



# It Takes a City

DC Does it Best!

# Reaching All Students with Effective Inclusive Practices

## Improving Student Outcomes through Co-teaching

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# Framing The Learning



## Essential Question

How can effective co-teaching positively impact student success?

## Objective

Describe effective co-planning practices that are used to successfully increase student achievement for diverse learners.



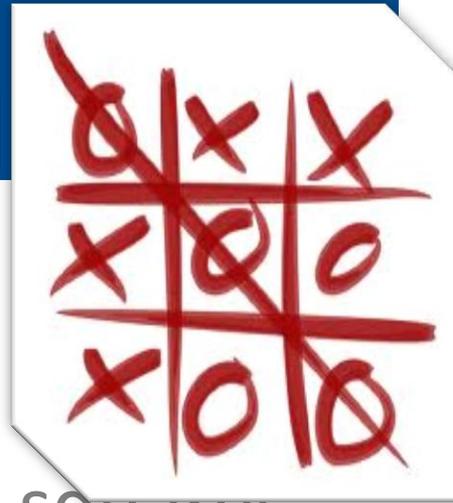
# Agenda



- 1. Activator: Choice Board**
- 2. Co-Teaching Fundamentals**
- 3. Co-Planning Best Practices**
- 4. BASE Lesson Planning Framework**
- 5. Closure: Snow Ball**



# Activator: Choice Board



- With an elbow buddy, look over the 9 squares.
- Choose 3 boxes to create a Tic-Tac-Toe win!
- Take about 1 minute per chosen box.

## ***Guiding Questions:***

1. How is this different than a Worksheet?
2. Why is this an example of differentiated instruction?



# Why Collaborate & Co-teach?



Collaboration reduces role differentiation among teachers and specialists, resulting in **shared expertise for problem solving** that yields multiple solutions to dilemmas about literacy and learning (Risko & Bromley, 2001).

