Co-Teaching In High School

Every Child Counts Symposium
February 6, 2020

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Huntington Beach Union High School District
Outline

- District Level Support
- Outcomes
- Co-Teaching Design
- Challenges
District Considerations
<table>
<thead>
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<tbody>
<tr>
<td>53</td>
<td>58</td>
<td>64</td>
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## College and Career

<table>
<thead>
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<tr>
<td>A–G</td>
<td>6.4%</td>
<td>6.5%</td>
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<tr>
<td>Grad</td>
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<tr>
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<td>58.1%</td>
<td>83.8%</td>
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In the 2017-2018 school year, 21 Students increased their # of co-teaching sections between freshman and sophomore year.

In their first sophomore semester, 9 of the 21 maintained a GPA of 3.0 or higher and 10 of the 21 a GPA of 2.0 or higher.
Student Reported Data
How often do you receive help in your classes with two teachers? (times in a week)
90 responses

- 34.4% of respondents receive help 0 times in a week
- 31.1% receive help 1 time in a week
- 22.2% receive help 2 times in a week
- 11.1% receive help 3 times in a week
- 0% receive help 4+ times in a week
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I learn more in a class with two teachers than in a class with one teacher.

88 responses

Bar chart showing:
- 2 responses (2.3%) with a score of 1
- 4 responses (4.5%) with a score of 2
- 17 responses (19.3%) with a score of 3
- 21 responses (23.9%) with a score of 4
- 23 responses (26.1%) with a score of 5
- 21 responses (23.9%) with a score of 6
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I think my reading skills have improved this year.

89 responses

1 (1.1%)
2 (5.6%)
3 (15.7%)
4 (34.8%)
5 (29.2%)
6 (13.5%)
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I think my writing skills have improved this year.

88 responses

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
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<td>5.7%</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>20.5%</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>31.8%</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>27.3%</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>13.6%</td>
</tr>
</tbody>
</table>
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I would choose a class with two teachers next year.

88 responses
I feel comfortable asking both teachers for help.

90 responses

1 = strongly disagree / 6 = strongly agree
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I receive more help in a class with two teachers than a class with one teacher.

87 responses

Bar chart showing responses:
- 1: 5 (5.7%)
- 2: 2 (2.3%)
- 3: 6 (6.9%)
- 4: 22 (25.3%)
- 5: 23 (26.4%)
- 6: 29 (33.3%)
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

My classes with two teachers are better behaved than classes with one teacher.

90 responses

Bar chart showing the distribution of responses:
- 1: 3 (3.3%)
- 2: 5 (5.6%)
- 3: 20 (22.2%)
- 4: 27 (30%)
- 5: 20 (22.2%)
- 6: 15 (16.7%)
Teacher Reported Data
Co-teaching is beneficial to special education student success in a general education classroom.

14 responses

1 = strongly disagree / 6 = strongly agree
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

Co-teaching is beneficial to general education students.

14 responses

<table>
<thead>
<tr>
<th>Score</th>
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<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>14.3%</td>
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<tr>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>42.9%</td>
</tr>
</tbody>
</table>
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

Student behavior is easy to manage with a co-teacher present.
14 responses

Bar chart showing:
- 1 (7.1%) for 1
- 2 (14.3%) for 2
- 0 (0%) for 3
- 1 (7.1%) for 4
- 1 (7.1%) for 5
- 9 (64.3%) for 6
Co-teaching Data

1 = strongly disagree / 6 = strongly agree

I have gained new skills from working with a co-teacher.

14 responses
How to expand your co-teaching program:

**STEP 1: ADMINISTRATIVE SUPPORT**

- Ideally, this would be your AP who oversees Guidance/Master Scheduling along with the school site Principal.
- This process cannot be accomplished without this.

