



# Rtl: Focus on Co-Teaching and Inclusion

CAI Extended Meeting

November 9, 2010

Curriculum, Assessment & Instruction Learning Network

# AGENDA

- Co-Teaching in Practice
- RtI Center and DPI Updates
- Extended Monthly Meetings
- Importance of Content Expertise
- Tier I
- Core Instructional Framework: Gradual Release of Responsibility
- Rationale for Co-Teaching
- Co-Teaching Roles
- Resources for Co-Teaching Initiatives



# Levels of Collaborative Relationships

Presence, Planning, Presenting, Problem Solving, Processing . . . . . **CO-TEACHING**

Presence, Planning, Presenting . . . . . CO-INSTRUCTING

Presence, Planning . . . . . CO-WORKING

Presence . . . . . CO-EXISTING

*-Bauwens & Hourcade*

FROM: [http://www.vclid.org/pages/newsletters/03\\_04\\_fall/teacher.htm](http://www.vclid.org/pages/newsletters/03_04_fall/teacher.htm)

# Co-Teaching in Practice

## Sharing

1. To what degree is co-teaching taking place in your classrooms?
2. How are you facilitating time for co-teachers to collaborate?
3. What's going well?
4. What struggles are you experiencing?

## Sharing



Parking Lot of Ideas and Issues

# News from the Rtl Center and DPI

- See separate handout
- Services will be coming from the Rtl Center in the future
- CESA 7 is connected with the Rtl Center will work to integrate messages and trainings
- Note – draft DPI guidance on Assessments in Rtl and on “Balanced Assessment”



WISCONSIN  
Rtl Center

# RtI Extended Meetings

- Monthly CAI Meetings
- **1:15 to 3:30**
- ✓ Sept. 21 - RtI Perspectives
- ✓ Oct. 19 – RtI Tier I – Core Classrooms
- ✓ Nov. 9 – RtI Tier 1 – Inclusion and Co-Teaching
- **Dec. 21 – Using Data for Decisions**
- **Jan. 18 – Tier 2 Interventions – Supporting Intentional Non-Learners and Failed Learners**
- **Feb. 15 – Tier 2 – continued**
- **Mar. 15 – Tier 3 Academic and Behavior Interventions (The SLD Rule)**
- **Apr. 12 – Referrals for Special Education Services (The SLD Rule)**
- **May 17 – Collaborative Teams and Implementation**

2010-11

# Importance of Content Expertise

READING

- Common Core Standards
- Rtl Academic Systems
- Core Instructional Frameworks

MATHEMATICS

# Important MATH Collaborative Work in 2010 -1 1

## MATHEMATICS

K-8 Level

9-12 Level

1. Common Core State Standards
2. RtI Core Mathematics Instruction
3. RtI Mathematics Interventions
4. RtI SLD Rule for Mathematics Deficits

### Key Decision Makers for Math RtI & Curriculum Work

- Superintendent
- Principals
- Curriculum Director
- Math Specialist/Lead Teacher
- Special Education Director

### Key Collaborators

- Title I Coordinator
- ELL Coordinator
- School Psychologist
- Teacher Leaders

# Who are Math Specialists?

## Math Leadership Team

Elementary  
Math  
Specialist

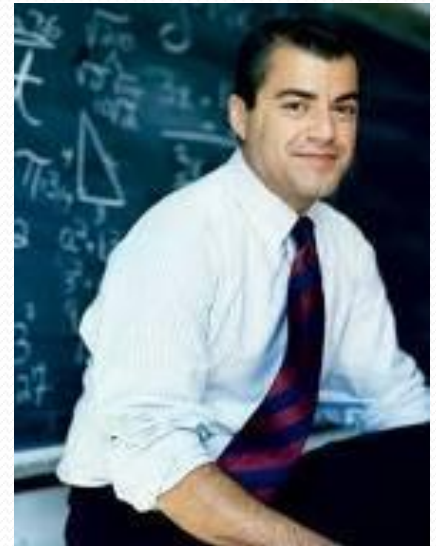
Middle  
School Math  
Lead  
Teacher

High School  
Math  
Department  
Chair

*Could serve as  
Elementary or K-8 Math  
Specialist*

# “Elementary Math Specialists”

- Assign a math content expert to serve as your elementary mathematics “specialist”
- Be sure the math specialist understands ...
  - The elementary math curriculum and materials
  - Best practices in elementary mathematics
  - Expectations and content needs of elementary teachers who teach mathematics