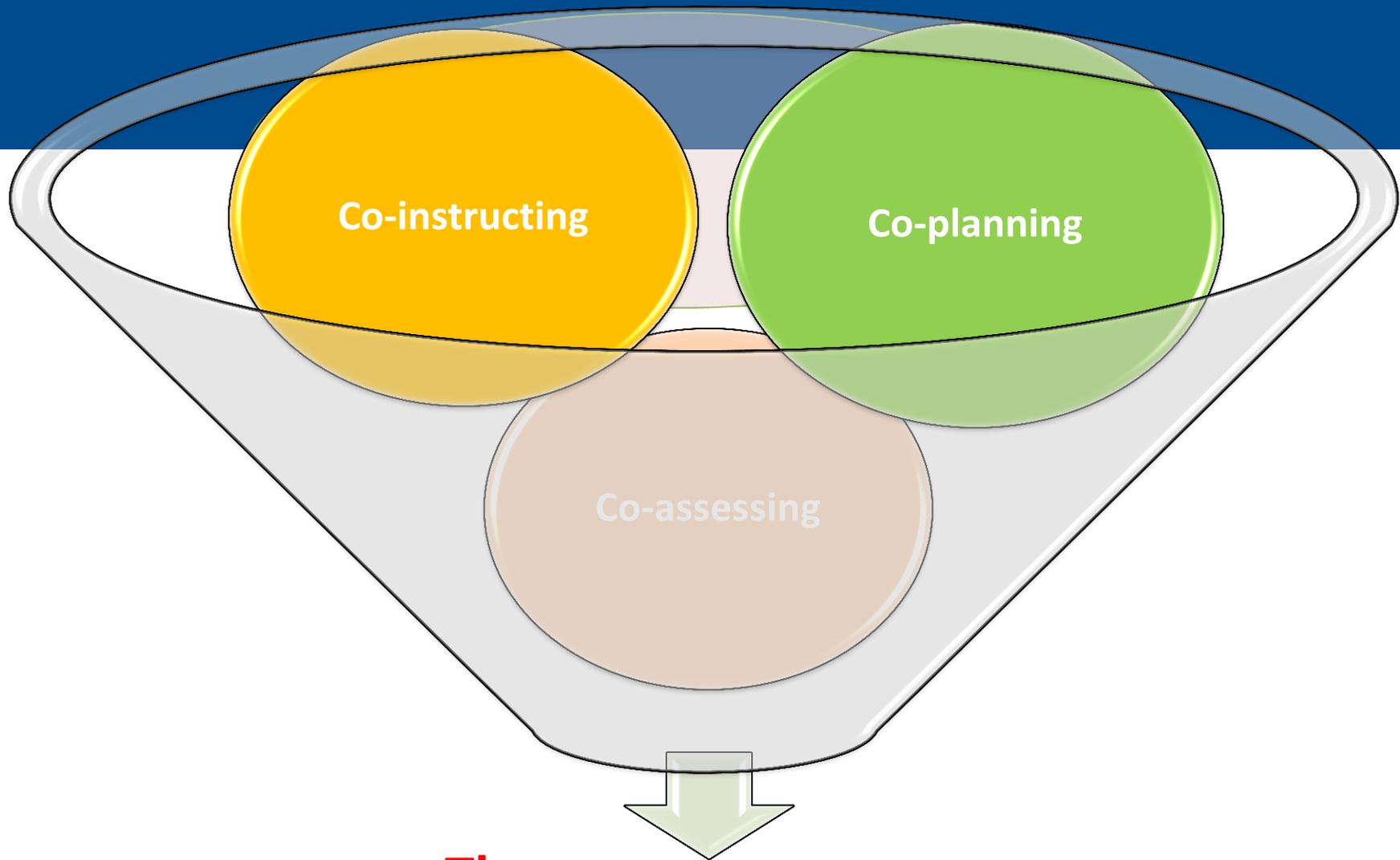
## Benefits For Teacher

- \* Opportunity to team problem solve
- \* Growth in knowledge/skill development
- \* Enhanced personal support
- \* Higher quality of differentiated instruction

## Benefits for Students

- \* Higher individualization
- \* Improved Behavior & Engagement
- \* Deeper understanding of content
- \* Active participation