**STEP 2: Collect D/F data and A-G data for SWD**

- This data should be used to guide the team in compiling a prioritization of courses for co-teaching coverage based on student-data and needs.
- **English 1** should be the first consideration for co-teaching sections if they do not already exist at a school site, followed by Algebra I.
  - English 1X is not A-G and difficult to remediate
  - Ideally, a 9th grader who places at the Algebra 1 level will be placed in Co-teaching/Collab Algebra (if available) or General Education (or higher) Algebra to start, and then pulled back if necessary (LRE)
How to expand your co-teaching program:

STEP 3: START WITH SPED DEPARTMENT

- Discuss the expansion of co-teaching with SPED Department, using student data as a guide, and start to gather subject areas and names of GETs that SETs would like to work with.
- Once a list of requested teachers is compiled, the DCs along with the support of the Admin Team, should go out and begin recruiting those teachers.

- “Arranging Marriages“

STEP 4: WHOLE DAY MEETING

- SPED Team should gather for a meeting (whole-day preferable) to discuss student placement and determine which students should participate in Co-teaching coursework.
- Sample Google Form for Collecting Data
- Spreadsheet for Scheduling/Section Development
How to expand your co-teaching program:

STEP 5: NUMBERS AND SECTIONS

- Following student data-collection for course placement, DCs, Guidance Techs, and AP should meet to discuss numbers, sections, possible teachers, upcoming challenges. *will take at least 2-3 meetings*
- Creating co-teaching courses requires creativity & time.

STEP 6: Around this same time, the AP and SPED DCs should begin finalizing which courses will be offered along with co-teaching partnerships.

STEP 7: TRAINING

- All partnerships should attend a co-teaching training prior to the start of the upcoming school year/co-teaching course.
- Even if the SET or GET have attended before, if one of the partners has not been trained, then it is important for them to go together.

STEP 8: Develop master schedule and schedule students.
How to expand your co-teaching program:

Other To Do List Items:

- If placement in Co-teaching alters students’ SAI and placement, then an **amendment** is needed and parents need to be contacted.

- Co-teachers need to take **time to plan**/get ready for the new year and partnership.

- **Collect student data** at Quarter 1 and Semester 1 to review/evaluate the appropriateness of student placements.

- Set up opportunities for all co-teachers to **meet to discuss wins, struggles, tips, etc.**

- **Reevaluate partnerships** at the end of the school year and make changes as necessary.
  - Consistent partnerships are ideal, but there is also a “shelf life”

- When expanding, keep in mind that we want to **wean students off of co-teaching** by their senior year.
  - When you are first starting though, those early students may need more support, and then pull back as the program develops.

- Collecting your own **student/teacher satisfaction data** can help with the “selling point” for program expansion
Section Consideration

- Course Sequence
- Focus on Needs
- Range of Options
- Be Creative
A general definition of co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom.

It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.
What co-teaching is not:

- Co-teaching is *not having an extra set of hands* in the classroom.

- Co-teaching is not one person (usually the GET) teaching while the other person (usually the SET) roams around the classroom to provide assistance to students who need help with spelling, vocabulary, task directions, or attention to task or behavior issues.

- Co-teaching is not an arrangement in which one person takes the lead teaching on Monday, the other on Tuesday, etc.

- Co-teaching is not a time to schedule meetings/be out of the classroom. (*infrequent occasions are understandable*)

- Both teachers are over-qualified for any of the above scenarios and it is not fair to the students.
Why do we co-teach?

**Federal Laws/Rulings:**

- **IDEA, 2004**
  - *Individuals with Disabilities Education Act*
    - Guarantees that students will receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

- **Endrew F. v. Douglas County, 2017**
  - Progress must be more than “de minimus” (*Board of Education v. Rowley, 1982*), and “appropriately ambitious”
  - This ruling has created a greater push for students with disabilities to be educated amongst their peers in the general education setting.
  - Students must make adequate progress towards meeting the standards.
Why do we co-teach?

**Most Importantly, THE KIDS!**

Majority of the students in our Mild/Moderate Special Education Program have average to above average intelligence (IQ 90-110).

**GOAL:** 80% of our students will spend 80%+ of their educational day in the general education setting, which is equivalent to 1 special education class for students with 5-6 classes.

