

Implementation of Effective Co-Teaching Practices

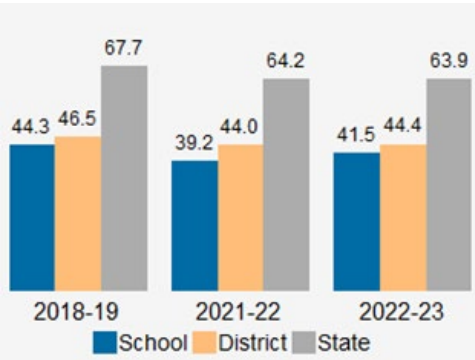
Gregg French

Why use collaborative teaching?

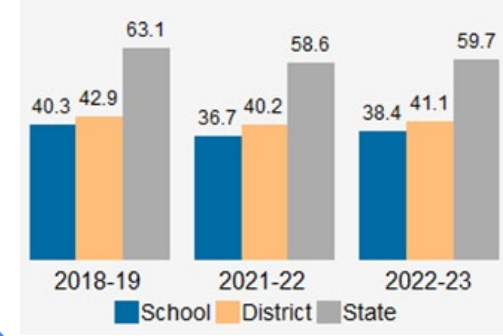
- Increased student engagement and increased use of strategies by students (Boudah, Schumaker, & Deshler, 1997).
- Benefits to students without disabilities who participated in co-taught arrangements include improved academic performance, increased time and attention from teachers, increased emphasis on cognitive strategies and study skills, increased emphasis on social skills, and improved classroom communities (Walther-Thomas, 1997; Weichel, 2001).
- Teachers involved in co-teaching relationships state that this relationship resulted in increased professional satisfaction, opportunities for professional growth, personal support, and opportunities for collaboration (Walther-Thomas, 1997; Weiss & Brigham, 2000).

Why is there a need for Effective Co-Teaching Practices?