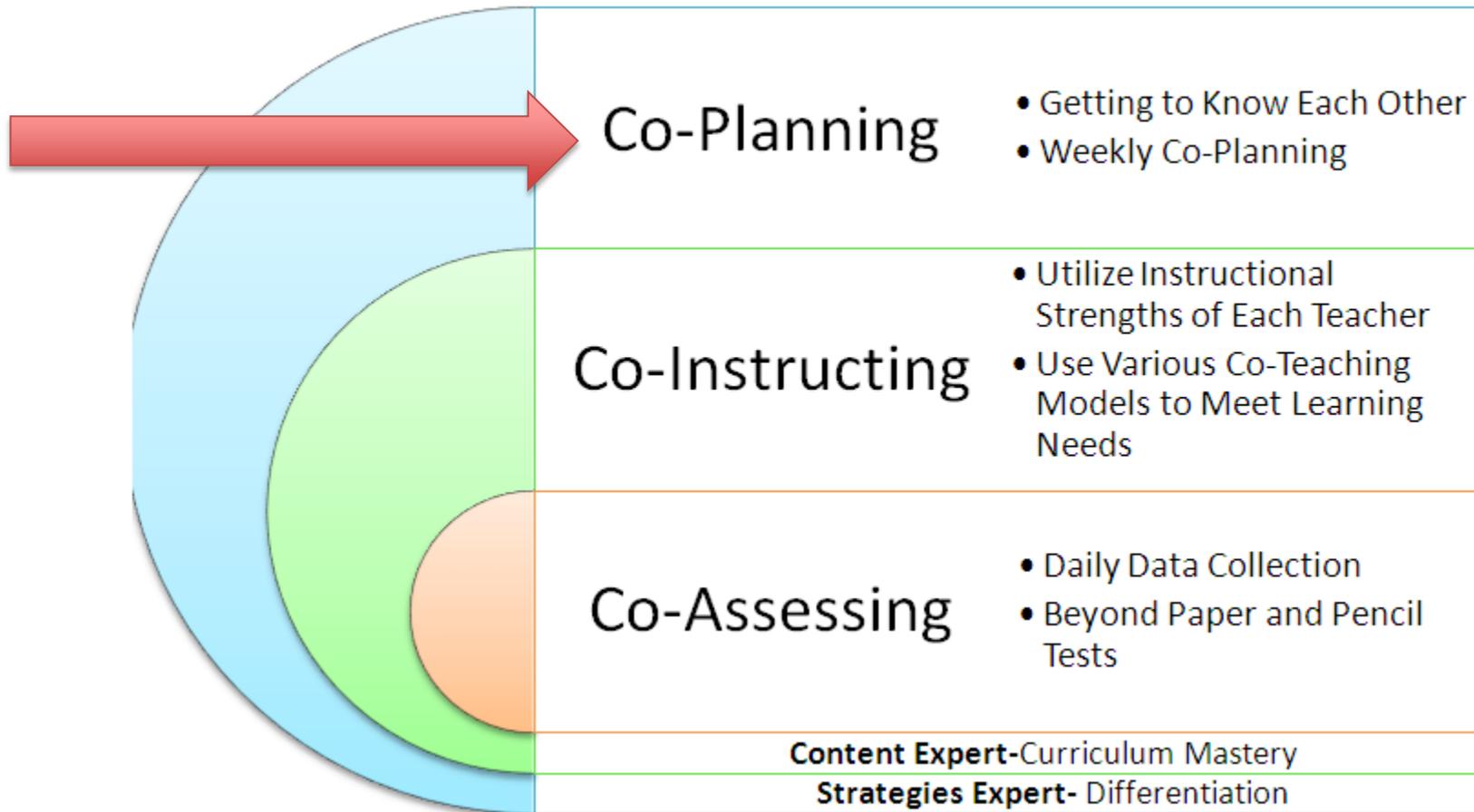




All **Three** Components Pave the Way  
to Successful Co-teaching

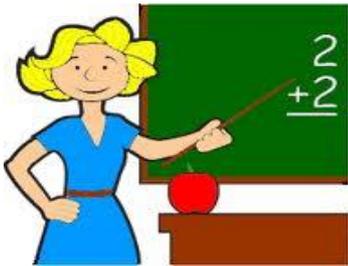


# Components of Co-teaching



# Meaningful Collaboration Depends on:

## Learning Specialist



## Content Expert



## Co-Teaching



- \*Adaptation/Modification (IEP or WIDA)
- \*Motivation Strategies
- \*Language Acquisition
- \*Differentiation
- \*Reading Interventions
- \*Data Collection
- \*Brain/Processing Breaks

- \*Curriculum Sequence
- \*Instructional Objectives
- \*Curriculum Pacing
- \*Content Depth
- \*How Concepts relate
- \*Data Collection
- \*Brain/Processing Breaks

**Enhanced Content**  
**Access to rigorous instruction**  
**Support for all**

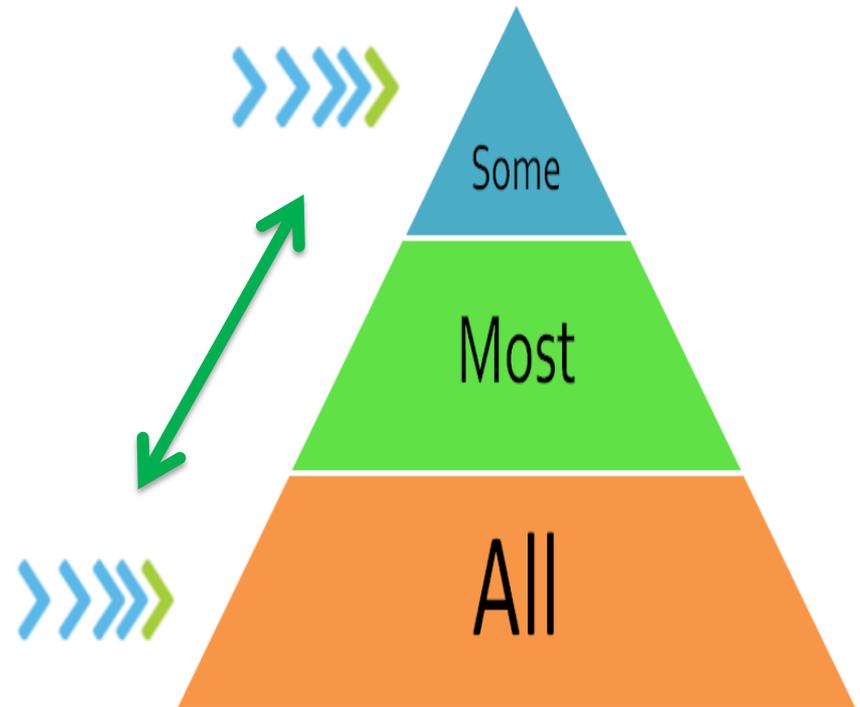
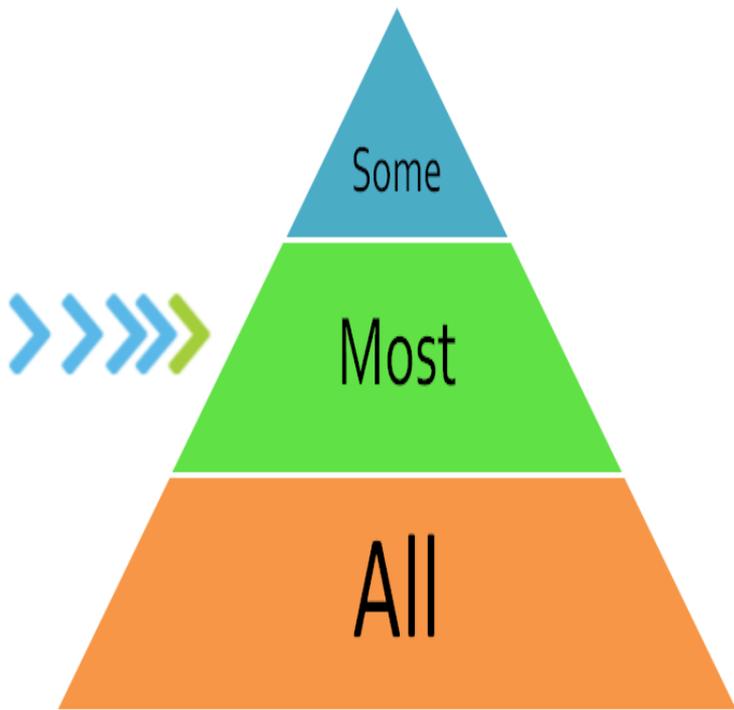


