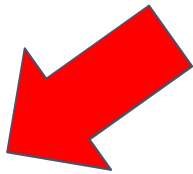


Co-Teaching Foundations:

Building an Inclusive Environment



[Inclusive Learning Communities - Practice Profile](#)



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

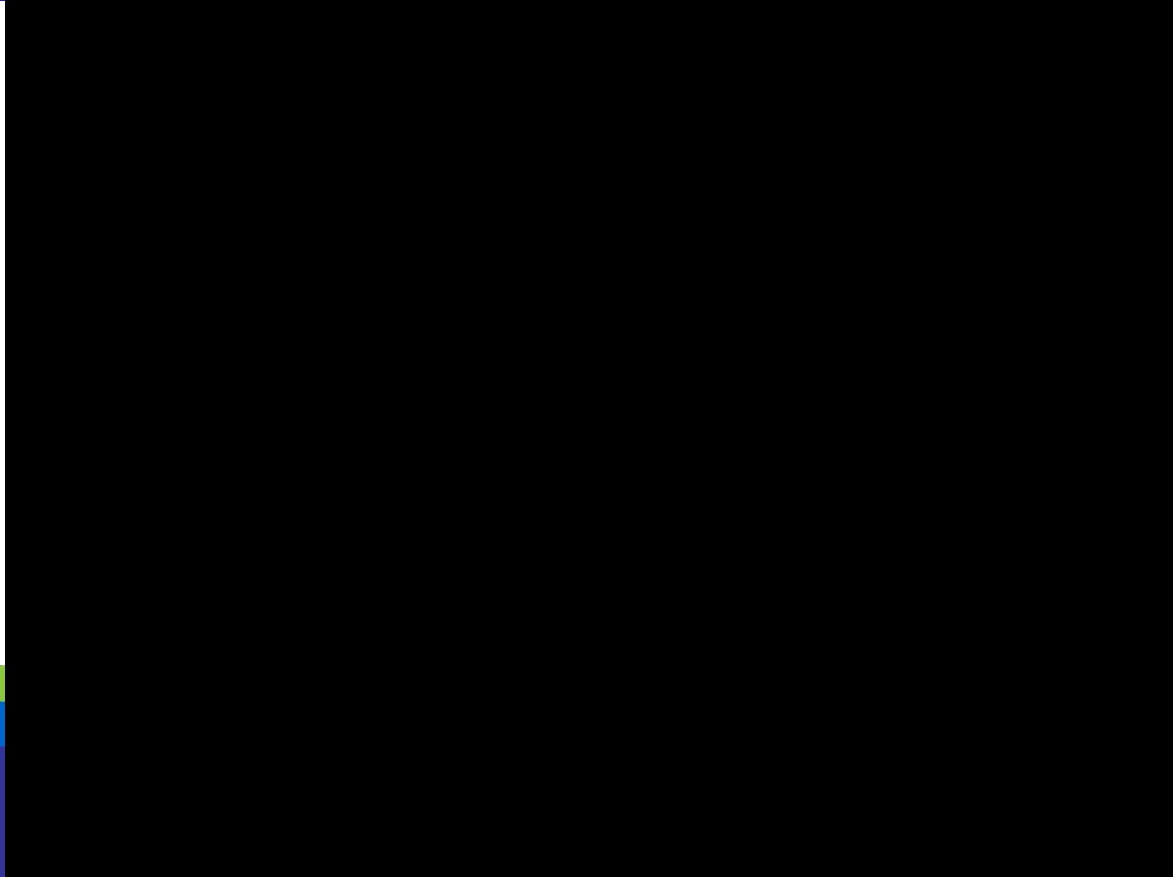
Carolyn Stanford Taylor, State Superintendent

Overview - Laying the Foundation

- Finding your “Why”
- Linking Co-Teaching to Inclusive Learning Communities (ILC)
- Specially Designed Instruction in an Inclusive Co-Taught setting
- What’s Ahead!?!