- Specific Learning Disability (SLD)
- Speech and Language Impairment (SLI)
- Autism
- Other Health Impairment (OHI) - ADD/ADHD
- Emotional Disturbance
Co-teaching Models Refresher

**Alternative teaching** is when one of the teachers pulls a small group of students for either a small period of time or the whole teaching period to either provide similar instruction or to provide targeted instruction.

- Reteaching, pre-teaching, alternate assessments
**One teach, One Assist** one instructor is leading the direct instruction while the other is either off to the side or towards the back of the classroom providing assistance to enhance student learning

- E.g. answering questions, cueing student's attention, and or redirecting attention
- Lecture, new/developing co-teaching partnership
- **Overuse** → imbalance of power and view of the “real teacher” by students
Co-teaching Models Refresher

**One teach, One Observe** one teacher is providing direct instruction while the other teacher is collecting formal data in the form of a chart or other instrument.

- Depending on the purpose of the observation, the teacher may collect information about one student, several students, or the entire class.
- **Overuse** → imbalance of power and view of the “real teacher” by students
Co-teaching Models Refresher

- **Parallel Teaching** the students are divided in half and then, each of the teachers provide instruction
  - Teach identical content to two small groups to increase engagement and comprehension.
  - Divide class and provide two different points of view related to the topic.
  - Used for tiered instruction based on skill levels, interest, type of materials used, or product produced.
Co-teaching Models Refresher

**Teaming** both teachers lead the instruction simultaneously and carry out equivalent activities and assume equivalent roles in the classroom.

- The teachers need to have experience working together and a strong relationship so that there is not miscommunication or "stepping on toes".
Stations  the content, time, and students are divided into three separate groups. The students rotate through each of the station during a class period. Two of the three groups are either teacher-led and or teacher-facilitated and the third group is an independent group.

○ This is your BEST FRIEND in co-teaching and results in the greatest level of learning

○ Ex. Webquest (Independent), direct instruction (Gen Ed Teacher), and vocabulary (SPED teacher)
There are 6 different models of co-teaching that can be used:

1. Alternative Teaching
2. One Teach, One Assist
3. One Teach, One Observe
4. Parallel Teaching
5. Stations
6. Teaming

With your co-teaching partner, write down what % of time do you think you use each of these models?
Ideal % of Use for the Co-teaching Models

There are 6 different models of co-teaching that can be used:

1. Alternative Teaching 20%
2. One Teach, One Assist <10%
3. One Teach, One Observe ~5%
4. Parallel Teaching 25%
5. Stations 30%
6. Teaming 10%

So how do we make the “Ideal” the reality???
Tips to Successful Stations:

- *Spend the first couple weeks training students on moving desks, rotating, etc.*
  - Different colored painters tape patterns on the floor can ease the set-up process
  - The beginning of the year activities (syllabus, get to know you, notebook setup) are great activities to start in stations
Tips to Successful Stations:

Station Grouping Options

- **Random** - can be used when the order of the content delivery does not matter
- **Low - Middle - High**
  - Be cautious overusing - kids can figure out the groupings → low group checking out
- **Learning style** (requires lots of planning)
Tips to Successful Stations:

- **Plan out groupings the class period before**
- **Save/adjust groupings at the end of a period for future lessons**
- **Always have a running assignment that students can work on if a station gets done early**
  - OPTION: This can be an assignment that will later count for extra credit, so a group that takes longer is not penalized if it is not completed
Station Rotation Options

1. **Low - Middle - High (STANDARD ROTATION)**
   - **Rotation 1:**
     - **Low** - SET for frontloading vocab
     - **Middle** - GET for direct instruction of content
     - **High** - Independent Activity (e.g. Webquest)
   - **Rotation 2:**
     - **Low** - GET for direct instruction
     - **Middle** - Independent Activity
     - **High** - SET for vocab
   - **Rotation 3**
     - **Low** - Independent Activity (has now had lots of content exposure before independent work)
     - **Middle** - SET for vocab
     - **High** - GET for direct instruction
2. **Low - Middle - High VARIATION/COMPLETE**

