

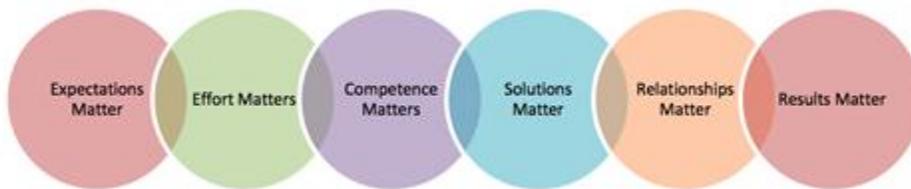


**East
Hartford
Public
Schools**

Division of Pupil Personnel Services

District Co Teaching Plan

2013-2015



Vision Statement for Special Education

East Hartford Public Schools is committed to educating every child, every day. We believe that children with an Individual Education Program (IEP) will succeed academically and will develop socially and emotionally to become competent and confident members of society.

Mission Statement for Special Education

The Mission of Special Education is to educate students through rigorous instruction and excellent related services. Children who have an IEP are taught in a wide variety of settings from the least restrictive environment (general education classroom) to the most restrictive environment (homebound or hospital instruction), with integrated co teaching as part of the continuum of services.

Rationale for Co Teaching

Students who require special education services as compared to their typically achieving peers are retained for at least one year, are more likely to drop out of school, are less likely to go to college, have less earning potential and are more likely to be incarcerated (Bowie, 2006). The need to have quality

educational services for special education students is evident. “To provide an intensive educational environment for students with significant learning needs, many districts are increasingly opting to institute co teaching models (Wilson & Bledick, 2011, p. 9).

With this consideration in mind, East Hartford Public schools has embraced the co teaching model. Co teaching was introduced as a service delivery option for special education students in various East Hartford schools dating back to 2006. This plan addresses the need to establish the co teaching model in schools where co teaching has not been an option and to support the schools where co teaching occurs on a daily basis.

We will accomplish this through professional development for administration, teachers and related service staff. New learning for staff will be supported and encouraged via the establishment of a District Co Teaching Support Team and the creation of a Sister School Support Model. It is our goal that by 2015 all schools in East Hartford will deliver quality co teaching services to students requiring this type of service delivery.

The following defines what co teaching is and outlines a timeframe for the district to accomplish its goal.

Co Teaching – What is it?

Classrooms today are comprised of students with diverse needs. Co teaching is a learning environment that brings together two or more certified licensed professionals to share the responsibility of lesson planning, delivery of instruction, and for progress monitoring for all students assigned to their classroom. This co teaching team shares the same physical classroom space, collaboratively make instructional decisions, and share the responsibility for student accountability (Friend, 2008). These licensed professionals use their professional expertise to design rigorous learning experiences tailored to meet the unique needs of all students. A general educator may have specific expertise in curriculum and instruction. Special educators may have additional expertise in areas of differentiated instruction,

monitoring student progress and teaching for mastery. Together, these professionals work toward an agreed upon common goal that benefits all students.

The ultimate goal of co teaching is to provide an educational setting that highlights effective instructional practices through which all students learn and achieve success (Wilson & Blednick, 2011).

Co Teaching – What it is not

Co teaching is not one teacher teaching while the other teacher grades papers or makes materials. Co teaching is not having a primary teacher teach a lesson while the other teacher sits, stands or watches the lesson without an apparent assignment. Co teaching is not one teacher working on a lesson with a small group of students in the classroom that is totally unrelated to what the rest of the class is learning.

Goal of Co Teaching

The goal of the co teaching strategy is to help focus all instruction in a classroom by combining the strengths of both certified teachers. A general education teacher may have an expertise in curriculum, classroom management and pacing while the special education teacher may have additional expertise in differentiation and progress monitoring . All students learn and achieve success.

Co teaching benefits both general and special education students. Every student in the class is provided different educational options from small group instruction to individualized attention. Classroom participation for students with disabilities is increased with lower student to teacher ratios. Expectations for students with disabilities are increased. Students learn tolerance and respect for diversity. Both professionals positively support each other as they plan lessons jointly and monitor student progress together (Wilson & Blednick, 2011).

