
CO Teaching: Initial Initiative Review

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District Context

Prior to this year:

- Specialized instruction delivered in a separate resource setting.
- Some In Class support options available in the 5th or 6th grade
- Classroom aides utilized when needed to provide support in mainstream settings

District Committee formed to review instructional practices, including time on task, specialized programs, and current research in the area of inclusive practices.

What is Co Teaching?

Inclusion: All students, regardless of challenges or disabilities, are placed in an age appropriate general education classroom within their neighborhood school to receive high quality instruction and supports.

Co Teaching: A method of providing inclusive education. Two teachers, typically 1 special education and 1 regular education, share educational responsibilities for a group of students.

Why Co Teaching?

- Continuum of supports
- Least Restrictive Environment
- Increased instructional time
- Reduction of stigma, enhanced social development
- Improve outcomes for all students in a classroom setting

How Does Co Teaching Fit into Special Education?

Least Restrictive Environment (LRE)

Continuum of Services:

Regular Education Setting

Resource Room

Self Contained

Out of District

What are the Benefits of Co Teaching?

Heterogeneous grouping of students

Shared delivery of instruction

Reduces the teacher to student ratio

Increased instructional options

Greater student engagement and participation

Stronger teaching practices and teacher support

Training and Preparation

Consultation with the New Jersey Council of Inclusive Education

Teacher Training

Administrator/Case Manager Training

Coaching Sessions

Ongoing Support

Observations

What is Needed for Quality Co Teaching?

Common Planning Time

Professional development

Curricular proficiency

Strong working relationship

Belief in meeting the educational needs of all students

Administrative support

What Does Co Teaching Look Like?

1 Special Education and 1 Regular Education teacher

- Both are responsible for instruction of all students
- Both contribute to lesson planning
- Both share grading, discipline, daily responsibilities, parent communication

General Education Teacher

- Whole class curriculum
- Lesson plans with input
- Assessment methods and grading with input

What Does Co Teaching Look Like?

Special Education Teacher

- Incorporates knowledge of student with IEP into planning, instruction and assessment activities
- Identifies skill and content needs of students with disabilities
- Develops and implements enhancements and adaptations to instruction or materials with input
- Infuses development of learning strategies
- Participates actively in classroom instructional and assessment activities
- Monitors and documents progress on students' learning strategy objectives and use of support

Inclusive Teaching Models

One Teach One Assist

Complementary

Parallel

Station

Alternative

Team

How Do I Know if this Working?

Students are working successfully in a general education setting

Students are receiving support, instruction, and attention from both teachers

Students are provided modifications and accommodations in line with IEP

Students have opportunities to work in a differentiated environment with a variety of peers

Students experience heightened social opportunities and growth

Students make meaningful progress based on Goals and Objectives in IEP

Moving Forward

Teachers are continuing to develop their lessons and experiment with new strategies.

Continued review of use of supplemental instruction periods

Review of student performance on local and state assessments

Review of time spent on meaningful instruction.

Parent/Student Feedback

What has your child's experience been with co teaching?

What has been successful?

What are areas of growth?

Questions?