

# Co-teaching Defined

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*A partnership between the  
curriculum specialist and the  
learning specialist*



# Co-teaching Defined

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- ❑ Co-teaching is a service delivery model
- ❑ Co-teachers share instructional responsibility and accountability for a single group of students whom they both have ownership
- ❑ Co-teaching occurs primarily in a shared classroom
- ❑ Co-teacher's specific levels of participation may vary based on skill levels, instructional needs of students and comfort level of professionals



# What co-teaching is

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- ❑ A partnership between a special educator and general educator
- ❑ Increases individualized programming for all students
- ❑ An opportunity to increase *Differentiated Instruction* that benefits all students
- ❑ An opportunity to decrease student to staff ratios supporting all learning needs, styles, and ability levels
- ❑ Allows students with special needs to be educated with their non-disabled peers

# What co-teaching is *not*

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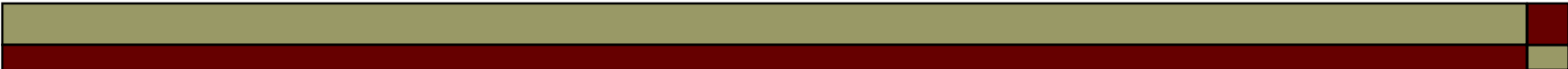
- ❑ Always having two teachers in the front of the room
- ❑ Special educator is not present in the role as “assistant”
- ❑ Taking the place of self-contained classrooms
- ❑ Special educators are not the “behavior police”
- ❑ Planning “on the fly”
- ❑ Tracking- *Increased staffing allows for increase in heterogeneous grouping in LRE for all students*



# Best Practice

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Co-teaching is building  
upon *current* Niskayuna  
Central School District  
practices



# What co-teaching is~

## *Building upon current practices*

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### **Direct Consultant Teacher Services -**

- Special education teacher pushes-in to general education classroom to support students with disabilities in LRE per IEP
- This service delivery model is utilized k-12
- We currently have **15** sections at the high school
- All elementary and middle schools use this model

# What co-teaching is~

## *Building upon current practices*

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- **IRP (Integrated Regents Program)**
  - Researched best practice in the Niskayuna Central School District for SWD's
  - **Co-teaching is utilized in this model**
  - This model was conceived in response to the New York State Standards initiative to phase out RCT and Local Diplomas
  - The conception of this program was to support students with disabilities in passing the NYS Regents Exams

# What co-teaching is~

## *Building upon current practices*

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- **HSAT- High School Assistance Program**

This model serves struggling learners in the general education population to provide academic, social, and organizational assistance for recommended students

- **The Co-teaching model would look to mirror the HSAT program's effective practices for SWD's:**

- Hand- scheduling students to have 3 core teachers and one special education teacher
- Common planning time (between special educator & general educator)
- Specialized Study Hall (except SWD would have specialized Resource Room)



# Understanding a Rationale for Co-Teaching ~ *Why Co-teach?*

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- ❑ A better education for *all* students
- ❑ Consistency in delivery of service k-12
- ❑ Less program fragmentation
- ❑ Less stigma for students
- ❑ Support and professional development for teachers
- ❑ Scheduling allows for co-planning
- ❑ Supports *Differentiated Instruction* to better meet the needs of all learning styles and abilities



# Understanding the Rationale for Co-Teaching~

## *Why Co-Teach?*

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- **Co-teaching supports federal and state initiatives:**
  - **NCLB**
  - **IDEA**
    - Adopted co-teaching in 2008 in special education continuum of services
  - **AYP** (Annual Yearly Progress for SWD)



# Benefits to General Education

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- ❑ High School general educators will have less special educators to connect with when supporting students in LRE
- ❑ Reduction in student to staff ratio
- ❑ Strategy specialist teaching in context increases recall, retention, progress, as evidenced in research with IRP program
- ❑ Supports general education teacher with SWD's in their classroom
- ❑ Supports an increase in Differentiated Instruction
- ❑ Less interruption (decrease in pull-out)
- ❑ Provides an added “set of eyes”

# Benefits to Special Education

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- ❑ Increases access to general education curriculum in LRE
- ❑ Decreases interruption of class time (elementary)
- ❑ Proactive model~ immediate feedback
- ❑ Collaboration supports ability for teachers to teach at students SWD's at instructional level through the co-planning process
- ❑ Heterogeneous grouping
- ❑ Reduced student to staff ratio
- ❑ Resource Room (H.S.) students will have common teachers, increasing effectiveness of support provided
- ❑ Continuity of service delivery k-12