Lulu's Climb



Reflecting on Lulu's Climb

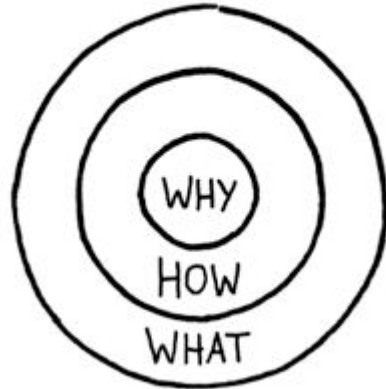
Take a few minutes to answer these questions?

1. Why did Lulu make the climb?
2. Who has Lulu's back? Who supports her to take risks? Why are they supporting her to take risks?
3. How does this video reflect your experience as an educator?

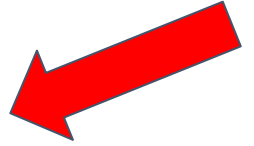


Start with WHY

The Golden Circle



© 2013 Simon Sinek, Inc.



[Start with Why](#)



What's Your Why for Co-Teaching?

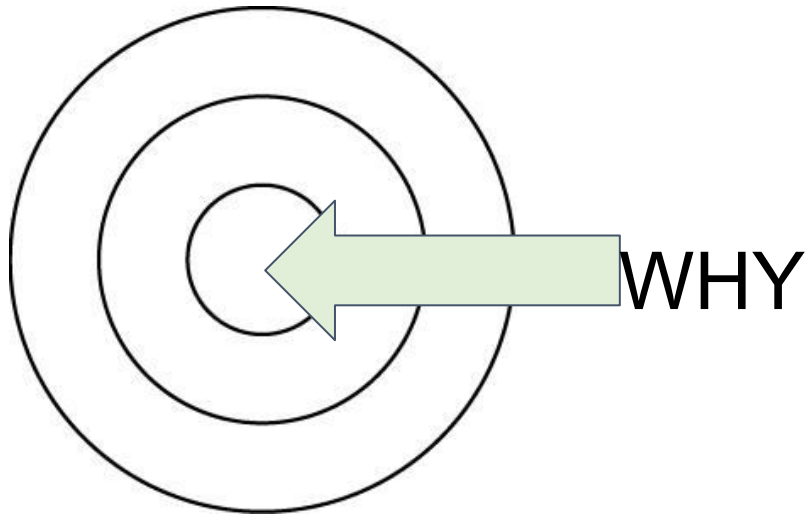
In a way that works for you:

- jot it down,
- think privately
- draw it
- sing it, rocking, sitting, standing, speaking....

Then talk to someone close by to discuss your why.



The WHY that leads to Co-Teaching



Sinek, 2013

WHY= Equity and Social Justice

HOW - Inclusive Learning Communities

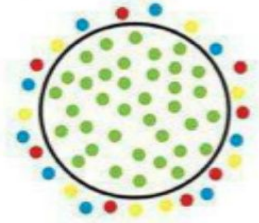
WHAT - Co-Teaching



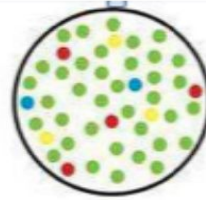
How do we organize learners?

What is Inclusion?

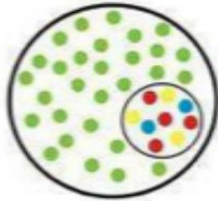
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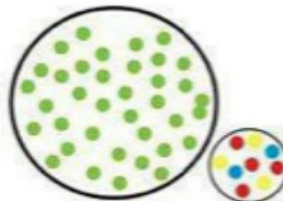
C



B



D



INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

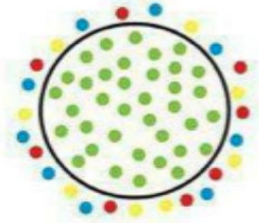
(Moore, S., 2016)