# Planning Paradigm Shift

Traditional Co-Planning



Effectively Using Roles to Co-Plan



# Co-Planning: Unit Planning

## General Educators Focus- Content Mastery

- What content is essential for students to master?
- What is the big idea we want all students to know?
- How can we effectively teach the content?

## Learning Specialists Focus- Differentiation

- What learning strategies will students need to master the content?
- How can we differentiate based on student readiness, interest, and learning profile to ensure students are prepared for learning & objective/content mastery.



# BASE Unit Co-Planning Framework

## BASE



**B**ig Ideas

**A**nalyze areas of difficulty (vocabulary, math skills, etc.)

**S**trategies and supports (differentiation and scaffolding via multiple means of representation & alternative teaching)

**E**valuating the process (Analyze data & Adjusting Instruction: pre-teaching or re-teaching)

# BASE Co-Planning Framework

## B.A.S.E Co-teaching Planning Guide

1

### Big Ideas

(Essential Questions, Enduring Understandings, Content & Language Objectives, Key Vocabulary)

Week One

Week Two

Week Three

Week Four

Transfer Task and/or Summative Assessment



### Analyzing Areas of Difficulty/Misconceptions



### creating Strategies and Supports

*Differentiation/scaffolding & Co-teaching Models that will support & engage all learners*



### Evaluating

*Analyze assessment data and strategies used*

# BASE- BIG IDEAS

General Educators should scope out the Unit & send Big ideas (including key vocabulary & possible resources) to Special Educators at least a week ahead of the Unit Planning Meeting

During the Unit Planning Meeting, co-teachers discuss the overarching ideas in a particular unit and classify them according to their level of importance.

Prioritize ideas that all students should know



# BASE Co-Planning Framework

## B.A.S.E Co-teaching Planning Guide

<b>Big Ideas</b> (Essential Questions, Enduring Understandings, Content & Language Objectives, Key Vocabulary)			
Week One	Week Two	Week Three	Week Four
Transfer Task and/or Summative Assessment			



2

### Analyzing Areas of Difficulty/Misconceptions



### creating Strategies and Supports

*Differentiation/scaffolding & Co-teaching Models that will support & engage all learners*



### Evaluating

*Analyze assessment data and strategies used*

# BASE- Analyzing Areas of Difficulty

## Guiding Questions:

- ❖ What concepts could be difficult for students to learn?
- ❖ What ideas and skills were difficult for students in previous years?
- ❖ Are the concepts abstract and complex?
- ❖ Will applying the new skills be a hurdle given possible student gaps in knowledge or prerequisite skills?
- ❖ How can we teach this concept in a way that will support our students with learning difficulties?



