



Co-Teaching - Competency One Designing Physical Space and Functional Structures

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

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Learning Objectives

- 1. Understand the purpose of a practice profile**
- 2. Understand and apply Competency 1.a. to your own environment (think about your space, routines, learning tools, and your group of learners)**
- 3. Understand the importance of the shared roles of co-teachers and apply the learning to your team. (Competency 1.b.)**



Prior to viewing this module did you...



Review the Co-Teaching Practice Profile



Watch Co-Teaching Foundations



Create a district or school leadership team to assist in the identification and elimination of barriers in order to support an inclusive community.

<https://dpi.wi.gov/sped/educators/consultation/co-teaching>



Practice Profile

Anatomy of a Practice Profile – How it Works

Core Competency	Contributions to Systems Transformation		
<p>The specific role of the practitioner</p>	<p>In this section, you will see a description of <i>why</i> each competency is important to achieving the outcome and how it contributes to a greater likelihood that practitioners can operationalize and engage in the essential functions.</p> <p style="text-align: center;"><i>This describes the “why”</i></p>		
<p>The components provide a clear description of the features that must be present to say that inclusive learning practices are in place. The components break down the competency and provide a more detailed definition.</p> <p style="text-align: center;"><i>This describes the “what”</i></p>	<p style="text-align: center;">Expected Use in Practice</p> <p>This column includes observable behaviors that exemplify educators who are able to generalize required skills and abilities to a wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position.</p> <p style="text-align: center;"><i>This describes the “how”</i></p>	<p style="text-align: center;">Developmental Use in Practice</p> <p>This column includes observable behaviors that exemplify educators who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need consultation to complete or successfully apply skills; and would benefit from setting goals that target particular skills for improvement in order to move educators into the “expected/ proficient” category.</p> <p style="text-align: center;"><i>This describes the “developing how”</i></p>	<p style="text-align: center;">Unacceptable Use in Practice</p> <p>This column includes observable behaviors that exemplify educators who are not yet able to implement required skills or abilities in any context and often can cause harm to the clients served. Often times, if an educator’s work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how regions, schools or districts are selecting or training staff, managing the new program model, or using data to inform continuous improvement.</p> <p style="text-align: center;"><i>This describes the “how not”</i></p>

Contributions to Co-Teaching Practice

When co-teaching partners intentionally and collaboratively design physical spaces and functional structures for all learners, they allow for equitable and inclusive learning environments which promote learning and achievement.



[Using UDL to Create Flexible Spaces](#)



Co-Designing for Learners

There is evidence that the environment was intentionally designed to provide accessibility and flexibility for academic, physical, social, and emotional learning.



How does your space support learner variability and specially designed instruction needs?



Do you need a teacher desk?



How do we want students to work?

[Ruckus Research](#)

How does your current space support learner variability and specially designed instruction needs?

Give One, Get One Activity

Give One, Get One activity Directions:

1. Take a minute to develop your personal response to the question based on your current work.
2. Read and answer the question under future considerations.
3. Invite peers or colleagues to find a partner or partners.
4. Share your future considerations with your partner.
5. Record new ideas shared with your partner in the Get One column. If time allows, repeat this process with a second partner



Natural Proportions

The classroom makeup is intentionally developed for representative distribution that avoids clustering and is reflective of the school's learners across all sub-categories.



Flexible Learner Groupings - Your Superpower

Flexible learner groupings occur over 70% of the instructional week within the classroom, with both teachers controlling and utilizing the space. When small groups are used, groups stay within the classroom and are not removed to a segregated setting in the building.





Mixed Ability Grouping

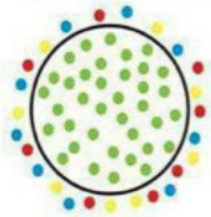


[John Hattie on ability grouping](#)

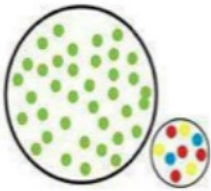


Dr. Jeannie Oakes on ability grouping

The evolution of inclusion



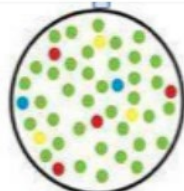
exclusion



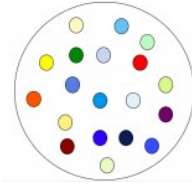
segregation



integration



inclusion



teaching
to diversity



Dr. Jeannie Oakes
on ability grouping

(Moore, S., 2016)

How does your current co-teaching team decide on when and how to use mixed ability groupings?

Give One, Get One Activity

Give One, Get One activity Directions:

1. Take a minute to develop your personal response to the question based on your current work.
2. Read and answer the question under future considerations.
3. Invite peers or colleagues to find a partner or partners.
4. Share your future considerations with your partner.
5. Record new ideas shared with your partner in the Get One column. If time allows, repeat this process with a second partner

1b. Relationships, Roles and Responsibilities

Co Teaching partners share the collective responsibility for instruction, structures, routines, norms and procedures through a defined and regular planning time.

The definition of **parity** is the equal sharing of all these classroom tasks.





1b. Relationships, Roles and Responsibilities

Co-teachers model positive and collaborative relationships to create a strong partner team.

Co Teaching is a Marriage





The Concept: Parity

Co-teaching partners enjoy parity of roles and responsibilities--they are treated as equals both mutually and by learners although they may not necessarily perform identical tasks.





Equal is Not the Same

General Educator

Provides the content for co-designing instruction

Co-designs formative and summative assessments that are delivered within the co-taught classroom and which inform the direction of instruction

Specialist

Provides strategies for the whole learner during the co-design of instruction

Co-designs to coordinate support to address student specific needs and progress monitors for goal attainment



The Concept: Parity

Co-teaching partners adjust and adapt their roles and responsibilities quickly and efficiently through non-verbal communication and mini-conferences as learner needs are assessed during the lesson.





Language is Key

When communicating with each other or with stakeholders, language is inclusive, being asset based and person-first and reflective of 'our' students.





The Concept: Parity

Both teachers take equal responsibility for all learners in the classroom regarding classroom safety.





Co-Teaching Time is Sacred!

One teacher should NEVER be:

- Pulled out of the instruction for an emergency meeting
- Pulled out of the instruction to handle a behavior issue in another part of the building
- Scheduled into an IEP, testing situation or committee meeting during co-teaching or co-planning times



Create Your Co-Teaching Culture