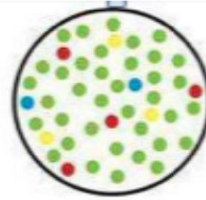
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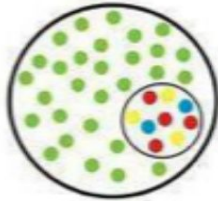
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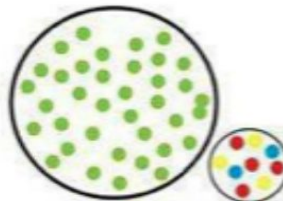
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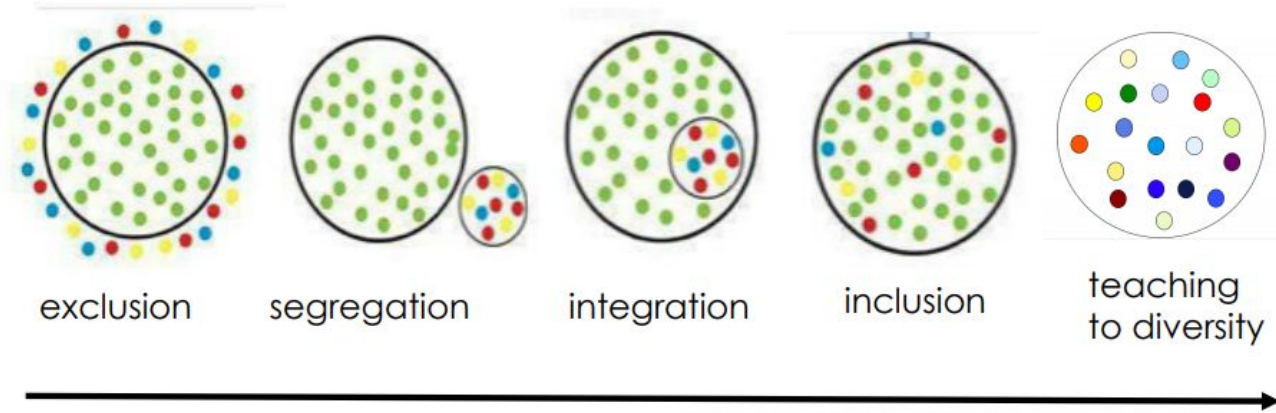
INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

(Moore, S., 2016)



How do we organize learners?

The evolution of inclusion

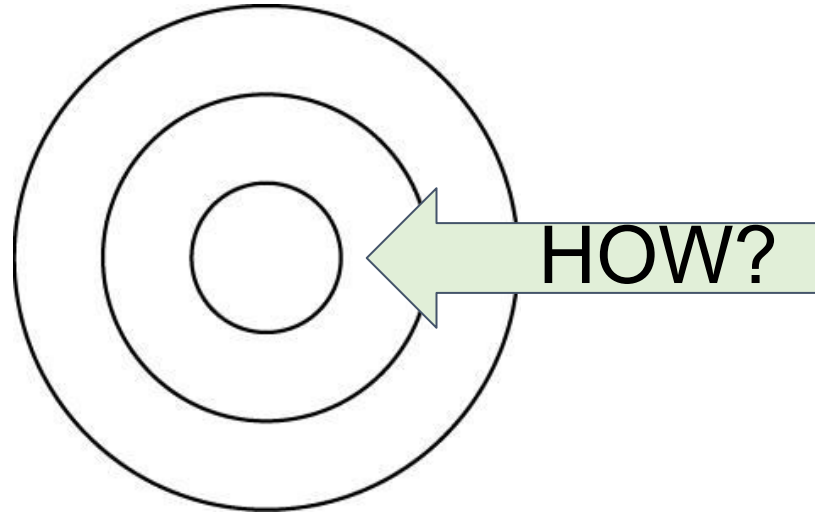


[The Evolution of Inclusion](#)

(Moore, S., 2016)