Models of Co Teaching

The most frequently used models of co teaching include the following:

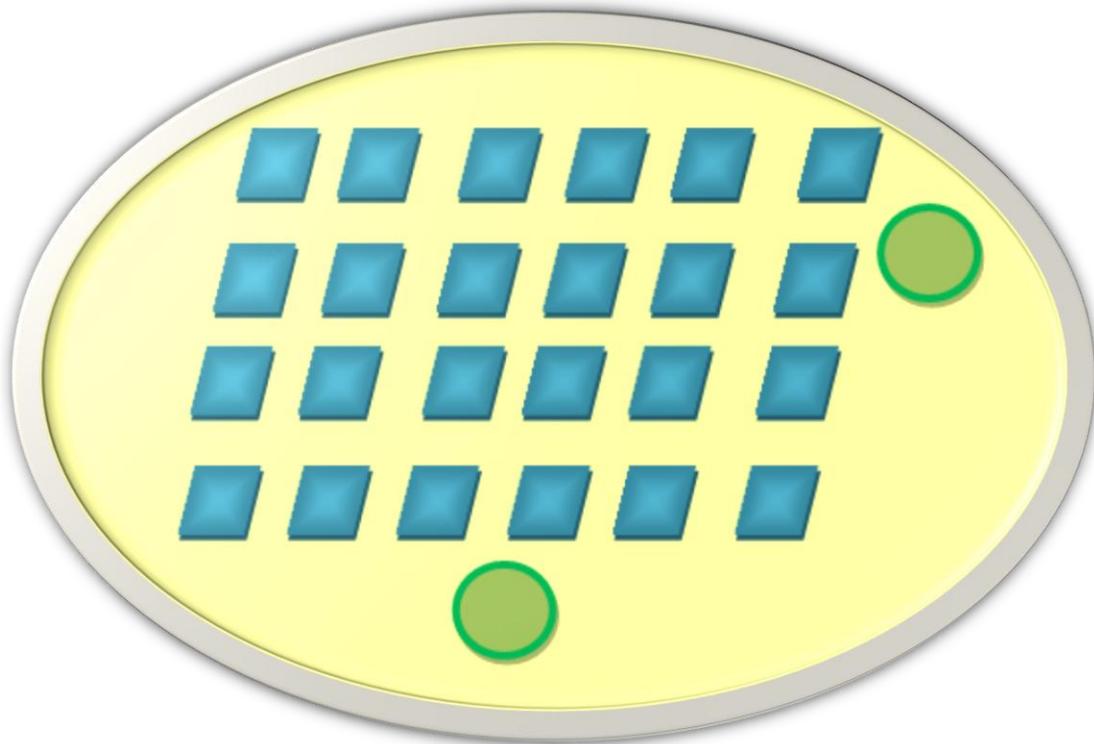
- One teach, One Observe
- One teach, One Assist
- Parallel Teaching
- Station Teaching
- Team Teaching
- Alternative Teaching

Deciding on what model of co teaching to use is a mutual decision between the two certified professionals. This decision is made after the co teachers compare student needs and skills with the objective of a particular lesson. In order to successfully implement the above models, both professional staff must be proficient in the delivery of the various approaches to co teaching.

Each of the models of co teaching has specific characteristics. There are also distinctions based on a school setting whether it is an elementary, middle or high school program. In an elementary setting it is common to utilize Station teaching because these classrooms are often arranged into “centers”. At the middle school level Parallel Co Teaching occurs. This allows the classroom to be divided into two groups. Teachers then can work with fewer students. At the high school level there may be more of a need to have a teacher move about the classroom assisting an individual or small group of students. This would be the One Teach-One Assist Model. In all school settings, each of the approaches to co teaching will only be successful as long as both teachers are committed to the partnership (Potts & Howard, 2011).

