

Implementing Effective Co-teaching Models

Phase One:

Needs Assessment

and Program Planning



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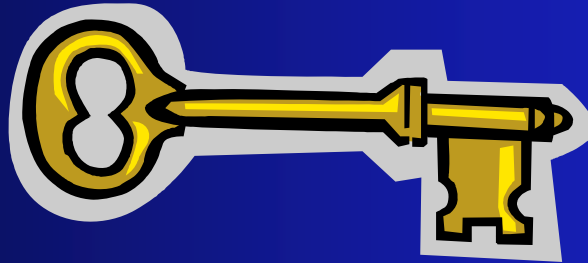
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Feb 10, 2005

Keymakers



**A rare few see a closed door,
try the knob,
if it doesn't open,
they find a key,
if the key doesn't fit...
they make one.**

HB5

Our purpose today is to....

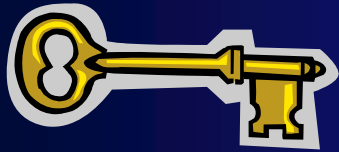
- Clarify the **meaning** of your work
- **Visualize** the **results** of significant change
- Recognize where you are **now** in comparison to **where you want to be**
- Identify **strengths** that will help you move forward
- Outline **positive actions** to move toward the results you want

We will do this by...

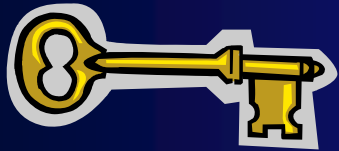


- engaging in an **interactive process**,
- sharing our unique perspectives and **diverse expertise**,
- generating **creative solutions** to mutually defined problems,
- and working towards an outcome that is **enhanced, altered and different** from the original solutions that any team member would produce independently.

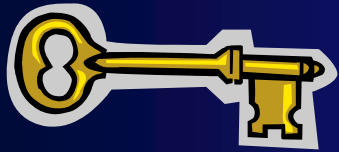
Five Key Elements For Change



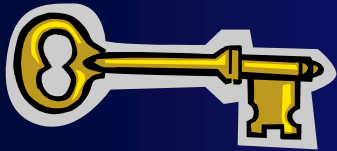
Common Vision



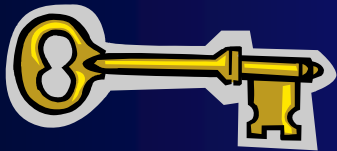
Incentive



Skills and Knowledge



Resources



Action Plan

Implementing Change

Vision	Skills	Incentive	Resources	Action Plan	Result
?	X	X	X	X	
X	?	X	X	X	
X	X	?	X	X	
X	X	X	?	X	
X	X	X	X	?	
X	X	X	X	X	*Change*

(Knosler, 1991)

HB 6

Implementing Change

Vision	Skills	Incentive	Resources	Action Plan	Result
?	X	X	X	X	Confusion
X	?	X	X	X	Anxiety
X	X	?	X	X	Resistance
X	X	X	?	X	Frustration
X	X	X	X	?	Treadmill
X	X	X	X	X	*Change*

(Knosler, 1991)

Change Is About Individuals

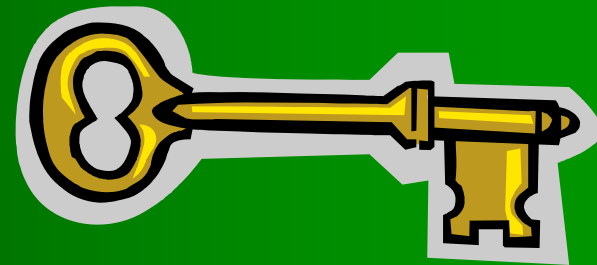
Change is **highly personal** while at the same time deeply **imbedded in the systemic structure** of an organization.

Change is primarily about **individuals and their beliefs and actions**, rather than about programs, materials, technology and equipment.

-Villa and Thousand

Vision for Change

How do we visualize the results of our work? What will co-teaching look like in our school and our classrooms?



Defining Co-teaching

Review the three definitions on page 7 of your handbook. Identify four common elements. Share your answers with your team.