The HOW - Teaching to Diversity



Sinek, 2013

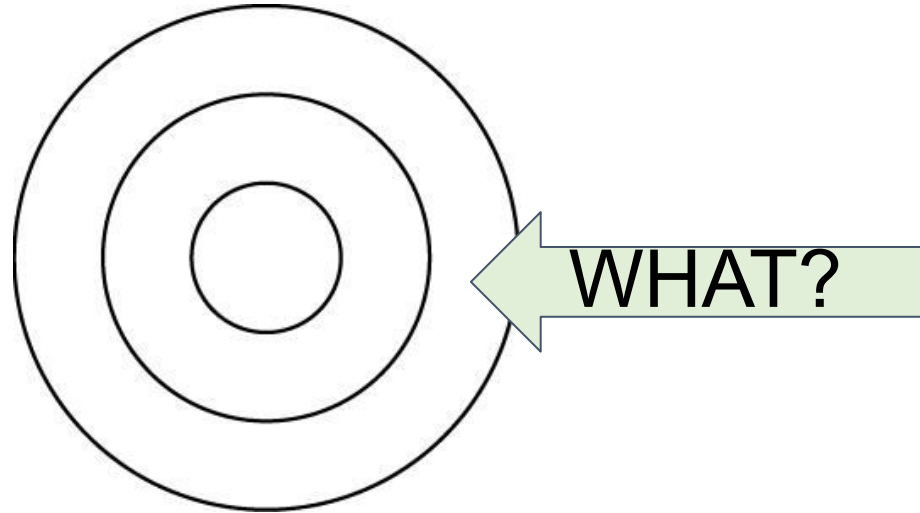


Inclusive Learning Communities

Core Competency	Components			
1. Professional Collaboration	1.a. Inclusive Learner Centered Practiced Vision	1.b. Co-Planning and Co-Serving		1.c. Conflict Resolution
2. Inclusive Mindsets	2.a. Employing Equitable Practices	2.b. Activating learner Agency and Voice	2.c. Capitalizing on Behaviors and Mistakes	2.d. Creating a Community of Learners
3. Learning Climate, Culture & Relationships	3.a. Designing Physical Space and Classroom Structure	3.b. Promoting Social and Emotional Well-Being of All learners		3.c. Facilitating, Inclusive, Asset Building Language.
4. Planning & Facilitation	4.a. Planning Learning Experiences for All learners	4.b. Co-Creating Individual Learning Plans	4.c. Targeted, individualized assessment and feedback	
5. Authentic Learner Engagement	5.a. Establishing Positive Educator-Learner Relationships	5.b. Supporting Learner Leadership Opportunities	5.c. Developing Learner Success Criteria	5.d. Promoting/Supporting-Self-Awareness of Learner Disposition



The WHAT of Co-Teaching



Sinek, 2013



Linking Co-Teaching to Inclusive Learning Communities

Core Competency	Components			
1. Professional Collaboration	1.a Inclusive Learner Centered Practices Vision	1.b. Co-Planning and Co-Serving		1.c. Conflict Resolution
2. Inclusive Mindsets	2.a. Employing Equitable Practices	2.b. Activating learner Agency and Voice	2.c. Capitalizing on Behaviors and Mistakes	2.d. Creating a Community of Learners
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Discussion to Guide Co-Teaching in Inclusive Environments

Use this link to access the [ILC-PP](#)

- **Co-Planning and Co-Serving**
- **Designing Physical Space and Classroom Structure**
- **Planning Learning Experiences for All Learners**
- **Targeted, Individualized Assessment and Feedback**
- **Developing Learner Success Criteria**



The 70/30 split



Beninghoff, 2012



Co-Teaching Models in an Inclusive Learning Environment

Level 1 - 30%	Level 2 - 70%
One teacher assumes the main teaching responsibility and one teacher assumes a support role or both teachers support instruction while students practice.	Both teachers teach at the same time. Focus is on data based interventions, small group instruction, and specific IEP related instruction.
<ul style="list-style-type: none">• Team (Duet) Teaching	<ul style="list-style-type: none">• Parallel Teaching
<ul style="list-style-type: none">• One Teach/One Collect Data	<ul style="list-style-type: none">• Station Teaching