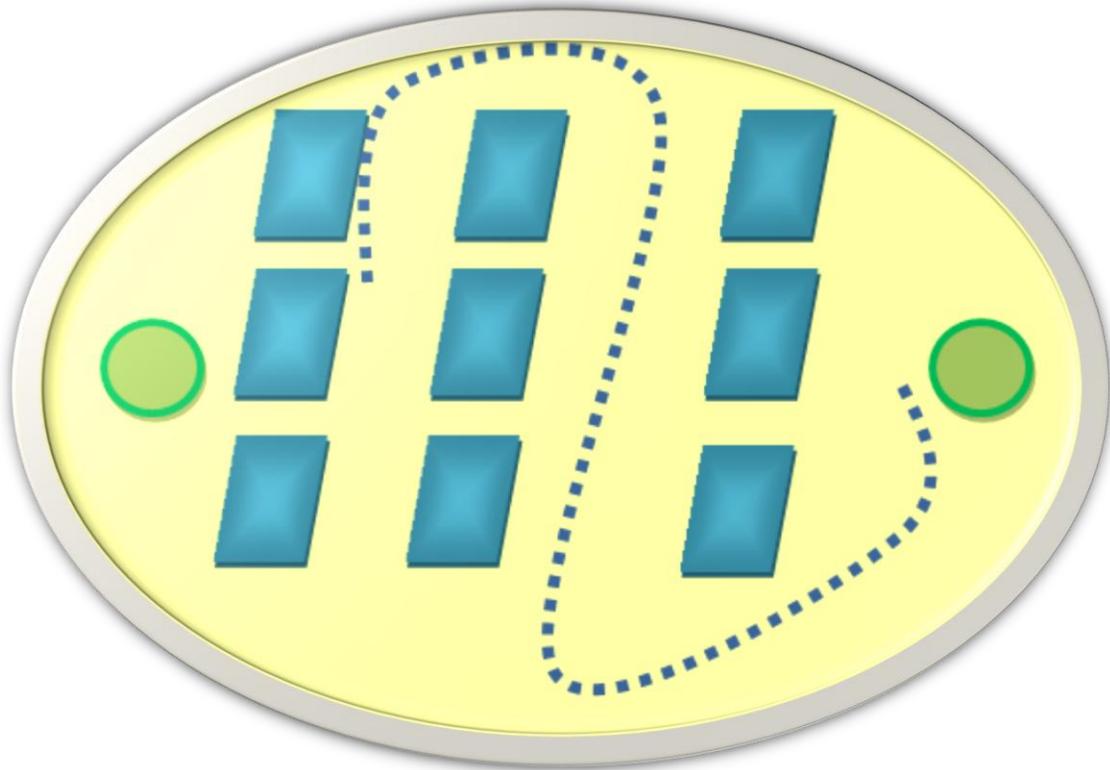
The following pages describe each model and give a visual representation for each.

