Building an Inclusive Continuum: Investing in Co-teaching

Facilitator:

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| **School Leaders Will Be Able To:**   * See and define what strong co-teaching looks like inside and outside of the classroom. |

**Analyzing Data:**

**Your Job:** The charts below summarize IA2 Data that highlights the gap within the gap.

*THINK ABOUT: Are scholars with IEPs achieving at high academic and behavior levels?*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School/Subject** | **Demog.** | **IA2 - Math** | **Math Gap** | **IA2 - ELA** | **ELA Gap** |
| AF Bridgeport ES | IEP N | 72 |  | 50 |  |
| AF Bridgeport ES | IEP Y | 43 | -29 | 27 | -23 |
| AF Hartford ES | IEP N | 61 |  | 37 |  |
| AF Hartford ES | IEP Y | 44 | -17 | 21 | -16 |
| Amistad Academy ES | IEP N | 62 |  | 54 |  |
| Amistad Academy ES | IEP Y | 42 | -20 | 31 | -23 |
| Elm City College Prep ES | IEP N | 62 |  | 50 |  |
| Elm City College Prep ES | IEP Y | 33 | -29 | 33 | -17 |
| AF Apollo ES | IEP N | 62 |  | 49 |  |
| AF Apollo ES | IEP Y | 42 | -20 | 34 | -15 |
| AF Aspire ES | IEP N | 66 |  | 47 |  |
| AF Aspire ES | IEP Y | 60 | -6 | 40 | -7 |
| AF Brownsville ES | IEP N | 64 |  | 51 |  |
| AF Brownsville ES | IEP Y | 52 | -12 | 43 | -8 |
| AF Bushwick ES | IEP N | 77 |  | 52 |  |
| AF Bushwick ES | IEP Y | 65 | -12 | 41 | -11 |
| AF Crown Heights ES | IEP N | 68 |  | 51 |  |
| AF Crown Heights ES | IEP Y | 62 | -6 | 38 | -13 |
| AF East New York ES | IEP N | 70 |  | 54 |  |
| AF East New York ES | IEP Y | 53 | -17 | 36 | -18 |
| AF Endeavor ES | IEP N | 82 |  | 60 |  |
| AF Endeavor ES | IEP Y | 74 | -8 | 55 | -5 |
| AF Linden ES | IEP N | 74 |  | 46 |  |
| AF Linden ES | IEP Y | 57 | -17 | 19 | -27 |
| AF North Brooklyn Prep ES | IEP N | 78 |  | 48 |  |
| AF North Brooklyn Prep ES | IEP Y | 65 | -13 | 34 | -14 |
| AF Iluminar ES | IEP N | 71 |  |  |  |
| AF Iluminar ES | IEP Y | 62 | -9 |  |  |
| AF Providence ES | IEP N | 74 |  | 45 |  |
| AF Providence ES | IEP Y | 58 | -16 | 27 | -18 |
| AF Bridgeport MS | IEP N | 36 |  | 46 |  |
| AF Bridgeport MS | IEP Y | 21 | -15 | 30 | -16 |
| AF Hartford MS | IEP N | 26 |  | 45 |  |
| AF Hartford MS | IEP Y | 14 | -12 | 27 | -18 |
| AF Summit MS | IEP N | 34 |  | 41 |  |
| AF Summit MS | IEP Y | 23 | -11 | 27 | -14 |
| Amistad Academy MS | IEP N | 42 |  | 47 |  |
| Amistad Academy MS | IEP Y | 16 | -26 | 20 | -27 |
| Elm City College Prep MS | IEP N | 42 |  | 57 |  |
| Elm City College Prep MS | IEP Y | 16 | -26 | 33 | -24 |
| AF Apollo MS | IEP N | 58 |  | 57 |  |
| AF Apollo MS | IEP Y | 36 | -22 | 39 | -18 |
| AF Brownsville MS | IEP N | 54 |  | 62 |  |
| AF Brownsville MS | IEP Y | 28 | -26 | 44 | -18 |
| AF Bushwick MS | IEP N | 71 |  | 65 |  |
| AF Bushwick MS | IEP Y | 46 | -25 | 44 | -21 |
| AF Crown Heights MS | IEP N | 58 |  | 62 |  |
| AF Crown Heights MS | IEP Y | 37 | -21 | 47 | -15 |
| AF East New York MS | IEP N | 62 |  | 68 |  |
| AF East New York MS | IEP Y | 46 | -16 | 47 | -21 |
| AF Endeavor MS | IEP N | 57 |  | 58 |  |
| AF Endeavor MS | IEP Y | 34 | -23 | 44 | -14 |
| **TOTAL** |  |  | **-17.5** |  | **-17** |

