Co-teaching Core Practice

16-17’ School Year

# Overview

Co-Teaching is a special education service delivery option (a formal component of the special education continuum) and a way to provide students with disabilities the special instruction to which they are entitled while ensuring that they can access the general education curriculum in the least restrictive environment. Co-teaching is a relatively new practice; special education formally began in 1973 and co-teaching was formerly introduced into the special education continuum in the 2004 version of IDEA. This guidance represents our latest thinking around how to ensure strong co-teaching program across our network.

# Co-teaching at Achievement First

At Achievement First, we are building an inclusive environment to ensure all scholars are able to achieve academically and behaviorally at high levels. Co-teaching is one vehicle for reaching inclusiveness. Additionally, co-teaching allows teachers to collect more data, provide more feedback, and offer more targeted support to lead students to the same rigorous academic and behavioral outcomes. It encompasses several proactive structures to respond to student struggles before that struggle manifests on a unit test or Interim Assessment.

During instruction, educators assume different roles as they move between different co-teaching models to meet specific learning objectives and scholar needs. Access to the general education curriculum is a legal requirement that emphasizes the importance of aligning instructional expectations with grade level content standards mandated of all scholars. In some instances, scholars with disabilities require modifications and/or accommodations to demonstrate proficiency or to develop foundational skills aligned with grade level standards.

Table of Contents

[**Co-Teaching Keys Indicators of Excellence 2**](#_Toc442772092)

[**Co-teaching over the Year 4**](#_Toc442772093)

[**Data and Measures 6**](#_Toc442772094)

# How to use this Core Practice

This provides and overview of our current thinking and tools. Reading this document, will position you to know the co-teaching expectations. For more in-depth pieces of guidance, refer to the [Co-teaching Hub](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Wiki/Co-Teaching.aspx) on Many Minds.

# Co-Teaching Keys Indicators of Excellence

Co-teaching when implemented with fidelity and adherence to our Key Indicators of Excellence and Fundamentals of Instruction have a proven track record of success. Co-teaching provides all our scholars with access to a rigorous core curricula as well as targets the specific needs of scholars in order to move them forward both academically and behaviorally.