# Roles of Mathematics Specialists

1. Facilitate mathematics **curriculum** work
2. Collaborate and lead decision-making in **mathematics Rtl** systems
3. Collaborate and lead on assessment leadership teams regarding **mathematics assessments**
4. Serve as the district's **mathematics leader(s)**
5. Teacher **coaching** and mentoring
6. Facilitating internal **professional development** in mathematics instruction, curriculum and assessment

*Who serves this role in your district?*

# CESA 7 Elementary Math Specialists' Network

- Facilitated by Chris Castillero
- Upcoming dates:
  - November 17
  - December 15
  - February 16
  - March 30
  - 12:30-3:30 at CESA 7

- *Varying Roles of the Mathematics Specialist*
- *Helping teachers overcome the content knowledge gap of teachers*
- *Need for content coaching, mentoring*
- *The role of the new CCSS Standards in instruction*
- *Enhancing professional expertise and leadership skills*
- *Role with RtI Systems in Mathematics*
- *Instructional Framework in Mathematics*

# Important READING Collaborative Work for 2010-11

## READING

K-5 Level

6-12 Level

1. Common Core State Standards
2. RtI Core Literacy Instruction
3. RtI Reading Interventions
4. RtI SLD Rule for Reading Deficits

### Key Decision Makers

- Superintendent
- Principals
- Curriculum Director
- Reading/Literacy Specialist
- Special Education Director

