

Co-Teaching

Much of this framework was gathered from the Maryland Department of Education as funded by a grant from USDE 2011 and adapted to the needs of Oklahoma.

Co-Teaching is a collaborative effort between 2 teachers (general education and special education) of equal licensure to teach children with and without disabilities, together, within the Least Restrictive Environment

Vision Statement: General and special educators have gained capacity to regularly collaborate and have joint accountability and ownership for planning, delivering instruction, and assessment for the success of all students in the general education curriculum resulting in systemic change that is sustainable.

Mission statement: To improve achievement of students with disabilities by supporting the professional growth of administrators and teachers by:

- Giving teachers high quality tools and meaningful and engaging learning experiences to implement effective evidence-based co-teaching practices resulting in improved student achievement and more inclusive opportunities for students with disabilities.
- Giving system leadership and school-based administrators high quality tools and meaningful and engaging learning experiences to support and monitor effective evidence-based co-teaching practices resulting in improved student achievement and more inclusive opportunities for students with disabilities.
- Providing online social networking opportunities and learning communities, for administrators and teachers to engage in dialogue, access resources, and exchange information for professional growth
- Establishing a Co-Teaching Network within each district as a place to find valuable techniques, strategies, protocols, examples, media to improve co-teaching to increase student academic achievement and the number of students with disabilities in the Least Restrictive Environment.

For the purposes of this Framework, roles will be defined as follows:

- Central Office Administration will refer to Superintendents, Assistant Superintendents, Special Education Directors, Special Education Coordinators
- School Based Administration will refer to Principals, Assistant Principals, Team Leaders, and Subject Area Leaders etc.
- Personnel will refer to general and special education teachers

Collaborative Development and Implementation Stages of the Co-Teaching Framework

Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
Central Office Administration	<ul style="list-style-type: none"> -Facilitate the development of a shared system-wide vision that ensures that schools consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities -- Foster a culture of collaboration between general and special educators -Determine system-wide goals and timelines for co-teaching implementation -Determine staffing allocations based on the co-teaching model of service delivery -Consider administrator and teacher skills/knowledge and school readiness when assigning resources (including technology) for co-taught classes -Provide guidelines for scheduling for efficient and effective staff assignment that include adequate collaborative planning time to co-taught classes 	<ul style="list-style-type: none"> -Assist school-based administrators and school Instructional Leadership Teams in their support of the implementation of co-teaching - Ensure that schools strategically assign an appropriate proportion of general education students and students with disabilities to co-taught classes (no more than 1/3) -Provide staff focused, sustained, research-based professional development based on assessed needs related to co-teaching, Universal Design for Learning, and differentiation strategies -Provide staff focused, sustained, research-based professional development specifically related to co-teaching including understanding selecting and implementing the 4 approaches of co-teaching <ul style="list-style-type: none"> 1- Supportive Teaching 2- Complimentary Teaching 3- Parallel Teaching 4-Team Teaching based upon Friend & Cook, 2007* 	<ul style="list-style-type: none"> -Monitor and provide tools to support Instructional Leadership Teams in monitoring the alignment of curriculum, instruction, and assessment in co-taught classrooms -Review LRE data to consider if co-teaching as a service delivery method should be expanded to provide more inclusive programming for students with disabilities - Support co-teaching through: <ul style="list-style-type: none"> --Prioritizing collaborative planning time --Ensuring class schedules accommodate co-planning and co-teaching --Ensuring appropriate student grouping --Ensuring parent communication 	<ul style="list-style-type: none"> -Assess the impact on co-teaching implementation of factors including adequate collaborative planning time, appropriate scheduling of staff and students, and focused, sustained, research-based professional development - Assess the impact of system and school-wide co-teaching on student achievement using multiple sources of student-achievement data -Evaluate the effectiveness of the professional development provided in alignment with the OK Teacher Professional Development Standards

