Co-Teaching: Beyond the Basics

Wyoming Department of Education
Summer Leadership Conference
June 25, 2012

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

Foundation for Effective Instructional Practices
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

The Language of Instruction

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

Universal Design for Learning
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

Differentiation

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
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

Accommodations and Modifications
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
Assessment for Learning

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

Content Assessment

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

Assessment: Questions

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

Content, Materials, and Technology

Adjusting Materials

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

- [http://www.bookshare.org/](http://www.bookshare.org/)
- [http://diigo.com](http://diigo.com)
- [http://voki.com](http://voki.com)
- [http://pinterest.com](http://pinterest.com)

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?
Physical Setting

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

Classroom Climate

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

Flexible Grouping

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

Content Structure and Presentation

Tiering Instruction

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

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

Student Participation
Participation: Active Student Responses

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

“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://foldables.wikispaces.com/Science)
- [http://www.homeschoolshare.com/lapbookin_g_resources.php#Templates_Listed_by_Divisions](http://www.homeschoolshare.com/lapbookin_g_resources.php#Templates_Listed_by_Divisions)

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?
Student Progress Measurement

Student Evaluation

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

Formative Evaluation

- Say It On Your Way Out (SIOYWO)
- Exit slips
- Technology for formative data collection
Grading Approaches: Checkered Reputations

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

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

Wormell, 2006

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?