



New York State Education Department
Office of Special Education
Educational Partnership





Co-Teaching: A Comprehensive Approach

Module 3: Planning for Instruction



Produced by the Technical Assistance Partnership for Academics at the University at Albany



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Disclaimer

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Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Slide Marker Icons



Training Objectives

Participants will be able to:

- understand that co-planning is critical to the success of co-teaching
- explain how to effectively and efficiently co-plan
- describe the various types of co-planning that co-teachers use
- co-plan a lesson that uses the co-teaching models to provide equitable access for all students

Agenda

- Welcome
- Purpose and Outcomes
- Sections
 - Co-Teaching Clarified
 - Importance of Planning: Why do we Co-plan?
 - When, Where, and How to Plan
- Culminating Activity
- Wrap-up and Survey

Training Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Blueprint for Improved Results for Students with Disabilities

-  **Self-Advocacy**
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed Instruction**
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
-  **Research-Based Instruction**
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
-  **Multi-tiered Support**
Schools provide multi-tiered systems of behavioral and academic support.
-  **Inclusive Activities**
Schools provide high-quality inclusive programs and activities.
-  **Transition Support**
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Co-Teaching Clarified

- Instructional Methodology vs. Special Education Service
- What do the Regulations Say?
- Who Can be a Co-Teaching Partner?
- Co-Teaching: What it is vs. What it is Not

Co-Teaching Clarified - Description



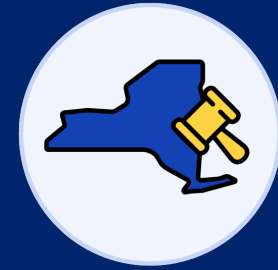
- The instructional methodology/structure that teachers use has been referred to as co-teaching in educational research.
- This methodology can be applied in any any situation when **two teachers provide instruction together.**

- ★ New York State also includes an optional special education service called *integrated co-teaching* (ICT) in the regulations.
 - In classrooms that provide **ICT, there is a general education teacher and a special education** teacher working together to create and implement lessons that match the needs of all learners in the room.

In this training we will be focusing on the instructional methodology of *co-teaching*, however, there are certain aspects of co-planning that are only applicable to ICT classes.

Integrated Co-Teaching Services:

Section 200.6(g) A school district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.



Regulations

Concept of Instructional Delivery Model

Who Can Be a Partner in the Co-Teaching Instructional Delivery Model?

- Special Education Teacher
- Transdisciplinary Teachers
- Speech Language Pathologist
- Gifted and Talented Teacher
- Library Media Specialist
- English as a New Language (ENL) Teacher
- School Counselor/School Psychologist/Social Worker

Co-Teaching

What it Is...	What it Is Not...
joint responsibility for planning, instructional delivery, assessment, and classroom management	one teacher responsible for all planning, instructional delivery, assessment and classroom management
a component of the continuum of services for students with disabilities	having a smaller class in a large room
both professionals planning lessons to meet the needs of all learners	an extra set of hands in the classroom
both professionals being responsible for all students	a special educator working only with the students with disabilities
both teachers plan when each co-teaching model will be used in the lesson	one teacher teaching and the other teacher assisting

Strength of Two Teachers

In a co-teaching situation, it helps to think of both providers as specialists.

For example, you may have a general doctor and a cardiologist. Each have their own area of expertise.

Too often, in co-teaching, the general education teacher is thought of as the lead teacher and the teaching partner is thought of as a teaching assistant. This is inaccurate and would liken to a doctor/nurse relationship rather than two specialists with their own areas of expertise.





Reflection 1



What are some things that you have heard or seen regarding the co-planning process between teaching partners?

Importance of Planning: Why do we Co-Plan?

- Benefits of Co-Planning
- Considerations for Effective Planning
- Specially Designed Instruction (SDI), Co-Planning and ICT

Why do we Co-Plan?