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| **Key Indicator of Excellence** | **Co-Teaching (CTT/ICT)** |
| **BOY Meetings Part 1 (Coaches)**  *Establishing Partnerships* | Before School Year Begins:   * **Coach establishes expectations for communication, planning and initial implementation.** * Coach(es) collectively establish a long-term plan for maximizing instruction using two teachers that considers both range and cluster of students’ needs as well as teachers’ current performance. * Coach & Principal schedule initial co-observation (at least 1-2x/month). * Coach(es) execute effective initial expectations meeting with co-teachers. |
| **BOY Meeting Part 2 (Co-teachers)**  *Communicating establishing partnerships* | Before School Year Begins:   * **Coach(es) communicate(s) co-teacher expectations around communication, planning, and initial implementation after communicating teachers’ strengths and areas of growth.** * Coach(es) communicate(s) co-teacher LTP for maximizing instruction using two teachers. * Coach(es) ensure(s) clarity and alignment for ***initial*** “flow of the block”. |
| **Weekly Meeting**  *Developing the partnership & instruction* | Weekly:   * **Co-teachers give each other feedback and review the past week’s data and plan ways to respond.** * Co-teachers review upcoming week’s plans and establish tweaks to the flow of block based on the demands of the lesson/text and student needs both academically and behaviorally. * Co-teachers ensure both teachers know what they are doing each day. |
| **Unit Planning Meeting**  *Developing the partnership & instruction* | 2 Weeks Prior to Starting a New Unit:   * Co-teachers and Coaches unpack the unit together using the unpacking for co-teachers. (Overtime, this step can be done w/o coaches.) * Co-teachers and Coaches determine which flows to use on which days of the unit. |
| **Feedback**  *Developing partnership & instruction* | * **Co-teachers use a range of feedback structures** (during teaching, after teaching, and during weekly meetings) to ensure continual feedback that is consistently given and implemented. * When giving feedback, co-teachers are specific, name the action & impact, and touch on both interpersonal working relationship and instructional/management feedback. |
| **Co-Planning/Co-Reviewing Plans**  *Planning for targeted instruction* | **All scholars should receive targeted support that meets their individual needs academically and behaviorally.** Co-teachers work in collaboration to build the targeted support by considering the following pieces of information:   * Demands of the lessons & Key Understandings * Common pitfalls * Accommodations (academic and behavioral) * Modifications (academic and behavioral) * Scholar data/levels overall * Scholar data on prerequisite skills   With their co-teachers establish:   * Appropriate supports (academic and behavioral) * Each teachers roles in the lesson to maximize the two teachers * Response to confusion during the lesson (Individual and whole group) as well as reactive and proactive * Methods for collecting data during and after the lesson |
| **Classroom Culture around Inclusiveness** | **Co-teachers will work closely with each other and students to ensure a culture of inclusiveness.**  **Criteria for strong classroom culture in a co-taught classroom:**   * Scholars with special needs cannot be pinpointed by outsiders or scholars within the class * Groupings and support are continually changing based on the needs of scholars NOT based on whether they are receiving special services. * Inclusive language is employed to ensure that all scholars feel like a part of the classroom environment. * Students feel comfortable to reaching out to both teachers and view both teachers as authority figures. * Students are equally supported by both teachers. |
| **Teacher Skill & Teaching Model Match**  *Maximizing both Teachers* | **Coaches determine the teaching model to be used after considering content knowledge, management skills, pedagogical skills, and past results with scholars.**   * The strongest teachers should work with the scholars with the most needs. * Both teachers are developed in their craft but establish themselves by maximizing on their strengths to reach ambitious results with students. * Certification shouldn’t determine what role a teacher plays in the lesson. |
| **Data Collection**  *Maximizing both Teachers* | **Co-teachers have planned how they will collect and capture data, use data to react to student learning, and proactively anticipate what they will do with the data collected in the moment.**   * React to the data received on previous day’s lesson by planning a review or re-teach. * Collect data daily on the lesson taught as well as capture the data to be used immediately, the next day, and/or for the weekly meeting. * Collect data informally that can be reviewed at the end of the lesson quickly. * Use a common data capture and share system that allows teachers to easily see trends. |