One Teach, One Observe



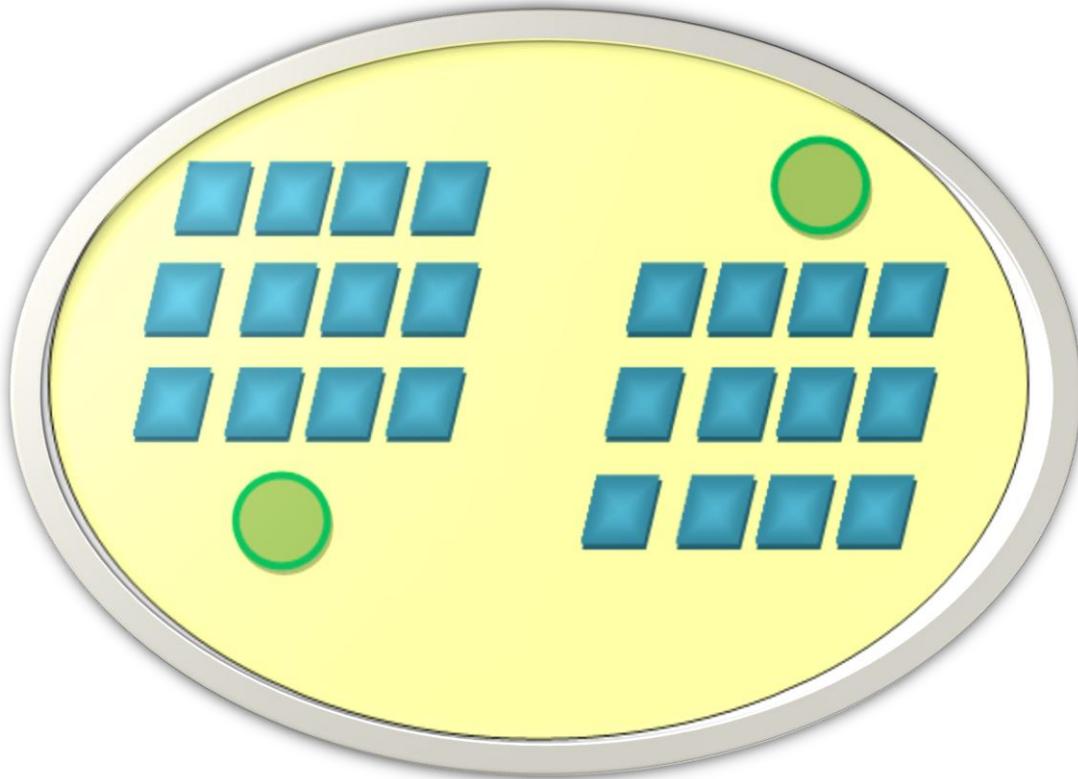
In this model Teacher A provides the instruction while Teacher B observes students and collects data on academic, behavioral, or social skills. Although the priority is to collect data, Teacher B can also interject comments and suggestions to the class. The observation of students is vital as educational decision making for students is based on quality data collection. It is important to note that Teacher A and Teacher B should interchange their roles. On day one Teacher A is providing the instruction and on day two Teacher B is providing the instruction. The best time to utilize this model is when planning time is limited, whole group instruction may be the most appropriate for the lesson, when co teachers are beginning to adjust to one another's style and when the special education teacher is learning the content.

One Teach, One Assist



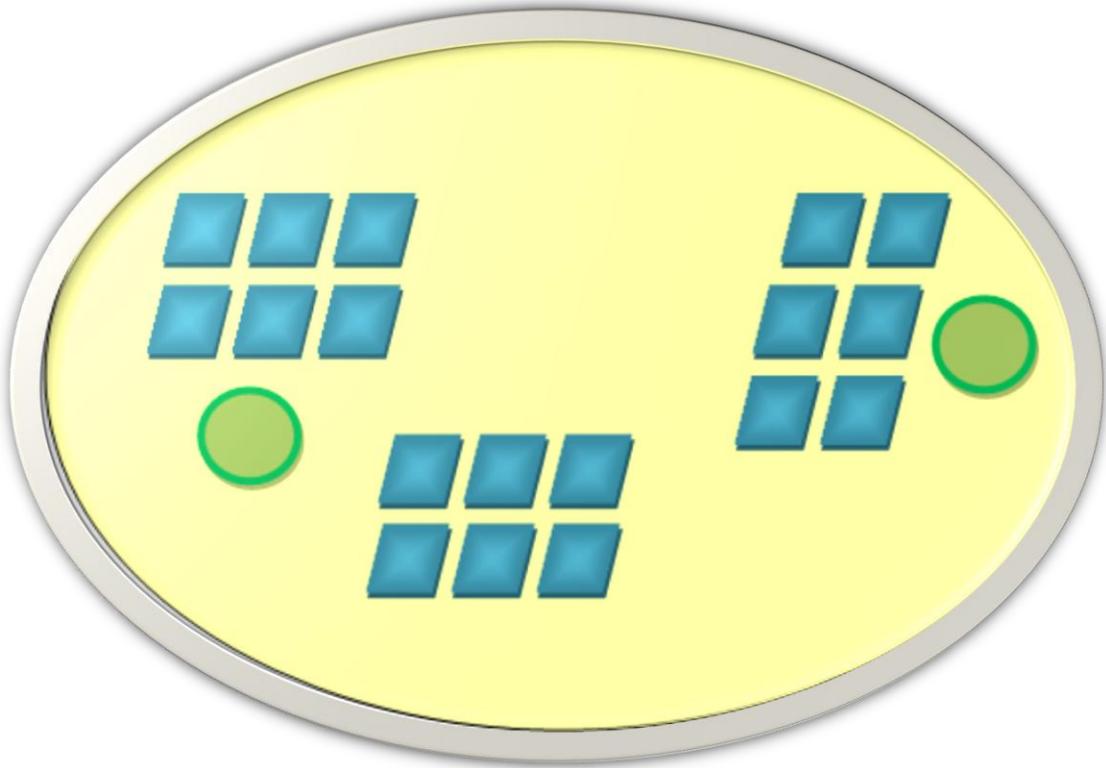
In this model Teacher A provides the instruction while Teacher B assists students in the classroom. As in the model One Teach One Observe it is important that both teachers switch their roles in order to avoid one teacher being viewed as a paraprofessional. Again, this model works best as the special education teacher is learning the content. Overuse of this model can negatively affect the collaborative benefits that co teaching provides.