Benefits of Co-Planning

Example A	Example B	Example C
Students with disabilities gain access to the general education curriculum (<i>Basso & McCoy, 2007; Lawton, 199; Magiera, Smith, Zigmond & Gebauer, 2005; Rice, Drame, Owens, & Frattura, 2007</i>)	General educators increase their ability to adapt lessons ... increase their repertoire of instructional strategies (Rice et al., 2007)	Ability to intensify instruction (<i>Friend & Pope, 2005</i>)
Willingness to try new things and be more creative (<i>Basso & McCoy, 2007; Friend & Cook, in Gately & Gately, 2001; Santamaria & Thousand, 2004; Villa et al., 2004</i>)	Sharing of knowledge, skills, and resources between co-teachers (<i>Friend & Pope, 2005; Santamaria & Thousand, 2004</i>)	Learning problems can be identified earlier (<i>Lawton, 1999</i>)
Improved communication between general and special educators (<i>Basso & McCoy, 2007</i>)	Special educators increase their understanding of the general education curriculum and expectations of students within the general education classroom (Capp, 2004; Cook, 2004; Rice et al., 2007)	Increased individualized instruction (<i>Basso & McCoy, 2007</i>)

Co-Planning and Co-Teaching

Thinking differently about planning time

Collaboration:

- Both Teachers Provide Relevant Professional Expertise
- Work Side-by-Side
- Problems and Solutions Co-Conceptualized
- Shared Responsibility and Ownership
- Improved Instruction and Student Support
- Professional Growth



Considerations for Effective Planning



Co-Planning

- Plan together weekly
- Address classroom concerns proactively
- Receive ongoing administrative support
- Thrive on challenges
- Nurture a sense of classroom community
- Evaluate student performance
- Reflect on practice and strive for improvement
- Support each other

Collaboration and Planning

Co-Planning for Co-Teaching



Scheduling



Student Participation



Accommodations and Modifications



Goals and Assessment



SDI



Related Services



Family Engagement



Assistive Technology



Learning Environment



Behavior Management

SDI, Co-Planning and ICT

Thinking Differently About Planning Time

- **Develop a realistic way to plan SDI implementation for students**
 - General educator: standards and priorities
 - Special educator: summarizes the SDI that should happen for students with disabilities
- **Effectively use data**
 - formal and informal to plan, adjust, and evaluate SDI
- **Consider the use of the “Classroom Specially Designed Instruction (SDI) Summary”**
 - as a lesson planning tool to ensure that students with disabilities are receiving the appropriate SDI

SDI, Co-Planning and ICT - Example

Thinking Differently About Planning Time

Classroom SDI Summary Chart

Student initials	A.B.	C.D.	E.F.	H.I. *BIP
Strengths <i>(What is the student able to do? Observable behavioral and academic skills)</i>	-ability to follow basic routines -identify most letters with corresponding sounds and words -read and write some basic sight words	-puts forth effort and will remain on task even when struggling -enjoys working and interacting with peers -uses manipulatives in order to count	-good verbal skills -works well with peers -able to write a paragraph with <u>support</u> of a graphic organizer	-no academic concerns -can <u>attend to</u> a variety of tasks in a quiet 1:1 situation -responds best in routine, structured <u>task</u>
Needs	-reading comprehension 2.5 years below grade level -requires extra time for auditory processing -reading comprehension skill instruction	-reading comp 3 years below grade level -reading comprehension skill instruction -writing skill instruction	-struggles with multi step directions and math problems -struggles getting ideas on paper -math 3 years below grade level -writing skill instruction	-teacher prompts and models for appropriate peer interactions and facilitation of accurate speech -easily distracted, reteaching -writing skill instruction -strategy instruction on organization
Environment	-close proximity to teacher -large group activities -minimal distractions -extended time for all activities	-visual cues for rules and routines	-extended time for all activities	-small group setting -highly structured -seeks movement activities/breaks -use of calming area
Materials	-agenda for assignments, notes provided -tablet for reading assignments and tests -graphic organizers -highlight key ideas	-tablet for writing over 2 paragraphs -tablet for reading assignments and tests -graphic organizers -highlight key ideas	-tablet for writing over 1 paragraph -graphic organizers -calculator -highlight key ideas	-notes provided -graphic organizers
How Learning is Measured	-directions read -extended time and alternate location for tests	-minimal noise and minimal visual distractions -extended time (1.5 tests longer than 15 minutes)	-alternate location for tests	-alternate location for tests
Content	None	None	None	None
Instruction	-directions simplified and written -frequent checks for understanding -pre-teaching skills -chunking of materials	-support with organization -refocusing and redirection -checks for understanding -chunking of materials	-directions simplified and written -frequent checks for understanding	-directions simplified and repeated -redirection and refocusing -frequent checks for understanding -reminders to use strategies
Behavior	-check-in before group work to remind of procedures and expectations -consistent positive reinforcement	-responds to positive reinforcement and use of positive behavioral system	-no concerns	-correct behavior individually and pair with encouraging statements -prompt to take a break/ask for help -give help immediately if asked -positive praise and call home for positive reinforcement