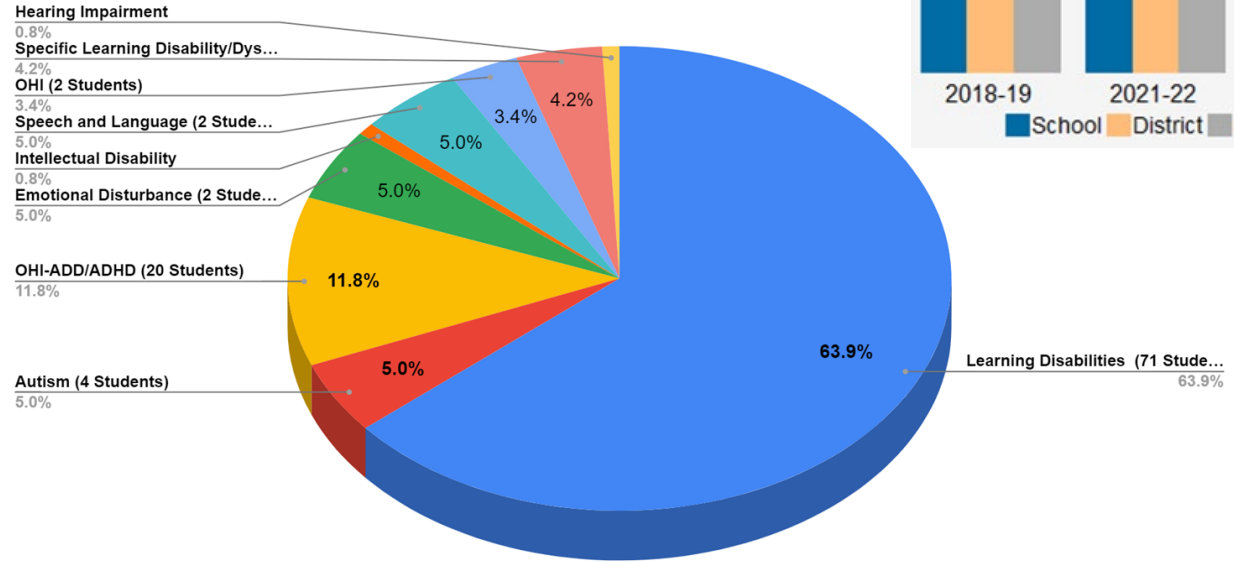
School Performance Index (SPI), ELA



School Performance Index (SPI), Math

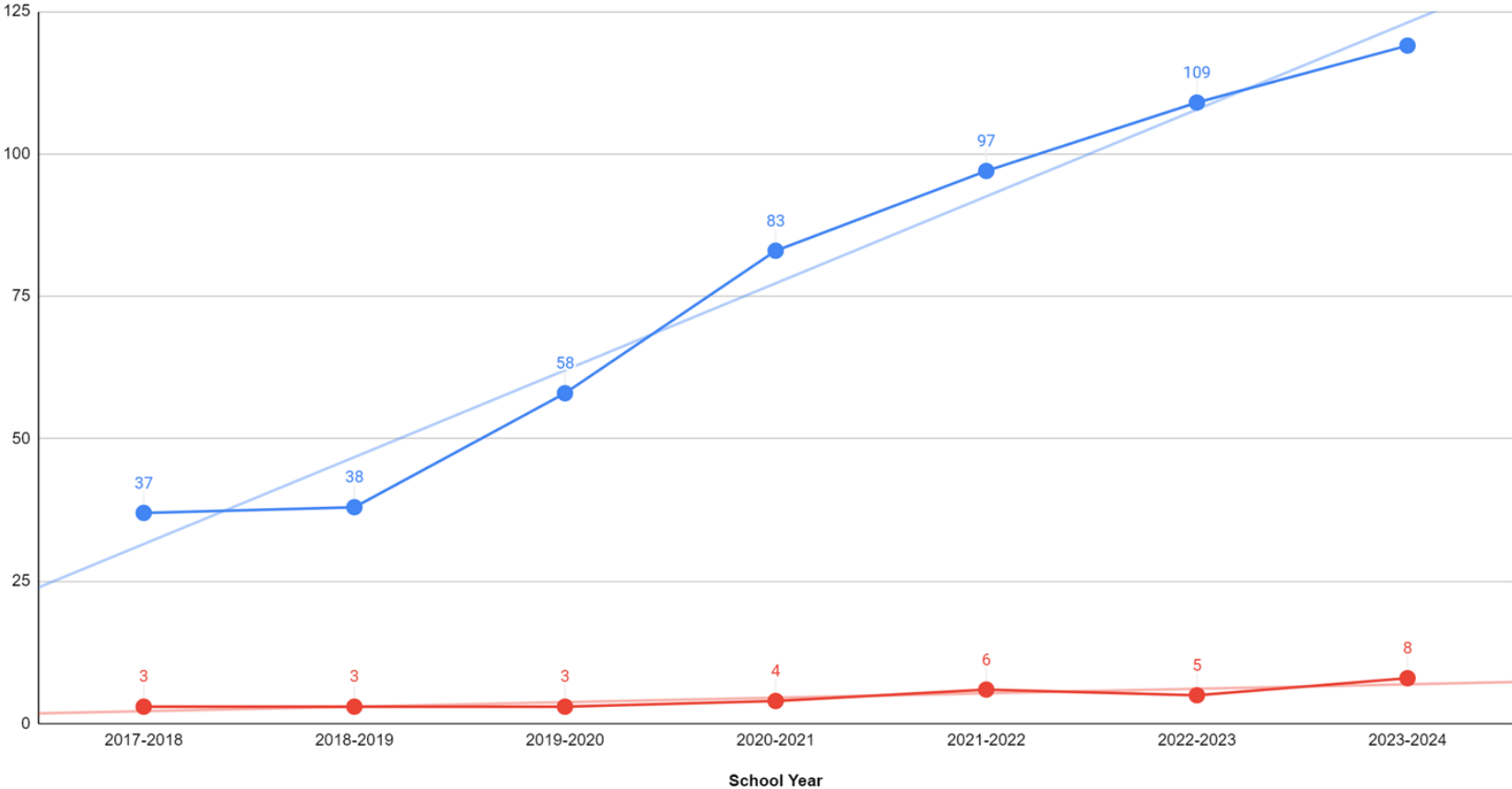


Bullard-Havens Special Education Population 2023-2024 SY



Bullard Havens Special Education Population Per School Year:

● Total number of students receiving special education services ● # of Case Managers



On a scale of 1 - 5, how well do you feel co-teaching could work in your classroom/trade? (70 responses)

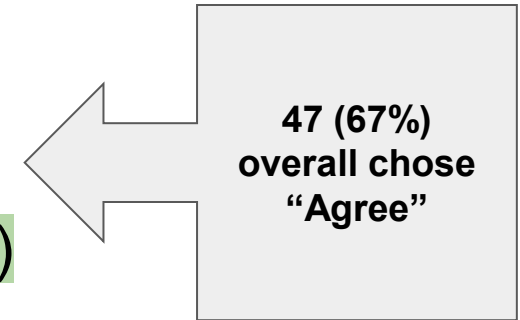
2 respondents chose "1" (Strongly Disagree)

1 respondent chose "2" (Disagree)

19 respondents (27%) chose "3" (Neutral)

30 respondents (43%) chose "4" (Agree)

17 respondents (24%) chose "5" (Strongly Agree)



If you selected an option below a 4 in the previous question, please explain why.