**Co-teaching is the primary way we service scholars with IEPs in an inclusive environment to achieve academically and behaviorally at high levels. We serve the vast majority of our scholars in this setting.**

**Elements of Strong Co-teaching**

**Your Job:** Watch the video and record your responses below.

*What are 3 things that theses co-teacher did to drive towards stronger scholar learning/outcomes?*

|  |  |
| --- | --- |
| **Co-teacher Actions** | **Evidence** |
|  |  |
|  |  |
|  |  |

**Strong co-teach continuously collects, and uses data to meet the needs of ALL scholars via the various co-teaching models and targeted supports.**

**Data Driven Co-teaching Planning**

**Your Job:** Watch the video and record your responses below.

*What made this co-teaching meeting strong?*

|  |  |
| --- | --- |
| **Co-teacher Action/**  **Element** | **Evidence** |
|  |  |
|  |  |
|  |  |

**Strong co-teachers plan from the data to meet the needs of ALL scholars.**

**Setting up Strong Relationships**

**Your Job:** Watch the video and record your responses below.

What needs to be present in order for these co-teachers to have a strong co-teaching relationship?

|  |  |
| --- | --- |
| **Co-teacher Action/**  **Element** | **Evidence** |
|  |  |
|  |  |
|  |  |

**Strong co-teacher relationships lead is 50%+ of the work**

**Application: Building a Relationship**

**CO-TEACHER WORKING STYLE REFLECTION**

Directions: Independently, take 90 seconds to mark an “X” where you are likely to fall on each continuum.

Morning Person Night-time Person

Free-form Structured

Phone Call Text Message

Planning Trial & Error

After-school Decompress After-school Get Work Done

Reader Listener

Independent Worker Collaborator

Cluttered Neat Freak

Big Picture Detail-Oriented

Listener Talker

**Stop & Jot: Spectrum Working Style Reflection:**

|  |  |
| --- | --- |
| What implications do your similarities/differences have for your year together? |  |

**OUR Co-Teaching Preparation**

Directions – Please answer the “Make it Work” questions below with your partner and add any additional next steps that are missing.

**Make it Work!**

* To continue to build our relationship, we plan to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(ideas: make dinner, have coffee, camp out at school together)

* Our weekly co-teaching meeting will be held on at the following:

Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back up Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back up Location:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Our 3-5 Co-Teacher Meeting Norms:

|  |
| --- |
|  |

* Co-Teacher Meeting Time should be sacred. What are the only agreed up on reasons to reschedule this meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We will walk through the first unit and identify the need to knows vs. nice to knows aims with our coaches on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Initial Diagnostic Meeting - We will walk through our diagnostic data and identify students who will need proactive support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* We will talk through the first 2 weeks of LPs and think through how we’ll differentiate for different students (i.e. modified documents, provide accommodations, etc.) on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* We will meet to review students’ IEPS on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* We will call all the parents in our class by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Pre-Work: Get to know your co-teacher and connect.**

Teaching:

* My strengths and weaknesses as a teacher:
* Five words that describe me as a teacher:
* My favorite part of being a teacher:
* My least favorite part of being a teacher:
* What I expect of my co-teacher:
* My philosophy on grading:
* My “teaching” pet peeve:

Life:

* Where are you from?
* What brought you to teaching?
* Where do you see yourself in 1 year? In 5 years? In 10 years?
* What do you like to do for fun?
* What’s something that you want me to know about you as a co-teacher? As a person?

Planning:

* How do you plan? (on computer, UBD, first alone and then together, etc.)
* What do I include in my plans? Are they detailed (scripted) or general?
* How do I write my plans? What is the structure?

Working Together:

* What are some of the ways that we will continue to maintain / build our relationship (Examples: go to dinner, read a professional book together, meet for coffee, share life maps, etc.):

Planning to Co-Teach:

* Right now, the main hope I have regarding this co-teaching situation is:
* My philosophy regarding teaching students with disabilities in a general education classroom is:
* Ideally, I would like to have the following responsibilities in a co-taught classroom:
* The biggest obstacle I expect to have in co-teaching is:
* I think we can overcome this obstacle by:
* I have the following expectations in a classroom:
  + discipline
  + classwork
  + materials
  + homework
  + planning
  + modifications for individual students
  + grading
  + noise level
  + cooperative learning
  + parental contact
  + other