HB7



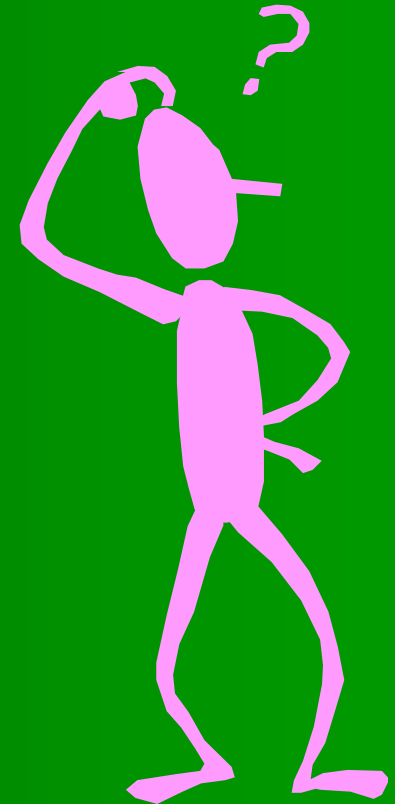
Defining Characteristics

- 1. Two or more educators with diverse expertise**
- 1. Shared physical space**
- 1. Heterogeneous group of students**
- 1. Shared responsibility for planning and delivery of instruction**

How will you define it?

Write a co-teaching definition for your school or team. Consider how you will address the four elements associated with co-teaching in your school.

HB8



One Team Defined Co-teaching as...

A partnership between the content specialist, the learning specialist, and learners in order to enhance the education of the diverse student population where all participants equally learn from one another.

- 1. Content specialist learns from learning specialist and students.**
- 2. Learning specialist learns from content specialist and students.**
- 3. Students learn from learning specialist, content specialist and each other.**

HB9

A school defined co-teaching as...

Co-teaching is a partnership between the content specialist and the learning specialist. Responsibilities of the classroom are shared equally between the content specialist and the learning specialist. The curriculum is offered at the same pace and intensity as the other classes in which the content teacher instructs. Co-teaching by itself is not typically offered as a means of service support.

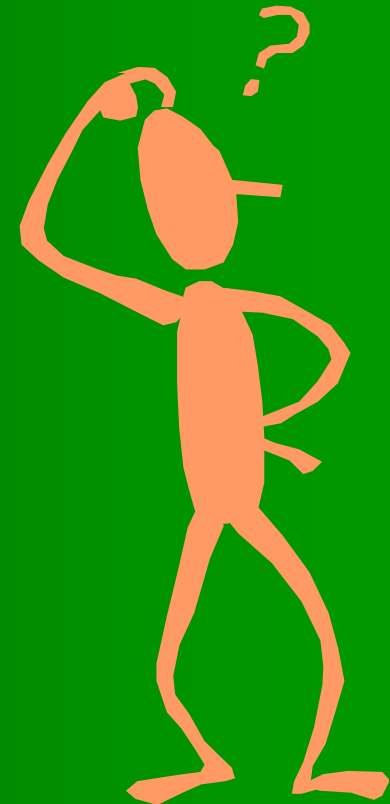
HB9

Needs Assessment

Do we have a clear and common vision?

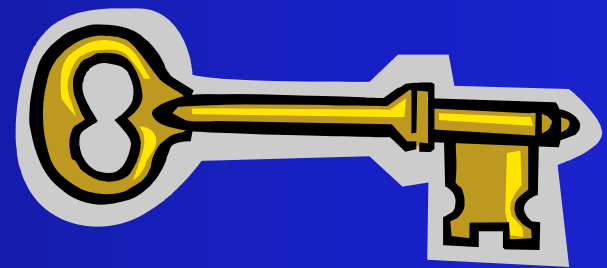
Independently complete the first section of the Needs Assessment. Share results and agree on a Team Rating for each item.

HB14



Incentive for Change

What is the meaning of our work? Why should we implement co-teaching as a service delivery model for students with disabilities?



Achieving Balance

COLLABORATION



FAPE

LRE

Touching the Dream



“The major outcome of collaborative consultation is to provide comprehensive and effective programs for students with special needs within the most appropriate context, thereby enabling them to achieve maximum constructive interaction with non-handicapped peers.”

-Idol, Paolucci-Whitcomb, & Nevin, 1986

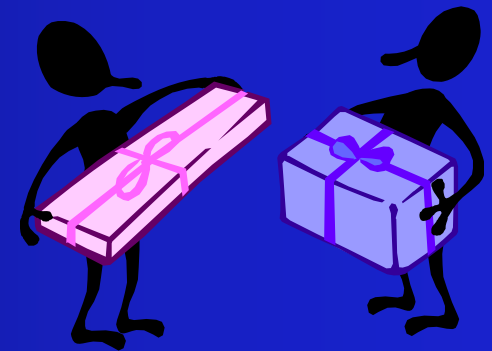
Collaboration and Inclusion

“Virtually every treatise on inclusive practices concludes that inclusion’s success, in large part, relies on collaboration among staff members and with parents and others, and that failures can typically be traced to shortcomings in the collaborative dimension of the services to students.”

