

# Co-Teaching: Beyond the Basics

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## Objectives

- ▶ Concepts related to maximizing instruction in classes with diverse learners
- ▶ Seven dimensions of instruction with applications and ideas for your classroom
- ▶ Discussion of your questions and concerns

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## Foundation for Effective Instructional Practices

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## Most Common Instructional Issues for SWD in GE

- ▶ Few specific accommodations beyond cutting work
- ▶ High teacher talk, low student involvement
- ▶ Little grouping (secondary)
- ▶ Little innovation in grouping (elementary)
- ▶ Few individualized strategies

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## The Language of Instruction

- ▶ Universal design for learning (UDL)
- ▶ Differentiation
- ▶ Supplementary aids and services
- ▶ Accommodations
- ▶ Modifications
- ▶ Specially designed instruction



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## Universal Design for Learning

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## Principles of UDL

- ▶ **Multiple means of representation:** Present information and content in different ways
- ▶ **Multiple means of action and expression:** Differentiate the ways that students can express what they know
- ▶ **Multiple means of engagement:** Stimulate interest and motivation for learning

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## Differentiation

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## Differentiating

- ▶ A way of thinking about teaching and learning/a belief system
- ▶ A collection of strategies designed to provide access to all learners (UDL)
- ▶ Grounding in gifted education as well as special education

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## Supplementary Aids and Services

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## Supplementary Aids and Services

- ▶ Term in IDEA
- ▶ Goal: Enable students to remain in general education
- ▶ All types of support, including teacher training
- ▶ Must be documented to justify any removal from general education

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## Accommodations and Modifications

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## Required for SWD

- ▶ **Modifications:** Change in the WHAT (reduction)
- ▶ **Accommodations:** Change in the HOW (no reduction)

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## Seven Dimensions of Differentiation

1. Preparation for instruction (assessment and planning)
2. Content, materials, technology
3. Instructional environment
4. Presentation of content
5. Student learning
6. Student evaluation
7. Collaboration/partnerships

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## Preparation for Instruction

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## Assessment for Learning

- ▶ General assessment of student interests
- ▶ Specific assessment related to the material to be addressed

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## Content Assessment

- ▶ 3-2-1
- ▶ Yes/No cards
- ▶ Around the room
- ▶ Peoplegraph
- ▶ Anticipation guide
- ▶ Formal pre-assessment
- ▶ Ongoing formative assessment
- ▶ Assessment through technology

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## Assessment: Questions

- ▶ What are current assessment strategies—GE and SE?
- ▶ How could you improve/intensify assessment?
- ▶ Which of the ideas shown could you use?

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## Teaching Diverse Groups of Students

### ▶ Bloom's taxonomy

- Knowledge (know it)
- Comprehension (understand it)
- Application (use it)
- Analysis (examine it--critical)
- Evaluation (judge it--worth, value)
- Synthesis (create it--new way)

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## Content, Materials, and Technology

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## Adjusting Materials

- ▶ Adding color
- ▶ Using pictures and graphics
- ▶ Masking part of the work
- ▶ Using same materials with a different goal
- ▶ Simplifying responses

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## Technology Ideas

- ▶ <http://www.bookshare.org/>
- ▶ <http://diigo.com>
- ▶ <http://voki.com>
- ▶ <http://pinterest.com>

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## Content/Materials/Tech: Questions

- ▶ What are current CMT strategies—GE and SE?
- ▶ How could you improve/intensify CMT in your classroom?
- ▶ Which of the ideas shown could you use?

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## Instructional Environment

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## Physical Setting

- ▶ Classroom floor space
- ▶ Student desks
- ▶ Wall space and ceilings
- ▶ Lighting
- ▶ Storage

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## Classroom Climate

- ▶ Noise
- ▶ Behavior expectations
- ▶ Social environment
- ▶ Grouping
- ▶ Routines

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## Flexible Grouping

- ▶ Interests
- ▶ Knowledge/skills
- ▶ Heterogeneity of skills
- ▶ Intelligences/aptitudes
- ▶ Social skills/ability to cooperate
- ▶ Student choice

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### Instructional Environment: Questions

- ▶ Which of these ideas could you implement in your classroom?
- ▶ How could you customize these ideas to suit your students/your classroom?
- ▶ What are questions you have about designing the instructional environment?

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### Content Structure and Presentation

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### Tiering Instruction

- ▶ Multiple levels of instruction
- ▶ Simultaneous delivery in classroom
- ▶ Comparable levels of engagement and interest

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## Tiering Instruction

- ▶ By challenge level (Bloom)
- ▶ By resources (level or type of material)
- ▶ By outcome (same matl; different application/use)
- ▶ By process (same outcome; different route)
- ▶ By product (options to demonstrate learning)

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## Effective Tiering: Tips

- ▶ Use your teacher's manuals
- ▶ Use activities you already do
- ▶ Ensure tasks are equally active
- ▶ Ensure tasks are comparably interesting
- ▶ Base tiering in key questions and planned outcomes for students

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## Student Participation

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## Participation: Active Student Responses

- ▶ Think, pair, share
- ▶ Numbered heads together
- ▶ Speak or pass
- ▶ Choral responding

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## “Folded” Learning!

- ▶ [http://www.catawba.k12.nc.us/c\\_i\\_resources/foldables.htm](http://www.catawba.k12.nc.us/c_i_resources/foldables.htm)
- ▶ <http://foldables.wikispaces.com/Science>
- ▶ [http://www.homeschoolshare.com/lapbooking\\_resources.php#Templates\\_Listed\\_by\\_Divisions\\_](http://www.homeschoolshare.com/lapbooking_resources.php#Templates_Listed_by_Divisions_)

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## Teaching/Participation: Questions

- ▶ What are current teaching/learning strategies—GE and SE?
- ▶ How could you improve/intensify teaching/learning in your classroom?
- ▶ Which of the ideas shown could you use?

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## Student Progress Measurement

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## Student Evaluation

- ▶ <http://www.studygs.net>
- ▶ <http://quiz.4teachers.org/indexi.jsp>

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## Formative Evaluation

- ▶ Say It On Your Way Out (SIOYWO)
- ▶ Exit slips
- ▶ Technology for formative data collection

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## Grading Approaches: Checkered Reputations

- ▶ Prioritized content and assignments
- ▶ Balanced system (PPE)
- ▶ Progress on IEP goals
- ▶ Improvement
- ▶ Changed scales or weights

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## Grading Considerations

- ▶ Avoid incorporating non-academics into grades
- ▶ Avoid penalizing multiple attempts at mastery
- ▶ Avoid grading practice
- ▶ Avoid assessing in ways that do not accurately indicate mastery
- ▶ Avoid 0s for work not done

Wormelli, 2006

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## Teaching/Participation: Questions

- ▶ What are current evaluation strategies—GE and SE?
- ▶ How could you improve/intensify evaluation in your classroom?
- ▶ Which of the ideas shown could you use?

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## Adult Interactions

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# THANKS!

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