# BASE Co-Planning Framework

## B.A.S.E Co-teaching Planning Guide

<u>Big Ideas</u> (Essential Questions, Enduring Understandings, Content & Language Objectives, Key Vocabulary)			
Week One	Week Two	Week Three	Week Four
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<u>Analyzing Areas of Difficulty/Misconceptions</u>



3

<u>creating Strategies and Supports</u>
<i>Differentiation/scaffolding &amp; Co-teaching Models that will support &amp; engage all learners</i>



<u>Evaluating</u>
<i>Analyze assessment data and strategies used</i>

# BASE- Creating Skills & Strategies

Develop strategies and supports to help all students with the identified areas of difficulty.

Create a list of strategies to help teach the concept better (Learning Strategies) & ways students might demonstrate that they understand the concept (Assessment Strategies)

Be sure the list includes visuals, multimedia resources ([learnzillion.com](http://learnzillion.com)/[newsela.com](http://newsela.com)/Virtual Manipulatives), cooperative learning, etc.)

## Learning Strategies

- Acronym
- Rhyme/Song
- Movement
- Storytelling/Comic
- Keyword Picture
- Alternative Algorithm
- Scaffolding
- Extra Prompts/Visual supports
- Manipulatives

## Assessment Strategies

- Beyond Paper & Pencil



# Processing Break

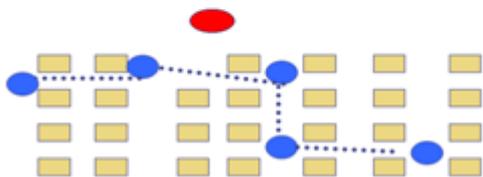
Think-Pair-Share

**What are some strategies that you use to support diverse learners?**

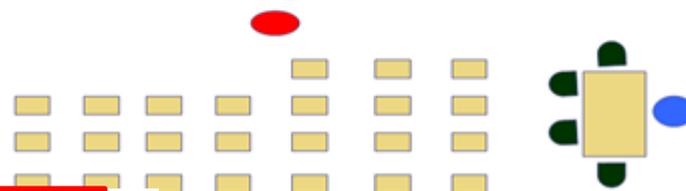


# The Five Co-teaching Models

**One Lead/One Support**  
(One Lead/One Collect Data)



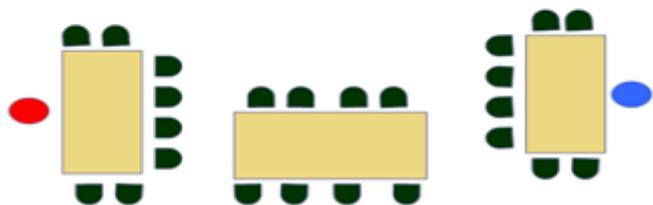
**Alternative Teaching**



**Teaming**



**Station Teaching**



**Parallel Teaching**



# BASE Co-Planning Framework

## B.A.S.E Co-teaching Planning Guide

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<u>Analyzing Areas of Difficulty/Misconceptions</u>



<u>creating Strategies and Supports</u>
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<u>Evaluating</u>
<i>Analyze assessment data and strategies used</i>

4

# BASE- Evaluating Strategies Used

At the end of the unit, after learning is assessed...

The team should reflect on:

- the effectiveness of planning and instruction in helping them to deliver a cohesive unit and tailor instruction to student needs
- the areas of difficulty they predicted and compare these to the actual challenges experienced by students
- the success of strategies used to tackle difficult content



# Effectively Co-Planning

- Every three to four weeks use BASE to complete a unit plan (60 to 90 minutes to complete)
- Schedule regular planning meetings for weekly lesson plans for at least an hour (10 minutes a lesson)
- Come to the table with ideas
- Set a time limit for planning- Avoid “fitting it in”
- Focus first on planning the lesson; then set time aside for student specific issues
- Use Warm-up time to have quick “side-bars”



# Summarizer: Snowball



On your slip of paper answer the following **prompt**:

One take-away from this co-teaching session.

Now, **crumple** your paper and aim for the target.

**Read** a colleagues take-away (aloud).



# Contact Information

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I provide coaching & professional development sessions on differentiation, engagement, literacy strategies across curriculum... and many more topics.



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