Friend, 2000

Co-teaching as a Solution

- **Least restrictive environment**
- **Access to the general education curriculum**
- **Combined teacher expertise**
- **Reduced student-teacher ratio**
- **Accommodations**
- **Increased learning options**



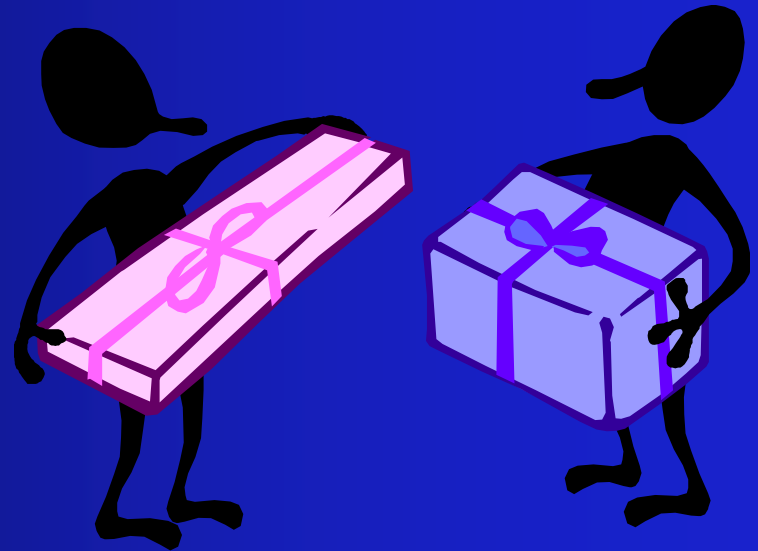
Literature Reveals:

- Empirical support has not kept pace with implementation
- Teacher centered evaluations reflect positive perceptions and social validation of collaborative partnerships
- The often limited role of the special education teacher suggests that the capacities of the co-teaching model are not being fully realized.

HB34

Co-teaching Benefits

- **Teacher Benefits**
- **Benefits for Students With Disabilities**
- **Benefits for Students Without Disabilities**



HB 10

Co-teaching Challenges

Implementation requires changes in...

- school structure
- school schedules
- student placements and schedules
- teacher assignments and schedules
- roles and responsibilities
- planning for instruction
- instructional delivery

HB11

The Survivor Environment

- Atmosphere is guarded.
- Schoolwide goals are not articulated.
- Teachers may be overwhelmed with new initiatives.
- Exchange of ideas is limited to selected alliances.
- New initiatives may be kicked off the island.



The Cooperative Environment

- Atmosphere is pleasant.
- School-wide goals may not be clearly articulated.
- Exchange of ideas may provide short-term solutions.
- Each teacher goes about his/her business fairly independently.



The Collaborative Environment

- **Atmosphere is energized.**
- **School wide goals are clearly articulated.**
- **Common goals are negotiated with input from all stakeholders**
- **The vision is kept in mind in all interactions.**
- **Teachers function as members of a team.**



Needs Assessment

Are there incentives for implementation of co-teaching?

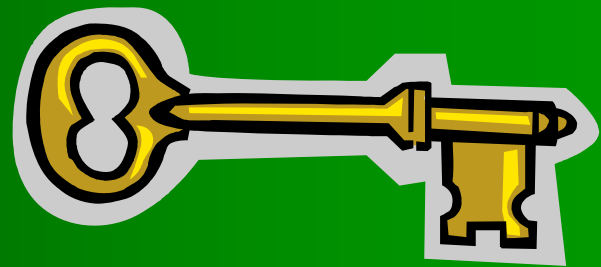
Independently complete the second section of the Needs Assessment. Share results and agree on a Team Rating for each item.

HB14



Skills for Change

Do we have the knowledge, skills and dispositions to implement co-teaching in our school and classrooms?



Collaboration and Teaching

Teaching should be defined as “working well with children and interacting well with adults in schools - teachers, specialists, principals, family members, etc. - who form the basis of a community of adult learners who can support the complex work schools are expected to perform.”