### Key Collaborators

- Title I Coordinator
- ELL Coordinator
- School Psychologist
- Teacher Leaders

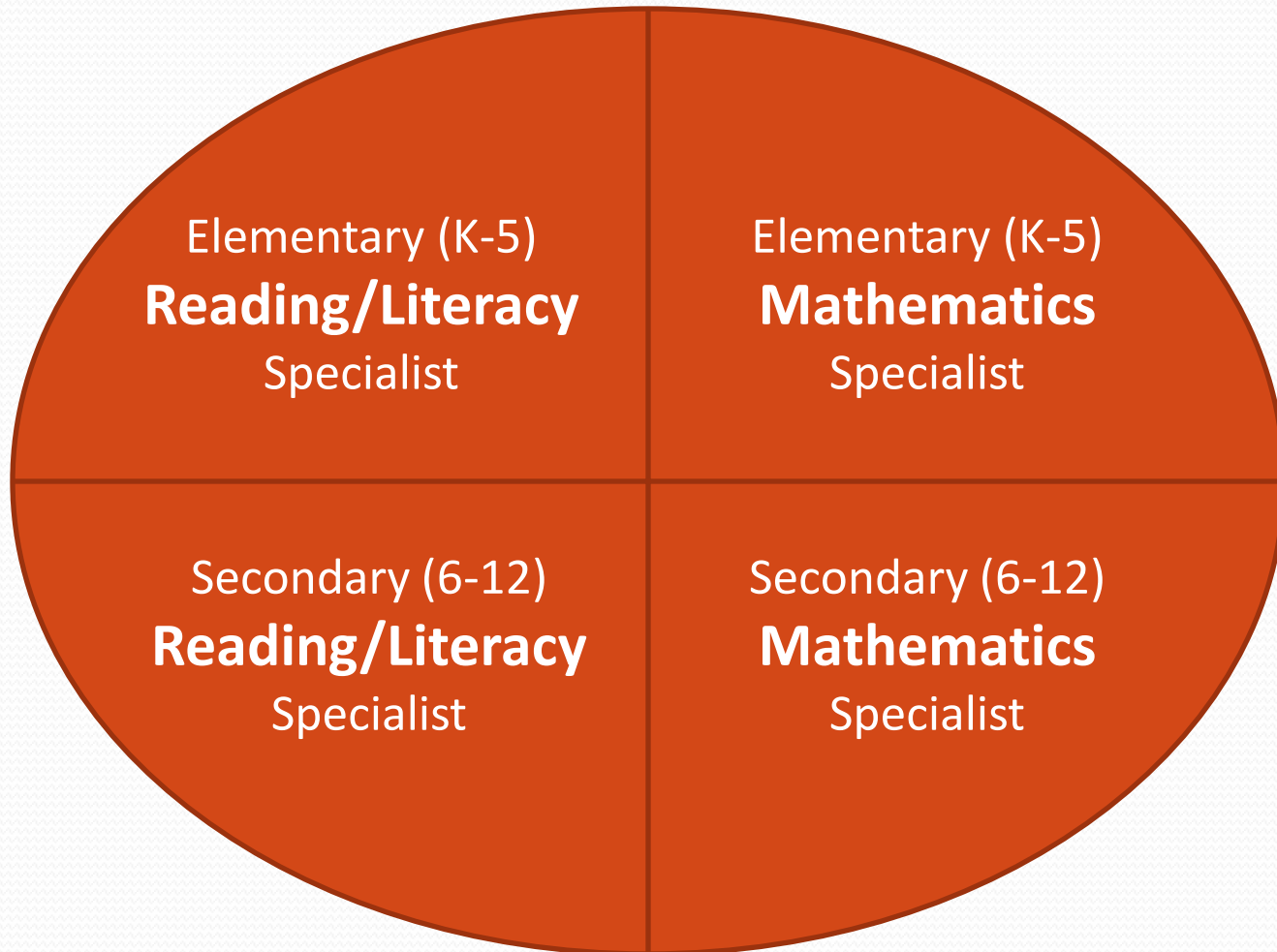
# CESA 7 Reading Specialist Network

- *Facilitated by Claire Wick, Yvonne Harness, Missy Bousley*
  - December 14, 2010 - CESA 7 - Room A
  - February 17, 2011 - Manitowoc School Dist. Offices
  - April 7, 2011 - CESA 7 - Room C

- Becoming a Literacy Leader
- Common Core Standards
- Legislative Updates
- NCLB and meeting AYP
- RTI in Reading: Response to Intervention
- Fluency and Comprehension
- Staff Professional Learning
- Coaching
- Literacy assessment and data use

*Who serves this role for elementary levels ... for secondary levels?*

# Content Expertise – Recommended



# RtI Implementation Toward the SLD Rule

## RtI System for Mathematics

Core Math Instruction and Assessment  
(Tier 1)

Supplemental Math  
Interventions &  
Assessment (Tier 2)

Intensive Math  
Interventions & Progress Monitoring  
(Tier 3)

SLD Rule

## RtI System for Literacy (Reading)

Core Literacy Instruction and  
Assessment (Tier 1)

Supplemental Reading  
Interventions &  
Assessment (Tier 2)

Intensive Reading  
Interventions &  
Progress  
Monitoring (Tier 3)

SLD Rule

# Content Experts are Needed

## Mathematics

Core Math Classrooms

Math  
Interventions

Intensive Math  
Interventions

SLD Rule

## Reading

Core Literacy Classrooms

Reading  
Interventions

Intensive Reading  
Interventions &

SLD Rule

# Focus on Tier I

- Core Classrooms
- Reading
- Mathematics
- Gradual Release of Responsibility Framework for Instruction



# Instructional Frameworks: Gradual Release of Responsibility

## Teacher Responsibility

### **FOCUS LESSON**

(Whole Group “I do it”)

### **GUIDED INSTRUCTION**

(Small Group or Individual “We do it”)

### **COLLABORATIVE LEARNING**

(Small Groups “You do it together”)

### **INDEPENDENT LEARNING**

(Individual Practice “You do it”)

## Student Responsibility

# Rationale for Co-Teaching

1. Closes achievement gaps
2. Provides access to rigor of the general curriculum
3. Increases educational opportunities for all students
4. Reduces fragmentation of the student's education.
5. Reduces stigma of special education
6. Creates a stronger support system for teachers who are teaching students with disabilities.

# LRE: Least Restrictive Environment

- Students with disabilities should be educated with nondisabled students to the ***maximum extent appropriate***. (IDEA 2004)
- “Least Restrictive Environment (LRE) is a ***fluid term*** and is defined differently for each student, depending on his or her unique educational needs.” McDuffe, 2010
- Continuum of Special Education Services



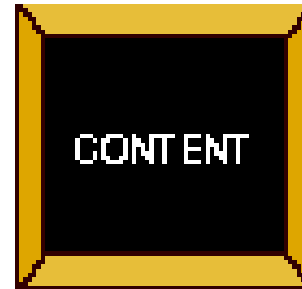
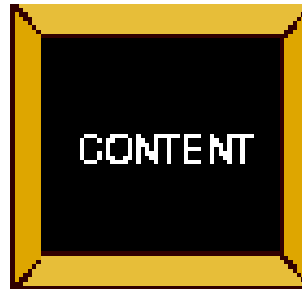
# Co-Teaching – for Which Students?