<table>
<thead>
<tr>
<th>Level of Student/Rotation #</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
<th>Rotation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td>Independent</td>
<td>GE Teacher</td>
<td>Independent</td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>SPED Teacher</td>
<td>Independent</td>
<td>GE Teacher</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td>GE Teacher</td>
<td>SPED Teacher</td>
<td>SPED Teacher</td>
</tr>
</tbody>
</table>

*Great for Essay writing, projects, bigger assignments; Typically assignments that may require greater review for SPED, or a higher level of differentiation between groups*
3. **Low - Middle - High VARIATION/INCOMPLETE**

<table>
<thead>
<tr>
<th>Level of Student/Rotation #</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Independent</td>
<td>GE Teacher</td>
</tr>
<tr>
<td>Medium</td>
<td>SPED Teacher</td>
<td>Independent</td>
</tr>
<tr>
<td>Low</td>
<td>GE Teacher</td>
<td>SPED Teacher</td>
</tr>
</tbody>
</table>

*Could be used when you have direct instruction and an assignment. SET would need to be comfortable with content for direct instruction of medium group.*
Universal Design for Learning (UDL)

- The concept that as educators design instruction, they should incorporate structures so that nearly all learners can access that instruction and benefit from it.
  - “Disabled” is not a separate category under UDL, it is on the continuum of learners

Differentiated Instruction

- Part of UDL
- It is proactively designed instruction so that each student can access the instruction, process, and make meaning of it, and demonstrate their mastery of it.
- *ALL teachers are responsible for this.*
The Vocabulary of Instruction

Modifications

- Rarely used and not for diploma-tracked students
- Significant changes made to the curriculum in order to enable a student in a general education environment.

Accommodations

- Instructional tools that enable a student with special needs to more readily access curricular content or to more easily demonstrated understanding of the content.
- ALL teachers are responsible for their implementation
  - Doe v. Withers, 1983
- Should be developed as a team and based on the PLOP and characteristics of the student’s disability(s)

Sample Accommodations for Students with M/M Disabilities
What are the roles of each co-teacher?

In short, the general educator is known as the content expert and the special educator is in charge of Special Academic Instruction or SAI:

- A.K.A. Specially Designed Instruction or SDI (Federal Term)

**General Educator Roles:**
- Curriculum
- Pacing
- Instruction
- Knowledge

**Special Educator Roles:**
- Process of Learning
- Individualization
- Documentation/IEP paperwork (YAY! ;)
- Emphasis on Mastery
- “Education Specialist”
The BIG question: WHAT IS SAI/SDI?
The BIG question: WHAT IS SAI/SDI?

- SDI is a fundamental right of students with disabilities
- Instruction that is directly matched to the students' specific needs as determined by individualized assessment
- SDI Changes can include
  - **Content** - specific reading or activities; standards are NOT reduced
  - **Methodology** - specific instructional approach utilized
  - **Delivery** - individual, small group, large group, whole class, general education, special education, etc.
How it appears on an IEP:

<table>
<thead>
<tr>
<th>Service</th>
<th>Specialized Academic Instruction</th>
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<tbody>
<tr>
<td>Provider</td>
<td>District of Service</td>
</tr>
<tr>
<td>Duration/Freq</td>
<td>100 min x 10 Totaling: 1000 min served Any other frequency or as needed</td>
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<tr>
<td>Comments</td>
<td>ROTATING BLOCK SCHEDULE OVER A TWO WEEK TIME SPAN - COTEACHING CLASSROOM (ENG AND ALG)</td>
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<tr>
<td>Location</td>
<td>Regular classroom/public day school</td>
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<td>Start Date</td>
<td>3/14/2018</td>
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<td>End Date</td>
<td>3/14/2019</td>
</tr>
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</table>

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Session Based

- 510 Regular classroom/public day school
- 520 Separate classroom in public integrated facility

CO-TEACHING
Examples of Reading/Writing SAI/SDI

★ Explicit/written Instruction in how to use graphic organizers
★ Modeling
★ Instruction in “Cloze” procedures
★ Mnemonic strategies
★ Use writing process checklist to track assignment completion
★ Cloze activities for introduction, thesis statement and/or concluding paragraph
★ Text Compactor
Examples of Mathematics SAI/SDI