Reflection 2



What is your *Most Important Point* from the section, "Importance of Co-Planning: Why do we Co-Plan?"

When, Where, and How Do We Co-Plan?

- Making the Most out of Co-Planning Time

“By far the most common dilemma expressed among teachers and administrators setting up or refining co-teaching programs is the challenge arranging and using common planning time.”

- Friend (2019)

Collaboration and Planning

Planning for Co-Planning

- Schedule regular co-planning sessions at the start of Individualized Education Program (IEP) implementation
- If possible, co-planning time should be in addition to regular planning time
- Select and supply needed information
- Consider inclusion of aides or other assistants
- Determine how plans will be documented and shared

Collaboration and Planning Activity

10 Tips for Using Co-Planning Time Efficiently



1. **Read Murawski et al. (2012)**
2. **Reflect upon the following questions:**
 - What do you feel are the most important components of co-planning?
 - How might you better structure your current planning process to use time more efficiently and effectively?

Shared Planning Time

Thinking Differently About Planning Time

- Early planning during the summer
- Before or after school
- Alternative use of professional time
- Use of substitute teachers
- Collaboration among staff members
- Early dismissal/late arrival
- Use of online resources

Reflection 3



- How much time do you currently have to plan with your co-teacher(s)?
- Do you use an agenda or other tools?
- What documentation might you share to show that required services within the co-taught classroom are being delivered?

Section 3 Continued...

When, Where, and How Do We Co-Plan?

Types of Planning:

Foundational and Unit Planning

Macro Planning

On-the-Spot Planning

Foundational Planning

What It Might Look Like...

- Prior to or very early in the school year
- Review classroom routines and develop procedures where both teachers are actively engaged (e.g., morning routine, beginning of class, test review)
- Assign roles of primary responsibility
- Set communication protocols and preferred methods
- Discuss educational philosophies, teaching styles, grading practices
- Create a shared vision

Unit Planning

What It Might Look Like...

- Look at the long-term or end-of-course goals
- Outline learning targets and create benchmark assessments if needed
- Plot assessments throughout the unit (formative and summative)

Foundational & Unit Planning

Tools to Use

- Beliefs Survey
- Responsibilities Checklist
- Checklist for Purposeful Co-Assessment
- Shared Calendar

Macro Planning

What It Might Look Like...

- Periodic, high-quality face-to-face planning time
- Plan instruction for periods of 3-4 weeks
- Follows a clearly articulated agenda
- General education teacher has the primary responsibility for planning the general lesson plans based on the required curriculum
- Specialists' focus is on instructional strategies to help meet the unique needs of students

Macro Planning

Possible Agenda Outline

1. General educator outlines upcoming instruction
2. Both teachers review student data
3. Match upcoming instruction to student learning status and needs
4. Consider what your co-teaching might look like for the next 2-4 weeks
 - Look for patterns in your instruction that can lend itself to the co-teaching models
5. Reflect on your partnership

Macro Planning

ICT - Students with Disabilities

General Education Teacher

- What are the objectives of the upcoming lessons? Learning standards?
- What content (knowledge/skills) will be presented? What prerequisite skills will the students need?
- How will students be assessed?
- What components of Universal Design for Learning are included?

Both

- What might students struggle with? What are possible barriers to student learning?
- Have we included all components of explicit instruction?
- What is the data showing us about student skill deficits or strengths? Is a targeted intervention needed?
- How can we differentiate instruction?

Special Education Teacher

- How can we adapt the content, methodology, or instructional delivery to meet the needs of the students?
- What IEP goals relate to the upcoming curriculum? How can student IEP goals be incorporated into this instruction using SDI?
- What supplementary aids/ services, accommodations, or modifications are needed?