Response Selected	Reason
1 (2 Responses)	<p>-I personally do not like having other teachers in my room and I am uncomfortable being in other instructors rooms (stepping on toes type situations) My previous Co-Teaching assignments have been in other subjects I do not know but even when it was science I found because our class sizes are decent and we have good teachers, it's not really necessary or that much of a benefit for the students overall.</p> <p>-I will have to stop teaching or try and align what I am doing with a co-teacher. Most times they have other work to do and the best thing I can do as a department head is give them the time to improve in their teaching. Trade time is better if for us when we have more time to prepare. Co Teaching will not help as much as the time to prepare for other lessons. We tried this in covid and it did not work.</p>
2 (1 Response)	No response- Was a teacher who does not have a classroom

Response Selected	Reason
<p style="text-align: center;">3 (19 Responses)</p>	<ul style="list-style-type: none"> -In theory, this model might work well, but theory and practice rarely align. -planning time is crucial for successful classroom, and I fear this would be an obstacle. -Set ups in previous years have not worked. Teachers pushing in in shops not prepared or dressed for shop and should work with small groups while they are on shop tasks. A separate pull out to work on trade related math while doing job sheets in shop. A separate pull out to help shop students read and comprehend their shop manual assignments and shop job procedures. Pull outs so students can have quiet time to focus on shop theory work, notebook and job sheet completion without shop distractions. -Some classrooms do not need co-teaching as they are self sufficient. Others are stacked with IEP and 504 and need additional assistance so that everyone has an equal opportunity at learning. -I am neutral because maybe it could work but I am not sure. -non English teachers will say they don't know how to help students with their English work. -It isn't always applicable to each class and sometimes when I need one I am not given one so the inconsistency hinders the process. -The answer to this is I don't know. How would it be implemented and what would be expected needs to be answered first. -The co teachers that were in my room did not have a background in my subject -It would depend on who the assigned co teacher is and if the time would be during theory or practical -Effectiveness would depend on the co-instructor's ability to relate to my students. -Not sure how they would help in my class. Maybe just to make sure students were on task. -It would depend on how well the two teachers embrace their role and work together for the same vision. One would need to lead, the other would need to understand they are supporting. -If the co teacher was from the same trade it would e helpful. -Scheduling concerns. I think coteaching can be effective but it would take large changes. Although co-teaching is a district initiative I think we should back up and ask ourselves what can we do to help our special education be most successful. Are we sure that is co-teaching? -Im not sure- it would depend on the arrangement. a regular teacher wouldn't make sense but I would absolutely benefit from having a sped or ell instructor in my room, especially sped. I never have anyone push in. -In my mind, co-teaching would work well in my trade. However, I have never experienced co-teaching so I do not have the background to adequately answer whether or not it would be ideal.

What steps have been taken already?

- Co-Teaching Committee (Cross-Disciplinary with academic, trade, and support staff representation)- Spring of 2022-2023 SY
- Staffy Survey (Baseline)- Sent out in September 2023
- Book Purchase (to facilitate ongoing supports)-September 2023
- Introductory Workshop with Speaker/Presenter Susan Fitzell (Initiation of whole school training/Preservice)- September 27th 2023

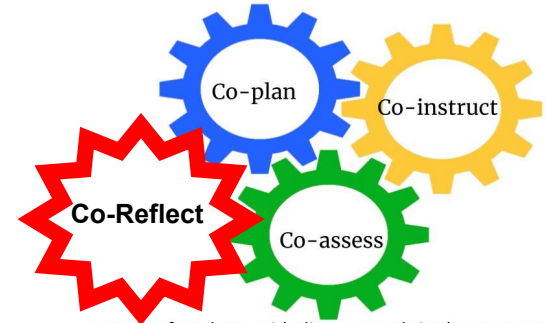


Action Plan/Next Steps

2024-2025 SY

- Scheduling Pilot Teams- Focus on Math and English Co-Taught Classrooms
- Restructuring Co-Teaching Committee to reflect Math, English, Special Education Teachers and Interventionists within the pilot teams
- PD Module Training Sessions (4)
- Provide ongoing monitoring and training of collaborative teams (Inservice)

Co-teaching is a service delivery option where 2 or more educators



a group of students with diverse needs in the same general education classroom. (Murwaski & Dieker 2013)

Measurable Outcomes:

(Goal 1.) By June 2025, Bullard-Havens will develop and design an effective co-teaching pilot program among team teachers to increase inclusive environments in the general education setting and improve student learning experiences through ongoing professional development in-services.

(Objective 1.1) Team Teachers will continue to learn about effective practices that relate to co-planning, co-teaching, co-assessing, and co-reflecting to improve collaboration and improve student outcomes through participating in a 4 module PD cohort.

(Objective 1.2) Team Teachers will incorporate student feedback in their reflection process to help improve the co-teaching experience through the use of student-based surveys and feedback forms.

Questions?

THANK YOU!!