- Determined by the IEP Team
- IEP goals are ...
  - Appropriate based on assessed needs
  - Best met in a co-taught class

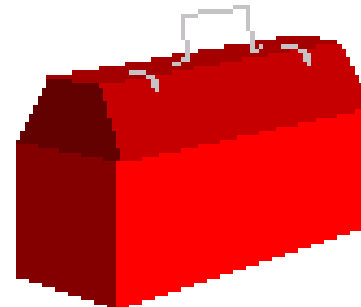
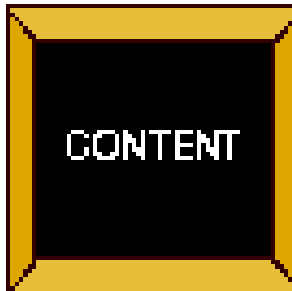


# Co-Teaching Arrangements

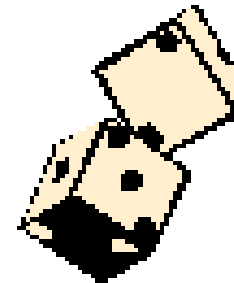
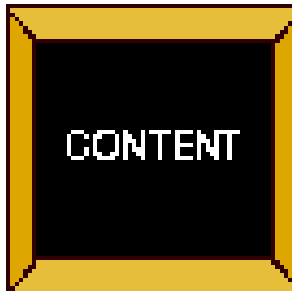
*Team Teaching*



*Complementary Instruction*



*Supportive Learning Activities*



# Roles of the Co-Teacher

Role	What it Looks Like
Team Teaching	When two people do what the classroom teacher has always done – plan, teach, assess and assume responsibility for all of the students in the classroom.
Complementary Co-Teaching	When co-teachers do something to enhance the instruction provided by the other co-teacher.
Parallel Co-Teaching	When two teachers work with different groups of students in different sections of the classroom.
Supportive Co-Teaching	When one teacher takes the lead instructional role and other rotates among students to provide support.

# Supportive Co-Teaching

“This is one of the two co-teaching approaches often favored by teachers who are new to co-teaching.” Villa, Thousand & Nevin, 2008

## The Classroom Teacher ...

- *Takes lead teaching role*
- *Directs the lesson*
- *Plans the lesson*
- *Teaches the lesson*
- *Assesses the students*
- *Manages behavior*

## The Co-Teacher ...

- *Rotates among students to provide support*
- *Takes on a supportive role*
- *Watches, listens as students work together*
- *Steps in to provide one-to-one tutorial assistance when needed*
- *Follows the classroom teacher's lead*

# Parallel Co-Teaching

•“Teachers new to co-teaching often choose to begin with this approach.”

Villa, Thousand & Nevin, 2008

•Decreases student-teacher ratio

## The Classroom Teacher ...

- Takes lead teaching role*
- Divides students into groups*
- Directs the lesson*
- Plans the lesson*
- Teaches the lesson*
- Assesses the students*
- Manages behavior*

## The Co-Teacher ...

- Works with groups of students*
- May rotate among groups*
- Follows classroom teacher's lead*

## Examples of Parallel Co-Teaching

1. Split class
2. Station Teaching or Learning Centers
3. Co-Teachers rotate
4. Cooperative Group Monitoring
5. Lab Monitoring
6. Learning Style Focus
7. Supplementary Guided Instruction Within the Core Classroom

# Complementary Co-Teaching

- “As co-teachers gain confidence, complementary teaching and team teaching approaches are added to their repertoire.” Villa, Thousand & Nevin, 2008
- Both co-teachers share in the delivery of information, sometimes with a varied delivery method (one lectures, one writes on the white board.)



## The Classroom Teacher ...

- *Enhances instruction by the Co-teacher*
  - *Paraphrases*
  - *Models or demonstrates*
  - *Preteaches small groups*
  - *Monitors students*
  - *Documenting on the “board”*
- *Usually takes primary responsibility for designing the lesson or presenting new academic content*

## The Co-Teacher ...

- *Enhances instruction by the Co-teacher*
  - *Paraphrases*
  - *Models or demonstrates*
  - *Preteaches small groups*
  - *Monitors students*
  - *Documenting on the “board”*

# Team Teaching

Both teachers:

- Share ...
  - Leadership
  - Planning
  - Teaching
  - Assessing
  - Managing behavior
- Simultaneously deliver lessons
- Are comfortable taking the lead and being the supporter





# Discussion

## Reflect about your co-teachers

1. Which approaches to co-teaching do you see in your classrooms?
2. To what degree do teachers alter their roles (i.e. from supportive to complementary) during the “Gradual Release” framework?
3. What barriers do you see toward successful co-teaching?
4. What factors do you see that help facilitate effective co-teaching?