★ Multi-sensory teaching strategies
★ Most to least prompts
★ Modeling
★ Direct instruction in computation and reasoning strategies, word problem strategies
★ Guided practice
★ Mnemonic strategies
Examples of Social/Behavioral SAI/SDI

★ Agenda or outline of assignments for each day
★ Oral directions combined with pictures, words, or diagrams
★ Differential reinforcement based on student preferences
★ Explicit instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.)
★ Visual or verbal prompts and cues while working
★ Guided practice with small, simple tasks or activities
★ Scaffolding instructions visual, written, and verbal
★ Organization techniques
"CO-TEACHING DOES NOT EXIST SOLEY TO BRING TWO TEACHERS TOGETHER. CO-TEACHING EXISTS TO SERVE STUDENTS."

-HOWARD
Primary Barrier to an Effective Co-teaching Partnership

TIME

Or lack there of.... :)
How do we effectively lesson plan and implement SAI with so little time?

The simple answer: Electronic Communication and Lesson Planning

- Specifically, this does not mean solely email.
- Email can be used but it is not sufficient, it is too linear, and often times gets lost or forgotten.
- Texting is good for short things.
- Ideally, it should take place in the “cloud” through a collaborative workspace.
How do we effectively lesson plan and implement SAI with so little time?

The general educator is responsible for the bulk of the “lesson planning” in terms of content of the lesson, grade level activities, and recommended assessment tools.

- The lesson information (documents, PowerPoints, etc.) should be shared with the special education teacher 3-5 days prior to the lesson date.
- It is important that the team develop a tentative schedule for a chapter or unit and that the schedule is followed as much and consistently as possible.
How do we effectively lesson plan and implement SAI with so little time?

The special educator is responsible for working-in/over-laying the SAI.

- SET will suggest/decide on the most appropriate co-teaching model
- SET will develop groupings of student
- SET can draft alternative forms of assignments, notes formats, assessments, etc.
- SET documents provision of SAI for required students
## Sample Electronic Planning Tool

### Weekly Lesson Plan for Co-teaching

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Target Students:</th>
<th>Co-Teaching Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(O) One Teach, One Assist/One Observe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(S) Station Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(P) Parallel Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A) Alternative Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T) Team Teaching</td>
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</table>

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>OBJECTIVES &amp; STANDARDS</th>
<th>LESSON ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>CO-TEACHING STRUCTURE</th>
<th>SPECIALY DESIGNED INSTRUCTION</th>
<th>MATERIALS/SUPPORT NEEDED</th>
<th>DATE</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>TUESDAY</td>
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<td></td>
</tr>
<tr>
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## Possible General Schedule for Planning

* May be used for more advanced partnerships*

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Group Rotation</th>
<th>Wednesday</th>
<th></th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New Lesson</td>
<td>M-L-H</td>
<td>Parallel Teach</td>
<td></td>
<td>Lab, Test, or Quiz</td>
</tr>
<tr>
<td>2</td>
<td>Flashback or Preteach</td>
<td>L-M-L</td>
<td>Activity</td>
<td></td>
<td>Catchup on Work</td>
</tr>
<tr>
<td>3</td>
<td>Activity</td>
<td>H-M-H</td>
<td>Parallel Teach - Review Activity</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th>Group Rotation</th>
<th>Thursday</th>
<th></th>
<th>KEY</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>New Lesson</td>
<td>M-L-H</td>
<td>Parallel Teach</td>
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<td>Ashleigh</td>
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<tr>
<td>7</td>
<td>Flashback or Preteach</td>
<td>L-M-L</td>
<td>Activity</td>
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<td>General Educator</td>
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<tr>
<td>8</td>
<td>Activity</td>
<td>H-M-H</td>
<td>Parallel Teach - Review Activity</td>
<td></td>
<td>Both</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Independent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Challenges

- Attitudes
- Preconceived Ideas
- Relationship Building
- Contract Language
- Training
- IEP Management
Comments? Questions? Thoughts? Concerns?