# Co-teaching over the Year

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| **Phases of the Year** | **Week** | **Focus of School** | **Aligned Co-teaching Focus** | **Resources**  ***From the Co-teaching Hub*** |
| **Preparation** | Summer | Prepare for the Start of School | * Co-teacher BOY Expectations Meeting * Co-teacher working relationship * Systems and structures | * [BOY Meeting Agenda (Coaches)](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20Meeting%20Agenda%20(Coaches).docx) * [BOY Meeting Agenda (Teachers)](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20Meeting%20Agenda%20(Teachers).docx) * [BOY Co-teaching PD Session Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20PD%20-%20Co-Teaching%20VOE%20and%20Planning%20Meetings%20-Session%20Plan.docx), [PPT](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20PD%20-%20Co-teaching%20-%20VOE%20and%20Planning%20Meetings%20-%20PPT.ppt), and [Guided Notes](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20PD%20-%20Co-Teaching%20VOE%20and%20Planning%20Meetings%20-Guided%20Notes.docx) * [BOY Co-Teaching Rubric and Priorities PD](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/BOY%20PD%20-%20Co-teaching%20-%20Priorities%20and%20Rubric%20-%20PPT.ppt) |
| **Student Thinking and Engagement** | 1-6 | Core Culture & Academic Foundation | * Both teachers have a presence in the class * Normalizing movement into groups | * [Sample Routines and Procedures to move to Alternative and Parallel Models](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-teaching%20Routines%20and%20Procedures.docx) * [Co-teaching through Week 6](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-teaching%20through%20Week%206.docx) * [Annotating LP PD Session Plan, PPT, and Guided Notes](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Planning%20PD%20for%20Co-teaching%20-%20Session%20Plan%20and%20Guided%20Notes.docx) |
| 7-11 | Ratio | * Using Co-teaching predominantly for academic support * Using various models of co-teaching to target support | * [Co-teaching Models by Lesson Type](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-Teaching%20by%20Lesson%20Type.docx) * [Co-implementation Checklist](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-implementation%20Checklist.docx) * [Sample Co-teaching Plans](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Sample%20Co-teaching%20Planning%20Templates.docx) * [Co-teacher Survey #1](https://tss.typeform.com/to/sE7vPq) |
| 12-17 | Thinking Made Visible, Active Listening | * Data-driven co-teaching to create targeted supports | * [Data-Driven Co-teaching PD Session Plan](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Driven%20Co-teaching%20PD%20-%20Session%20Plan.docx), [PPT](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Driven%20Co-teaching%20PD%20-%20PPT.pptx), and [Guided Notes](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Driven%20Co-teaching%20PD%20-%20Guided%20Notes.docx) * [Data Driven Co-teaching Cheat Sheet](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Collection%20Co-teaching%20Feedback%20Cheat%20Sheet.docx) * [Co-teaching Observation and Feedback Cheat Sheet](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-teaching%20Observation%20and%20Feedback%20Cheat%20Sheet.docx) |
| **Aggressive Response to Data** | 18-25 | Rapid Feedback, Weekly Quizzes, Strong Interventions | * Data-Driven Co-teaching to create targeted supports and provide feedback | * [Co-teacher Survey #2](https://tss.typeform.com/to/sE7vPq) * [Sample Data Day Planning for Co-teaching](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Day%20Planning%20for%20Co-teachers.docx) |
| 26-31 | Rapid Feedback, Weekly Quizzes, Strong Interventions, Redo Cycle | * Data-driven co-teaching * High-impact small groups within co-teaching | * No additional resources |
| 31-End | Meeting Achievement Goals  Readiness for 17-18’ | * High-impact small groups within Co-teaching * Planning for co-teaching in 17-18’ | * [Co-teacher Survey #3](https://tss.typeform.com/to/sE7vPq) |

# Data and Measures

### Criteria for Success

**The academic and behavioral expectations are as high as every other class in the school**.

The scholars in the CTT class should make MORE academic growth than peers in other classes and this CTT section/class should perform similarly to other non-CTT sections/classes on proficiency assessments (IAs and state tests).

The CTT class is successful if …

* the **scholars with IEPs and struggling scholars in the class** **grow more** than their peers in other classes and other **mid-high performing scholars grow the same** (on average) as their peers in other classes. (Norm comparisons by comparing students with IEPs to scholars with IEPs in other classes, and general education students in the CTT class to general education students in peer classes.)
* the **CTT class average is within 5% points of non-CTT sections** on proficiency assessments (like IAs and state tests).
* the class has the same or **fewer behavioral referrals**, incidents, events etc. as peer classes

### Co-teacher Survey

Co-teacher Survey is given three times a year to all co-teachers. The initial survey results are used to both get a sense of co-teacher relationship and establish a baseline to measure against throughout the year. The winter or middle of year survey is used to measure against the goals. Finally, the spring or end of year survey is used for planning for the following school year and to measure against the baseline.

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| Survey Question Subtopics | Survey Data Analysis |
| * Communication * Roles and Responsibilities * Classroom Culture & Inclusiveness * Co-teacher Relationship * School Systems – Planning and Support | * By Question – compared to baseline * By School & Level across the network * By Teacher – Highest and Lowest * Teacher Specific Comments |

*\*For detailed questions please check out the* [*survey*](https://tss.typeform.com/to/sE7vPq) *itself.*

### IA Results by Co-taught Section

IA Results will be analyzed with a co-teaching lens to be able to measure against the Criteria for Success of Co-teaching. The [results](https://tableau.achievementfirst.org/views/CTTBreakouts/IAbySchool-Grade&?:embed=yes#3) will shows the following cuts:

* By School and Grade
* By Subject
* Growth by Teacher

These results should be used to both identify bright spots and find area of growth during Data Day Work.