(Pugach & Johnson, 1995)

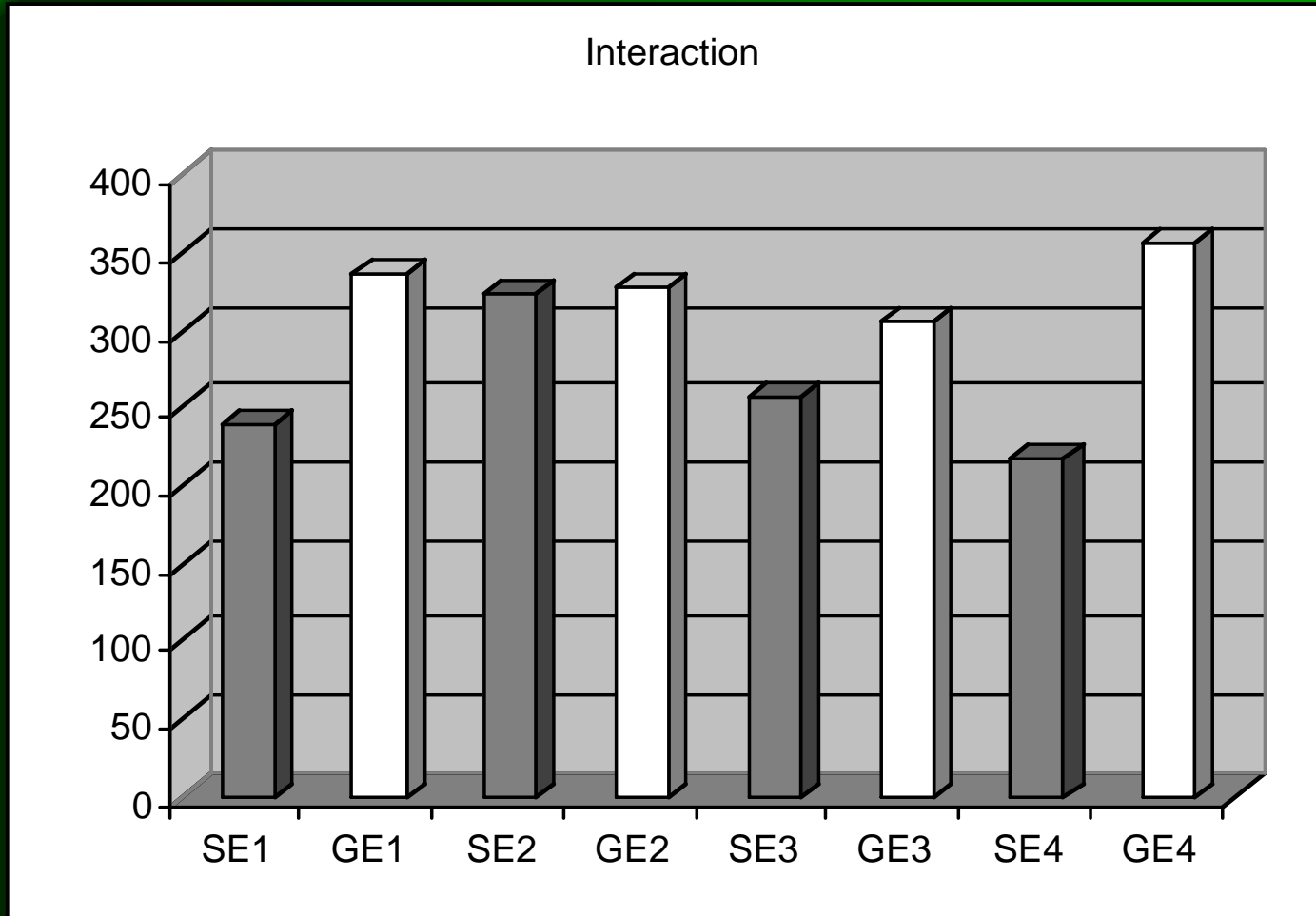
Myths About Collaboration

Four prevalent myths and misunderstandings that threaten collaborative practices

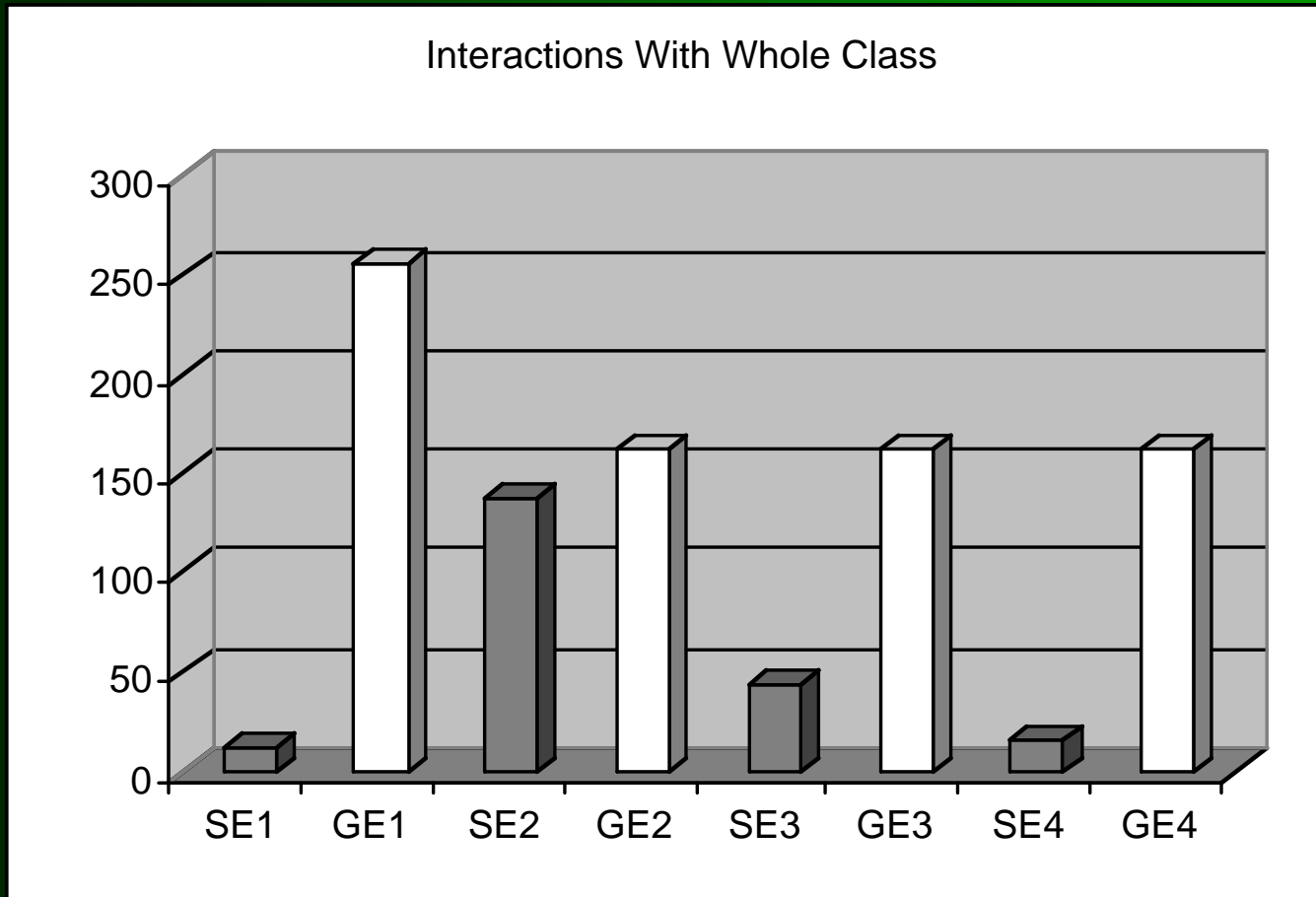
- 1. Everyone is doing it.**
- 2. More is better.**
- 3. It's about feeling good and liking others.**
- 4. It comes naturally.**

(Friend, 2003)

Co-teacher Interactions

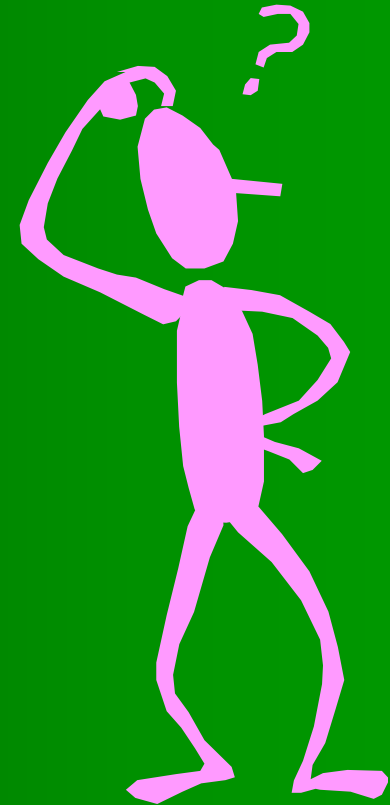


Co-teacher Interactions



What does the data reveal?

Study the graph and discuss what it tells you about the interactions of general and special educators on these four teams.



HB12

Collaboration is ...

- 1. Voluntary**
- 2. Requires parity among participants**
- 3. Based on mutual goals**
- 4. Depends on shared responsibility for participation and decision making**

Friend & Cook, 2003

What Co-teaching Is Not...