<p>Central Office Administration</p>	<ul style="list-style-type: none"> -Plan system professional development for administrators and school-based staff aligned with the Oklahoma Teacher Professional Development Standards based on assessed needs that is focused, sustained, and research-based related to co-teaching as an instructional delivery model with the clear understanding that Universal Design for Learning and differentiation are expected strategies within the co-taught classroom -Train administrators and school-based staff in the use of the co-teaching tool for monitoring appropriate implementation -Specify measurable outcomes, establish baseline data of current system-wide classroom practice in co-teaching, and interim benchmarks related to co-teaching implementation and student achievement to be collected -Develop procedures for the periodic collaborative review of the system-wide co-teaching vision with resources aligned to support the vision 	<ul style="list-style-type: none"> - Procedures in place for the periodic, collaborative review of the system-wide co-teaching vision and allocation of resources aligned to support the vision and address barriers to implementation -Implement centralized data collection procedures for established outcomes - Ensure that schools use technology and multiple sources of data to improve classroom instruction. Student data will be used for ongoing root cause analysis of student performance that drives instructional decision making -Provide sufficient technology for integration in instruction, progress monitoring and assessment 	<ul style="list-style-type: none"> -Ensure that schools use student data and data collected during the observation process to make recommendations for the improvement of instruction in co-taught classrooms - Conduct classroom fidelity checks for implementation of co-teaching, Universal Design for Learning, and differentiation - Plan for ongoing support to ensure sustainability 	<ul style="list-style-type: none"> - Evaluate school and system-wide data related to co-teaching as an instructional model and disseminate results related to the specified goals and interim benchmarks with appropriate stakeholders
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Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
School-based Administration	<ul style="list-style-type: none"> -Facilitate the development of a shared school-wide vision that ensures that schools consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities -Foster a culture of collaboration between general and special educators -Determine school-based goals and timelines for co-teaching implementation -Make staffing decisions based on co-teaching model of service delivery including overall size of classroom and proportion of students with disabilities -Ensure scheduling allows for efficient and effective staff assignments to co-taught classrooms -Consider staff skills/knowledge and readiness when assigning teachers to co-taught classes -Consider student strengths and needs when assigning students to co-taught classes -Specify baseline data and interim benchmarks for school-wide co-teaching implementation and student achievement prior to initiation of co-teaching -Create opportunities for leadership, collaborative decision-making, and co-planning 	<ul style="list-style-type: none"> -Assist school-based Instructional Leadership Team in their support of the implementation of school-wide co-teaching - Ensure procedures are in place for the periodic, collaborative review of the school-wide co-teaching vision with resources aligned to support the vision and address barriers to implementation -Develop schedule to include co-teaching as a service delivery model -Strategically assign an appropriate proportion of general education students and students with disabilities to co-taught classes (no more than 30% with a balance of students with behavioral and academic issues) -Implement school-based data collection procedures for established outcomes -Use technology and multiple sources of data to improve classroom instruction 	<ul style="list-style-type: none"> -Utilize the co-teaching monitoring and support tools with the Instructional Leadership Team to monitor the alignment of curriculum, instruction, and assessment in co-taught classrooms - Use of student data and data collected during the observation process to make recommendations for the improvement of instruction in co-taught classrooms -Conduct classroom fidelity checks for appropriate implementation of co-teaching, Universal Design for Learning, and differentiation strategies -Support co-teaching through: <ul style="list-style-type: none"> *Prioritizing collaborative planning time *Ensuring class schedules accommodate co-planning and co-teaching *Ensuring appropriate student grouping *Ensuring parent communication 	<ul style="list-style-type: none"> -Assess the impact on co-teaching implementation of factors including adequate collaborative planning time, appropriate scheduling of staff and students, and focused, sustained, research-based professional development - Assess the impact of system and school-wide co-teaching on student achievement using multiple sources of student-achievement data - Evaluate school and review system-wide data related to co-teaching as an instructional model and disseminate results related to the specified goals and interim benchmarks with appropriate stakeholders

<p>School-based Administration</p>	<ul style="list-style-type: none"> -Plan school-wide professional development based on assessed needs that is focused, sustained, research-based professional development related to co-teaching as an instructional delivery model that is aligned with the Oklahoma Teacher Professional Development Standards -Plan focused, sustained, research-based professional development related to co-teaching, Universal Design for Learning, and differentiation to establish teacher baseline data -Review with staff the co-teaching tool and any other tools for monitoring co-teaching for appropriate implementation - Review school LRE data to consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities 	<ul style="list-style-type: none"> -Provide staff with focused, sustained, research-based professional development based upon assessed needs related to co-teaching including understanding, selecting, and implementing the (*) 4 approaches of co-teaching <ul style="list-style-type: none"> 1- Complimentary Teaching 2- Team Teaching 3- Parallel Teaching 4-Supportive Teaching -Provide staff with focused, sustained, research-based professional development based on assessed needs related to Universal Design for Learning, and differentiation strategies 	<ul style="list-style-type: none"> -Review LRE data to consider if co-teaching as a service delivery method should be expanded to provide more inclusive programming for students with disabilities -Plan for ongoing support to ensure sustainability 	<ul style="list-style-type: none"> -Evaluate the effectiveness of the professional development provided in alignment with the OK Teacher PD standards
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Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
<p>General and Special Educators</p>	<ul style="list-style-type: none"> –Share the vision and commitment to co-teaching with colleagues –Engage in collaborative planning with parity –Identify clear roles and responsibilities –Self assess professional development needs related to co-teaching, Universal Design for Learning, and differentiation to establish teacher baseline data –Actively participate in professional development related to; the 4 approaches of co-teaching <ul style="list-style-type: none"> 1- Supportive Teaching 2- Parallel Teaching 3- Complimentary Teaching 4- Team Teaching and other co-teaching practices, Universal Design for Learning, and differentiation –Establish mutually agreed upon classroom procedures –Design lessons and assessments using Universal Design for Learning and differentiation strategies 	<ul style="list-style-type: none"> –Participate in professional development regarding selecting appropriate approaches to co-teaching and apply to classroom instruction –Deliver co-taught lessons and assessments incorporating Universal Design for Learning and differentiation strategies –Ensure instruction and assessments provide access to general education curriculum with appropriate accommodations to meet individual student needs –Implement data collection procedures for established outcomes –Address barriers to implementation –Demonstrate shared accountability for planning, instruction, assessment and progress of all students that exhibits shared understandings of student instructional needs –Document shared communications with parents – Integrate technology in instruction, progress monitoring, and assessment processes 	<ul style="list-style-type: none"> –Complete the co-teaching tool for appropriate implementation of co-teaching, and review practices for Universal Design for Learning and differentiation strategies –Conduct ongoing monitoring of student performance –Self-assess periodically the parity in planning and responsibilities –Determine if intended outcomes have been achieved for lessons implemented –Implement adjustments based upon student performance and needs 	<ul style="list-style-type: none"> –Analyze student data collected regarding established outcomes, goals and interim benchmarks –Assess impact on instructional delivery and student achievement –Share results with appropriate stakeholders