# What do Co-Teachers Need?

1. Administrative Support
2. Compatibility
  1. mutual trust and respect
  2. teachers should have input in the selection and pairing process
  3. it's like a marriage
3. Planning Time – minimum of one hour per week
4. Content Knowledge
5. Understanding of Roles



# Recommended Steps to Develop Effective Co-Teaching



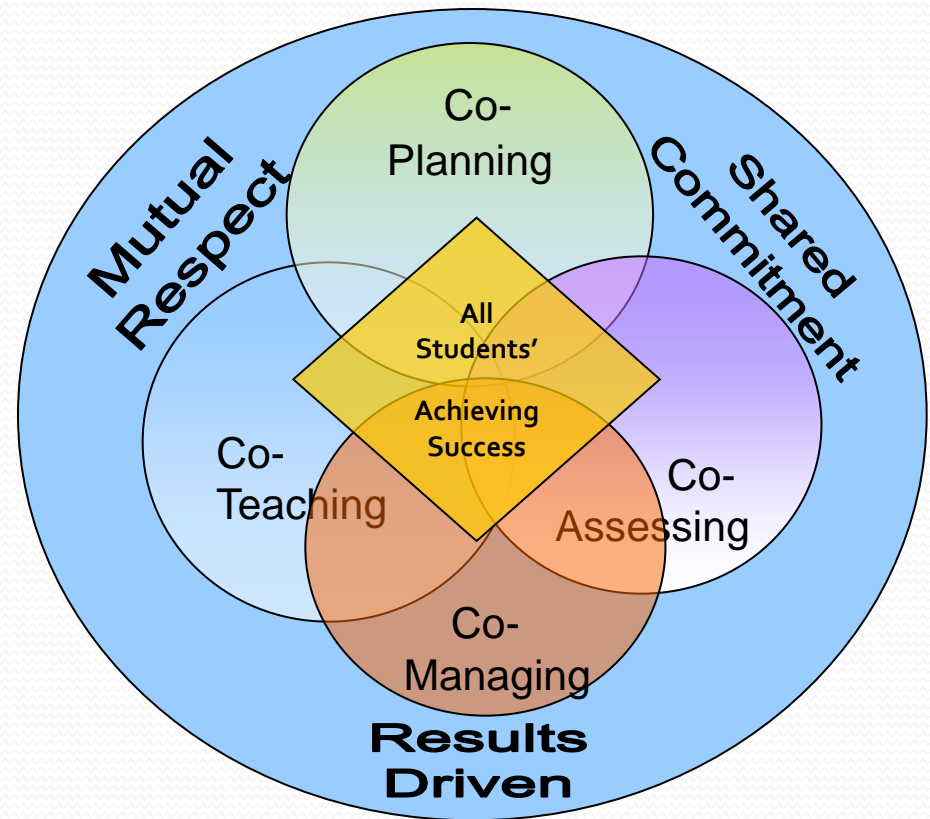
## Professional Development

Understanding “why” – achievement gaps and LRE (Least Restrictive Environment)

- Foundations of Co-Teaching – different approaches and that they can be flexible
- The importance of Co-Planning and Collaboration – use the Co-Teaching Workbook and Action Plan
- Observe co-teachers frequently to get a sense of the style of co-teaching and the relationship
- Follow-up reflection meetings with co-teacher pairs periodically
- **Infrastructure** – Time **MUST** be provided and supported for weekly collaboration – co-planning and co-assessing

# Resources to Enhance Co-Teaching

- Sample Co-Teaching Training
  - Has Introduction about the importance of “Why” co-teaching is needed
- Co-Teaching Workbook and Action Plan
- Posters/Templates
- Rubric and Follow-Up Guides
- Take time to look through the materials



# What do you need?

- What steps might you take to improve your co-teaching situations?
- What resources do you need?

## **Some Resources:**

- Richard Villa and Jacqueline Thousand – variety of resources.  
Recommended Book Study: *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, Corwin Press, 2008
- From LRP Kimberly McDuffie *The Co-Teaching Guide for Special Education Directors: From Guesswork to What Really Works*

# CESA 7 RtI Contacts for SLD Rule

\*Contacts for Co-Teaching Consultation

**\*Fran Renn-Malcheski**

Intensive Interventions  
SLD Rule for Referral  
920-617-5627

**\*Judy Sargent**

Core Programs, Supplemental  
Interventions, and Leadership Systems  
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Chris Castillero  
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Claire Wick &  
Yvonne Harness  
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