adapted from Friend and Cook, 2004; Beninghoff, 2012; Kluth and Causton, 2016

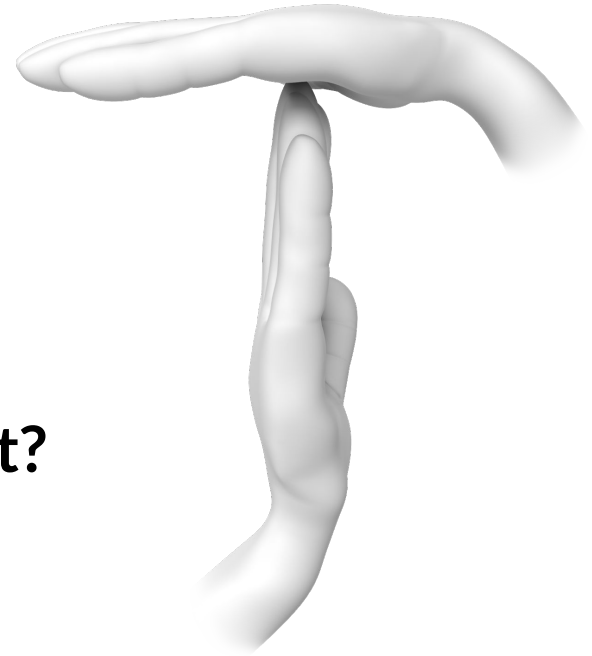


Pause and Discuss

Think about Level One and Level Two practices.

Reflect on your own practice - where is your coteaching team now?

How can you get closer to the 30/70 split?