“I’m frustrated. This is not what we planned. I feel like an aide.... What we do in the co-taught class should be different than the rest of the classes.”

-Special Educator, 2004

CO-ACT Scores Importance/Presence

***Exemplary Teams 164/169**

Team 1 General Educator	150/147
Team 1 Special Educator	190/158
Team 2 General Educator	180/178
Team 2 Special Educator	174/185
Team 3 General Educator	188/186
Team 3 Special Educator	181/138
Team 4 General Educator	185/117
Team 4 Special Educator	164/145

Needs Assessment

Do key personnel possess the necessary knowledge and skills?

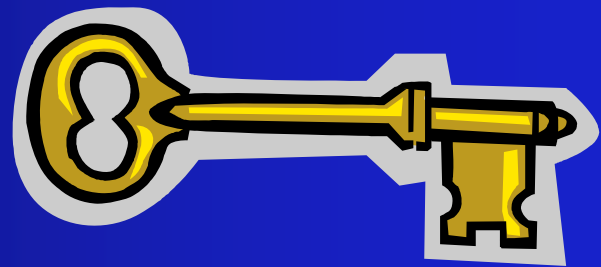
Independently complete the third section of the Needs Assessment. Share results and agree on a Team Rating for each item.

HB15



Resources for Change

How will we allocate our resources to implement co-teaching in our school and classrooms?



Redesigning Service Delivery

Specialized Placements

- Resource Room
- Self-contained

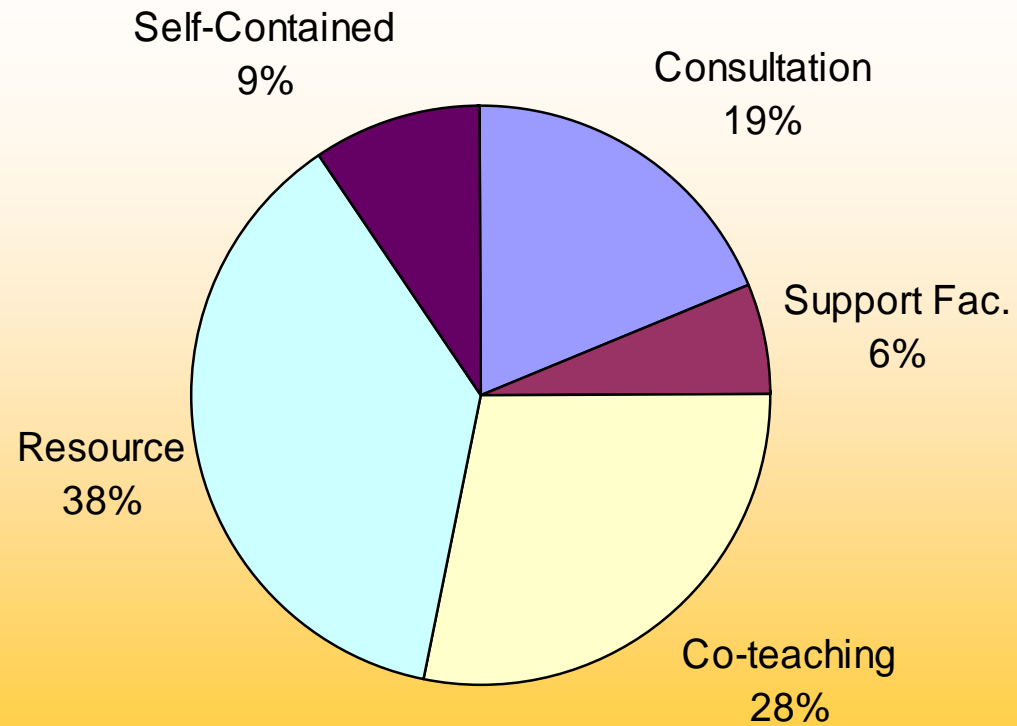
In-Class Supports

- Co-teaching
- Support Facilitation

Out-of-Class Supports

- Accommodations Only
- Consultation Only

Redesigning Service Delivery



Special Education Services Worksheet

Student Name: Jennifer Johnson

Grade: 10

Low Support  Moderate Support  High Support

Consult. Support Fac. Co-teaching Resource Self-Con.

Geometry



English



World History



Biology



Theatre



Band



Co-teaching Options

Which Students?

- Number of students with disabilities
- Number of students without disabilities
- At what level of performance
- Other service delivery options

Which Teachers?

- Number of special educators
- Number of general educators

How will we schedule?

