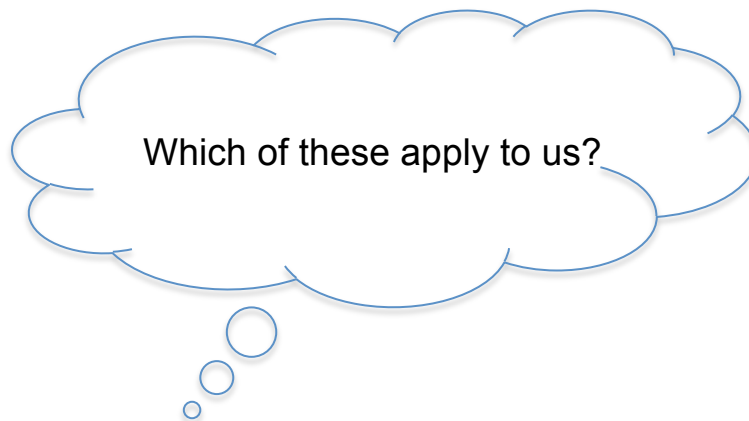
**1**

**2**

**3**

**4**

**5**



## Common SDI/Differentiation Strategies for the Co-Taught Classroom

<b>Books</b>	<b>Lecture</b>	<b>Worksheets</b>	<b>Discussion</b>
<ul style="list-style-type: none"> <li>• Highlighter Tape</li> <li>• Colored Fluency Strips</li> <li>• Rewordify.Com</li> <li>• Textcompactor.Com</li> <li>• Wikki Stix</li> <li>• Focus Tools</li> <li>• Sticky Arrows</li> <li>• Restickable Dots</li> <li>• Clear Plastic Covers</li> <li>• Audio Recording</li> <li>• Leveled Text</li> <li>• Digital Version</li> <li>• Personal Strategy List</li> <li>• Booster Bookmarks</li> <li>• Pre-reading Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Partially Completed Note-Taking Guide</li> <li>• Post-Its</li> <li>• Aha Light Bulbs</li> <li>• Stop For Popcorn</li> <li>• Partner Talk</li> <li>• Close Copy of Slides</li> <li>• PearDeck.com</li> <li>• Graphic Organizer or Thinking Map</li> <li>• Metacognitive Mapping</li> <li>• Video/audio recording</li> <li>• Chunking</li> <li>• Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• File Folder Mask</li> <li>• Highlighter Tape</li> <li>• Colored Sticky Dots</li> <li>• Sticky Arrows</li> <li>• Change In Font And Size</li> <li>• Extra Writing Space</li> <li>• Leveled Worksheets</li> <li>• Word Banks on Post Its</li> <li>• Post Its as Masks</li> <li>• Digital Version</li> <li>• Timeline for Completion</li> <li>• Personal Common Error List</li> <li>• Chunking</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Symbol Board</li> <li>• Talk Stems</li> <li>• Silent Think Time</li> <li>• Wait Time</li> <li>• Teacher Modeling</li> <li>• Participation Diamond</li> <li>• Think-Pair-Timed Share</li> <li>• Role Tip Cards</li> <li>• Picture Cues</li> <li>• Scripts</li> <li>• Blanket the Table</li> <li>• Four Square</li> <li>• Four Colored Marker Accountability</li> </ul>

# *Top 3 “To Do” List*

*1.*

*2.*

*3.*