Retrofitting for Access

Goal/Objective

Lesson,
Materials, &
Technology

Group of
Students
2

Student
B

Student C

Group of
Students
1

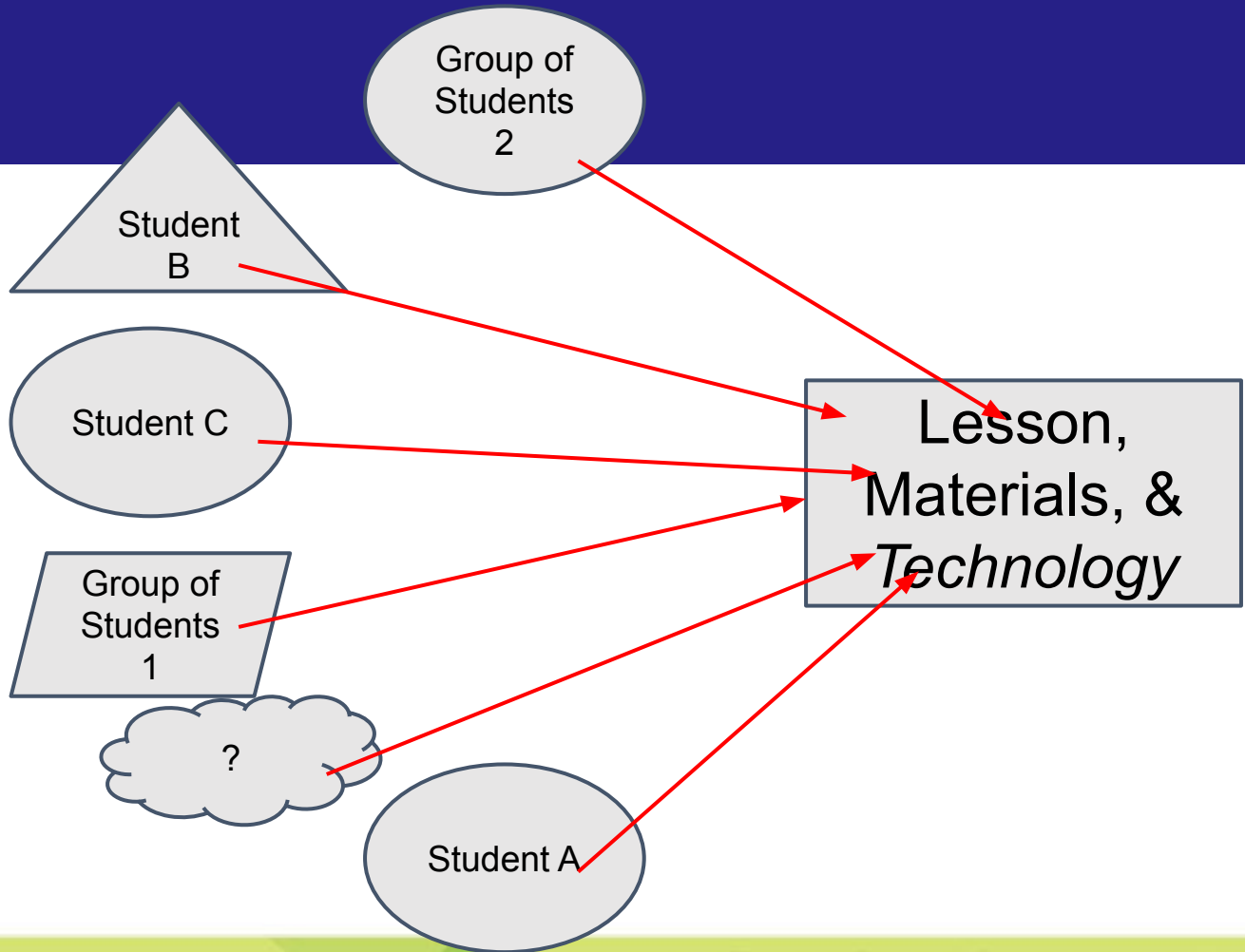
Student A

?



Universal Design for Learning

Goal/Objective



SDI for students with IEPs

in an Inclusive Co-Teaching Context

- is related to goal (s) in the learner's IEP
- is progress monitored
- is identified by frequency, amount, location and duration in the learner's IEP
- provided by special education teacher, related service provider, or reading teacher (reading goals or supports only)

[Guidance Related to OSEP's Letter to Couillard August 2013](#)

[Bulletin 10.07](#)



Specially Designed Instruction

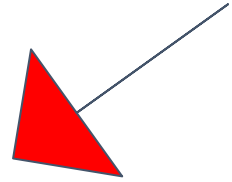
in an Inclusive Co-Teaching Context

- adapted content, methodology, or delivery
- to ensure access to general curriculum (standards informed instruction)
- provided by specially trained personnel



Incidental Benefit

Students who are in the co-taught environment, who DO NOT have IEPs, can be included in specially designed instruction as an incidental benefit.



[Guidance Related to OSEP's Letter to Couillard August 2013](#)



Specially Designed Instruction

Description	Frequency	Amount	Location	Duration
small group reading instruction to address disability related needs	4 x/week	20 minutes per session	General education classroom	IEP term

[I-4 Linking Form](#)



Related Services

in an Inclusive Co-Teaching Context

- provided to assist a learner with an IEP to benefit from special education
- needs to connect to a goal on the IEP -
OR- a disability related need
- is identified by frequency, amount,
location and duration in the learner's IEP



Supplementary Aids and Services

in an Inclusive Co-Teaching Context

- to enable a learner with an IEP to be educated with learners w/o IEP -
- needs to connect to a goal on the IEP -
OR- a disability related need
- is identified by frequency, amount, location and duration in the learner's IEP



Program Modifications and Supports

in an Inclusive Co-Teaching Context

- services or activities needed by school personnel to meet the needs of the learner
- needs to connect to a goal on the IEP - OR- a disability related need
- is identified by frequency, amount, location and duration in the learner's IEP



Supporting Materials from DPI

COTEACHING PRACTICE PROFILE

1. Designing Physical Space and Functional Structures
2. Planning Learning Experiences for All Learners
3. Delivering Targeted, Individualized Instruction
4. Assessing Student Learning and Providing Feedback

Competency	Contributions to Co-Teaching Practice		
1.Designing Physical Space and Functional Structures	When co-teaching partners intentionally and collaboratively design physical spaces and functional structures, they allow for equitable and inclusive learning environments which promote learning and achievement.		
1.a. Physical Space and Functional Structures	Expected Use in Practice Co-teaching partners intentionally design the physical learning spaces (e.g. equipment, materials, space, and arrangement) based on an understanding of learner variability and specially designed instruction needs. The environment provides accessibility and flexibility for academic, physical, social, and emotional learning. Flexible learner groupings occur within the classroom (no pullouts <u>within the co-teaching context</u>). The classroom makeup is an intentional, representative distribution that is	Developmental Use in Practice INTENTIONALLY LEFT BLANK - UNDER DEVELOPMENT	Unacceptable Use in Practice INTENTIONALLY LEFT BLANK - UNDER DEVELOPMENT

[NIRN practice profiles](#)



Tell us your thoughts!

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presentation for professional
learning.



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References/LINKS

[Simon Sinek: How great leaders inspire action | TED Talk - TED.com](#)

[Guidance Related to OSEP's Letter to Couillard](#)

[Sample Special Education Forms - Linking I-4 Form](#)

[Information Update Bulletin 10.07](#)

[Evolution of Inclusion](#)