Macro Planning

Classroom with English Language Learners (ELLs)

General Education Teacher

- What are the objectives of the upcoming lessons? Learning standards?
- What content (knowledge/skills) will be presented? What prerequisite skills will the students need?
- How will students be assessed?
- What components of Universal Design for Learning are included?

Both

- What might students struggle with? What are possible barriers to student learning?
- Have we included all components of explicit instruction?
- What is the data showing us about student skill deficits or strengths? Is a targeted intervention needed?
- How can we differentiate instruction?

ENL Teacher

- How can we meet the cultural and linguistic needs of the students?
- What prior knowledge do students need? What will we do to bridge any gap in their background knowledge?
- What strategies will best meet the needs of our ELLs?
- How can we scaffold the lesson to make it more accessible to our ELLs?

Macro Planning

Classroom with Social/Emotional Needs

General Education Teacher

- What are the objectives of the upcoming lessons? Learning standards?
- What content (knowledge/skills) will be presented? What prerequisite skills will the students need?
- How will students be assessed?
- What components of Universal Design for Learning are included?

Both

- What might students struggle with? What are possible barriers to student learning?
- Have we included all components of explicit instruction?
- What is the data showing us about student skill deficits or strengths? Is a targeted intervention needed?
- How can we differentiate instruction?
- What is our classroom management plan? Rules? Procedures?

Social Worker

- What social skills may students need to build to help them access the curriculum?
- Are there behavioral, emotional, or social supports that students might need?
- How can social emotional learning be embedded into the lesson?

After the Macro-Planning Meeting

Roles Following the Macro-Planning Meeting

General Education Teacher

- Provides more details about the topics to be addressed, activities to be completed, and evaluation procedures
- May suggest the co-teaching approach and how to assign teaching responsibilities within the selected approach
- Prepares materials for lessons

Specialist

- Reviews initial plan, makes suggestions for revisions and/or extensions
- Specifies any specialized instruction and where and how it could be addressed within each lesson
- Develops needed SDI, accommodations, or modifications that are student-specific
- Prepares any needed materials for SDI or differentiation
- Determines when/how to work on IEP goals

Macro Planning

Tools to Use

- Agenda
- Flowchart for Selecting a Co-Teaching Model
- Lesson Plan Template
- Digital Platforms

Collaboration and Planning

Digital Platforms

- Google Drive – www.google.com/drive
- Dropbox - www.dropbox.com
- Edmodo - <https://www.edmodo.com>
- Evernote - www.evernote.com
- Google Hangouts – www.hangouts.google.com
- Planbook - <https://planbook.com/>
- Microsoft 365 – www.office.com



On-the-Spot Planning

What It Might Look Like...

- Quickly touch base about day-to-day teaching matters
- Use brief blocks of time:
 - Warm-ups
 - Review and predict
 - Between classes
 - Instructional video or computer-based activity
- Address unexpected situations and concerns
- Discuss a student issue
- Respond to a parent concern/question

On-the-Spot Planning Tools

Tools to Use

- Journal, notepad, etc.
- Parent communication log

Collaboration and Planning

Reflecting Upon and Improving



- Discuss what worked well
- Praise each other's efforts
- Critique the week's activities
- Use problem-solving strategies
- Revisit roles and responsibilities regularly



Reflection 4



- What are your expectations for planning time for co-teaching? Are they realistic?
- Are you currently using any of the planning structures (foundational, unit, macro, or on-the-spot)? Might there be others that will be helpful to your team?
- What options exist for electronic collaboration?



1. Take some time to look over the resources provided in the Participant Packet Appendices.
2. Work to restructure your current planning process to use time more efficiently and effectively. Consider use of an agenda, lesson plan templates, student data, IEPs, etc.
3. Begin to co-plan a lesson that includes; at least 2 of the Six Co-Teaching Models, student data, and SDI (if applicable).



**** Be prepared to share any “ah-has” and/or your next action step with the whole group.***

Culminating Activity



Questions and Answers



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Knowledge > Skill > Opportunity



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Meeting Evaluation Survey

[Link here](#)