- Which subject areas
- Flexible or set schedules
- Every class or some classes

HB18

What Some Schools Did

Chris's Story

(A Special Educator's Perspective)

Kim's Story

(A General Educator's Perspective)

Needs Assessment

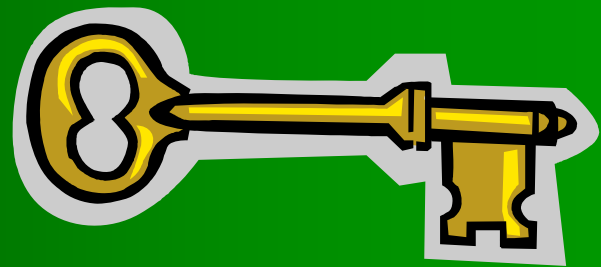
Are adequate resources available?

Independently complete the fourth section of the Needs Assessment. Share results and agree on a Team Rating for each item.

HB16

Action Plan for Change

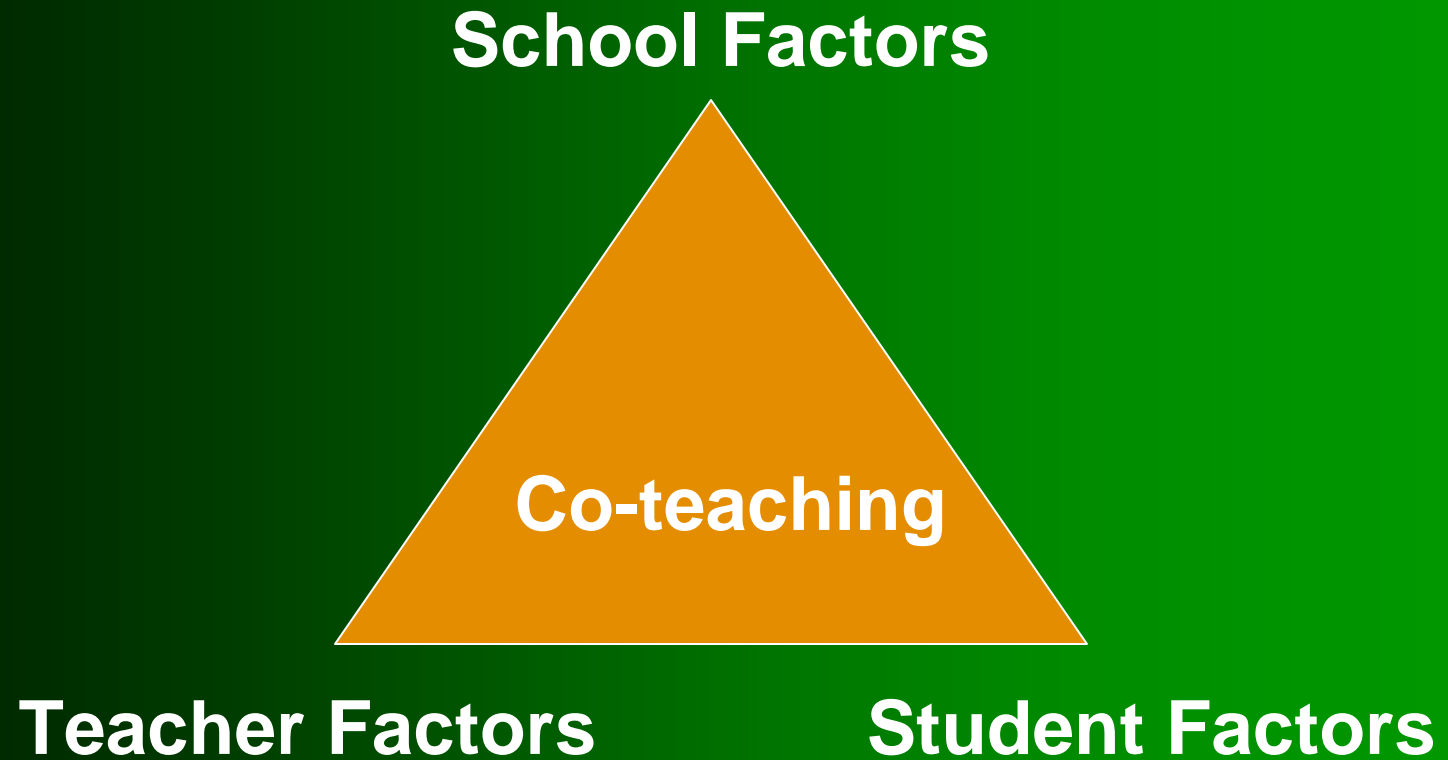
Do we have a comprehensive action plan for implementing co-teaching in our school and classrooms?



