

Co-Teaching to Improve Instruction for ALL Students

Abilene Public Schools


Chris Cooper, Assistant Superintendent

Gina Hullet, Interrelated Special Ed.

Kelly Hoover, 5th Grade Teacher



2013 KSDE Conference



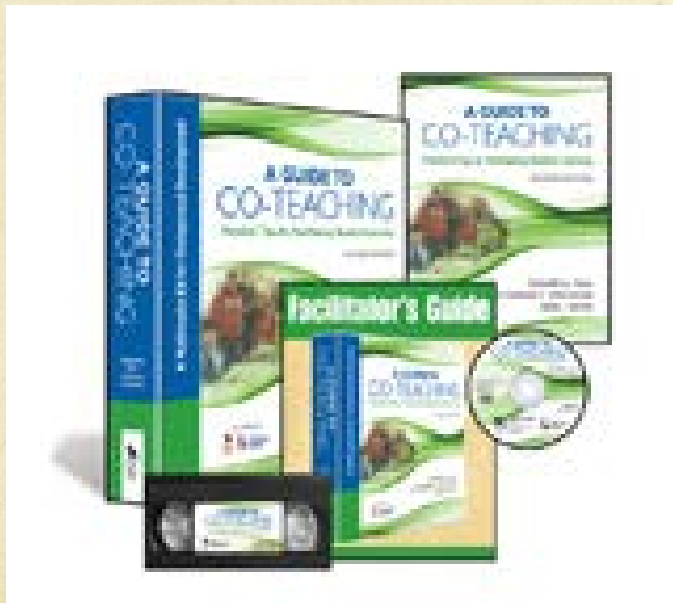
SPDGD(State Personnel Development Grant)

Objectives

- Increase implementation of evidence-based instructional practices within co-taught classes.
- Increase the implementation of evidence-based practices of early career special education teachers through mentoring.
- Increase implementation of evidence-based tertiary behavior supports within schools implementing MTSS.

TASN Co-Teaching Overview

- Ongoing professional development in collaboration with Rich Villa (a co-teaching expert, <http://www.ravillabayridge.com/>)



Abilene Co-Teaching Training

- 2012-2013 / 51 staff members: 6 Administrators, 35 teachers, & 10 Paraprofessionals Received Training From Dr. Villa.
- Chris Cooper was trained as a district coach & trainer.
- 2013-2014 / 11 more teachers and several paraprofessionals will receive training from Cooper
- Co-Teaching Teams will meet and be coached through observation and feedback by Cooper.
- Ongoing training in effective instruction, cooperative group structures, and differentiated instruction.

Co-Teaching is...

- two or more people sharing responsibility for teaching all of the students assigned to a classroom.
- a fun way for students to learn from two or more people who have different ways of thinking or teaching.
- a creative way to connect with and support others to help all children learn.
- a way to make schools more effective.

Four Co-Teaching Approaches

- **Supportive:** One teacher takes the lead instructional role and the other rotate among the students to provide support.
- **Parallel:** Two or more people with different groups of students in different sections of the classroom or building.

Co-Teaching Approaches cont.

- **Complementary:** Co-teachers do something to enhance the instruction provided by the other co-teacher
- **Team:** Two or more people do what the traditional teacher has always done. The responsibilities are equal.

What does it look like for us?





Who's classroom is it?



Which Student Has
an IEP?



Complementary / Parallel



Parallel Monitoring



Complementary / Team ??



MTSS / Co-Teaching Fit

- Transfer of skills from tier group to the general curriculum.
- Teacher knows the student's needs better and can plan modifications and accommodations for the classroom.
- Mini-lessons in class and in tier group ties it together for the students.
- Feedback loop from intervention groups to classroom.
- Brings it all together for the student.

What are the Benefits?

- Having a general curriculum expert and an intervention expert working together.
- Special education staff becomes more versed in general curriculum.
- Lower student to teacher ratio
- Fewer student behavior problems.
- More student engagement / Better student supports
- Teachers improve through professional conversations.
- STUDENT SUCCESS!

Keys to Success:

- Utilized, Shared Plan Time
- Focus on Instruction & Differentiation
- Co-Teacher's relationship & communication with each other.
- Make it about ALL students in the classroom.
- General education administrator support.

Next Steps

- Train new administrator, co-teachers, & support staff.
- Reflection on the current practices and adjust the sustainability plan.
- Offer professional development options for D.I., Cooperative Group Structures, & Effective Instruction.
- Add the behavior supports through MTSS.
- Ongoing coaching through observation & feedback.

Questions?

Contact Information:

Chris Cooper, Abilene Public Schools

ccooper@abileneschools.org

Kelly Hoover, Garfield Elementary

khoover@abileneschools.org

Gina Hullet, Garfield Elementary

ghullet@abileneschools.org

Shonda Anderson, TASN Co-Teaching Project

sanderson@ku.edu



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