# Co-teaching~

## *Defining Characteristics ~ Discussion Points*

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- Style/Approach
- Voluntary
- Parity
- Mutual problem/goal
- Shared responsibility
- Shared accountability
- Shared resources

# Transition Planning 2009-2010

## *Faculty*

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### *Communication:*

- **SSS Administrator presents co-teaching to:**
  - Directors & Principals
  - Faculty at the High School
  - Faculty at Elementary Schools
  - Faculty at Middle Schools
  - BOE
  - Parent Dessert Nights
  
- **SSS CORE Committee (elementary, middle & high) will focus on Co-teaching inviting the following members:**
  - General Educator
  - Special Educator
  - Principals
  - Directors

# Transition Planning 2009-2010

## *Parents*

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### □ *Communication:*

- Inviting parents to Student Support Service “Dessert Night” to present co-teaching and allow parents to share ideas & thoughts
- Information on co-teaching placed on all building websites
- Information on co-teaching on SSS website



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***Co-teaching Proposal***  
***2009-2010***

# **Co-teaching Proposal 2009-2010**

## **ELEMENTARY LEVEL**

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- ❑ **To ensure success, each building principal will work with faculty members to determine readiness and pace of co-teaching implementation at their school.**
- ❑ **Elementary schools will choose a co-teach partner school**
  - ❑ Visitations will take place
  - ❑ Co-teaching teams & principals will participate on SSS CORE
  - ❑ Half day professional development training will be scheduled throughout the Spring of 2009 and the following school year with Dr. Terry Ward (College of St. Rose)
  - ❑ Principals and co-teaching teams will provide periodic updates on co-teaching process to faculty

# Co-teaching Proposal 2009-2010

## MIDDLE LEVEL

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- Middle level special educators, general educators & ELA teachers received professional development in Differentiated Instruction (2008-2009, Alexia Ryan)
- Middle level special educators and general educators began co-planning specific units of study during monthly PD days (opposite faculty meetings)
- Co-teaching professional development Spring 2009 & throughout 2009-2010 school year with Alexia Ryan and Dr. Terry Ward.
- VA Piloting co-teaching at 3 grade levels

# Co-teaching Proposal 2009-2010

## HIGH SCHOOL ~ *Two Stage Process*

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### □ STAGE I

#### ■ Scheduling

- Tag SWD's to general educators to increase effectiveness of Consultant Teacher services and Resource Room model
- Hand Schedule general education & special education consult teams' schedules to ensure common planning and common push-in time
- Professional development scheduled for Spring 2009 & throughout the 2009-2010 school year for consult teams with Dr. Terry Ward from The College of St. Rose

# Co-teaching Proposal 2009-2010

## HIGH SCHOOL

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### □ STAGE II

- On-going professional development with Dr. Terry Ward on co-teaching 2009- 2011
- Co-teaching steering committee will be formed at the high school level to include the John Rickert, Dr. Shea, HSAT and IRP participants, special and general educators
- SSS CORE at the H.S. level will focus on co-teaching with representation from general education, special education and leadership
- Leadership, consultant teams and members of co-teaching steering committee will provide faculty with updates on co-teaching training and process at faculty meetings
- Implementation of co-teaching model Fall 2009
- Marilyn Friend, national presenter on co-teaching will collaborate with district leadership to design co-teach training, March 2010



# Evaluation of co-teaching

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- SSS CORE members and steering committee will come to consensus on the most appropriate manner in which to evaluate the success of Co-teaching. Criteria to be considered include:
  - Academic achievement
  - Social growth
  - Feedback from parents, regular and special education teachers, students

# Who else is doing co-teaching in the Capital Region?

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- **Guilderland CSD**
  - HS. English, Science and Math~ Implementing co-teaching at the elementary level
- **Bethlehem CSD (Middle and High school)**
- **Shenendehowa CSD (Middle and High school)**
- **Scotia-Glenville CSD (Implementation stage)**
- **Albany CSD (k-12)**
- **Mohonasen CSD (grades 3, 4, 5 and moving forward)**
- **Shalomont CSD (implementing at the elementary level)**
- **South Colonie**
  
- **OTHER**
- **Saratoga CSD**
- **Averill Park CSD**
- **Glens Falls CSD**

# Message from the Classroom

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- “We go together like peanut butter and jelly. Often in the class we’re so in sync, we finish each other’s sentences...And the kids see that. They see us working together and it helps them learn to work together.”
- “She (special educator) is such a master at making modifications~ I’d never think of those things on my own. I have learned so many great techniques that work for ALL my kids.”

*Coordinating for Reading Instruction: General Education and Special Education Working Together, August 2000*