Go Team! (Bauwens, 1994)

- Looking over the prospects
- Drafting the players
- Establishing ground rules
- Previewing the season
- Learning the plays
- Gearing up
- Giving it your all!
- Struggling through the Tough Ones
- Celebrating a winning game

Key Considerations



HB17

Strategies to Facilitate

- Rationale
- Common Goal
- Scope
- Pace
- Resources
- Commitment
- Key staff
- Parents
- Students
- Leadership
- Relationship to other initiatives



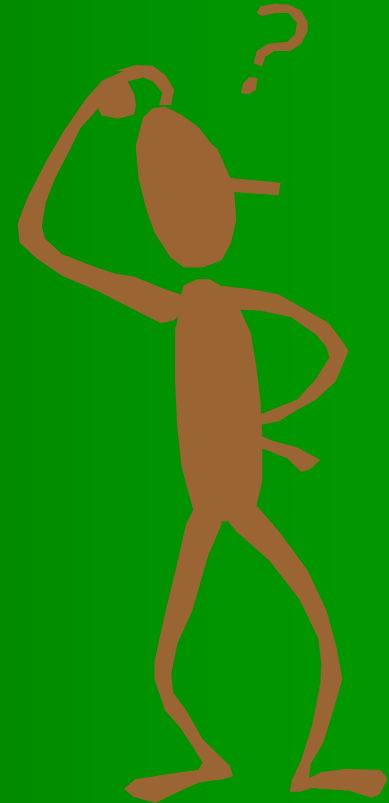
HB20

Needs Assessment

**Has an action plan
been developed?**

*Independently complete the fifth
section of the Needs Assessment.
Share results and agree on a Team
Rating for each item.*

HB16



The Path Process

1. Touching the **Dream**
2. Sensing the **Goal**
3. Grounding in the **Now**
4. Building **Strength**
5. Planning the **Next Month's Work**
6. Committing to the **First Step**



HB22/24/25

Finding Your Path

- 1. Work through the futures planning process with your team.*
- 2. Share and discuss your path with one other collaborative team.*



HB23

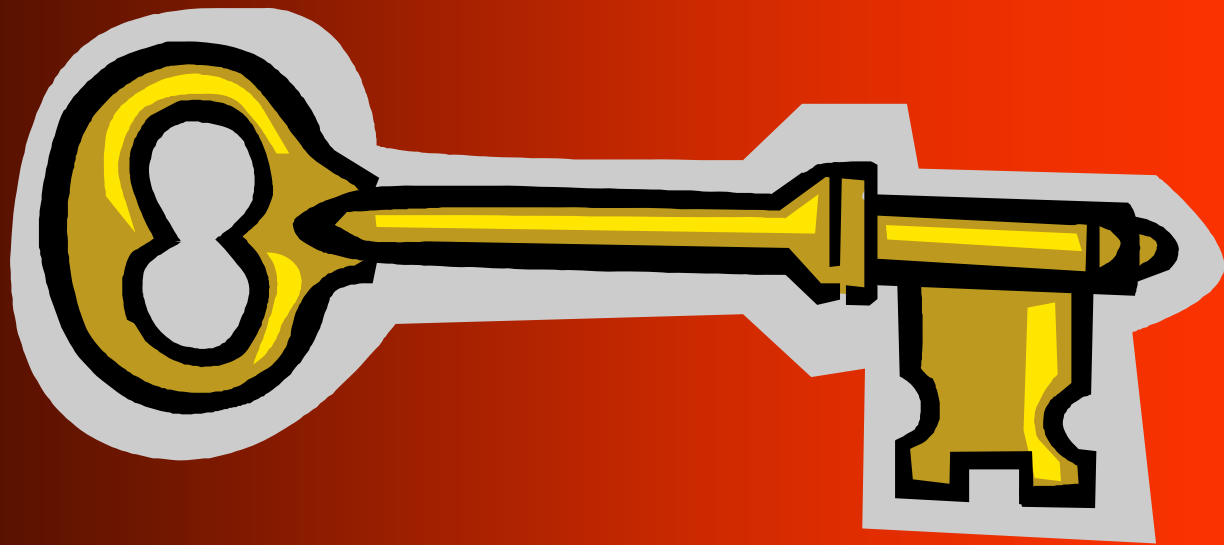
Final Business

- *Rate your burning question on a scale of 1-3*
 - 1= Not addressed*
 - 2= Somewhat addressed*
 - 3= Addressed*
- *Turn in Needs Assessment with group rating*



Thank you Arkansas!

You have been wonderful keymakers!



Cynthia, Kim & Chris