Parallel Teaching



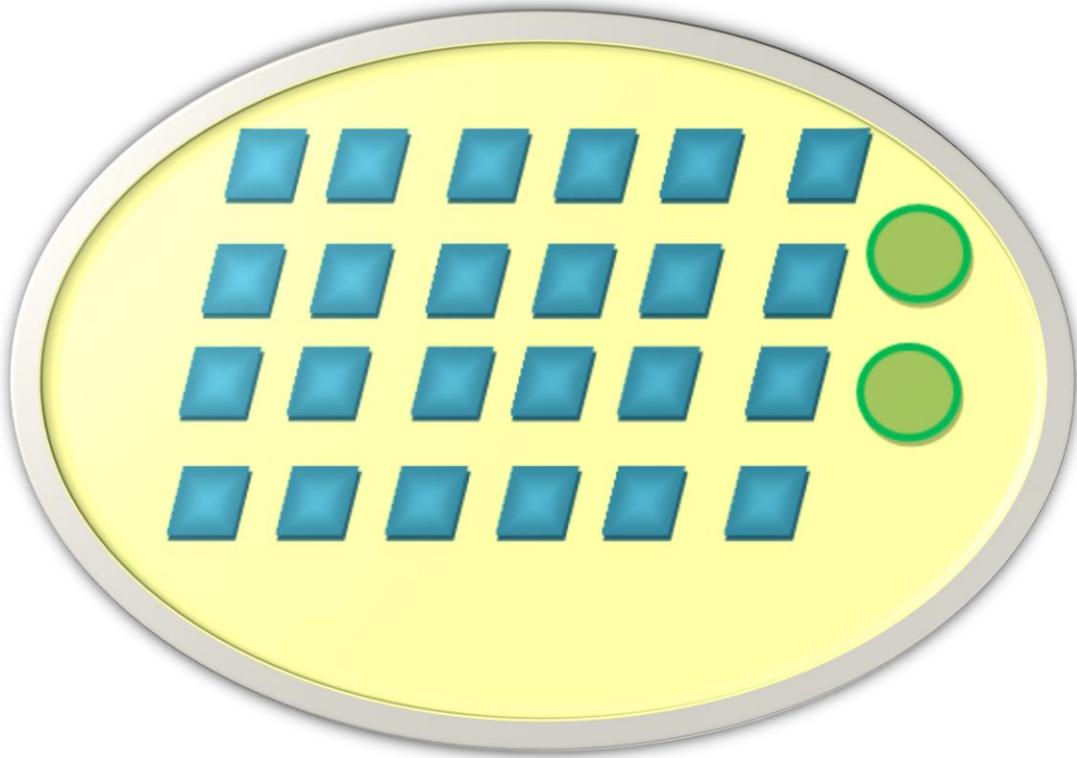
In this approach to co teaching the classroom is divided in half. Each teacher directly provides the same content to both groups of students. In this way, the student to teacher ratio is immediately reduced and increases the teachers' ability to evaluate student learning and also increase student participation. In this model there must be thorough planning between the teachers and both teachers must have mastery of the content. This model works well when new material is being introduced or the class is reviewing for a test.

Station Teaching



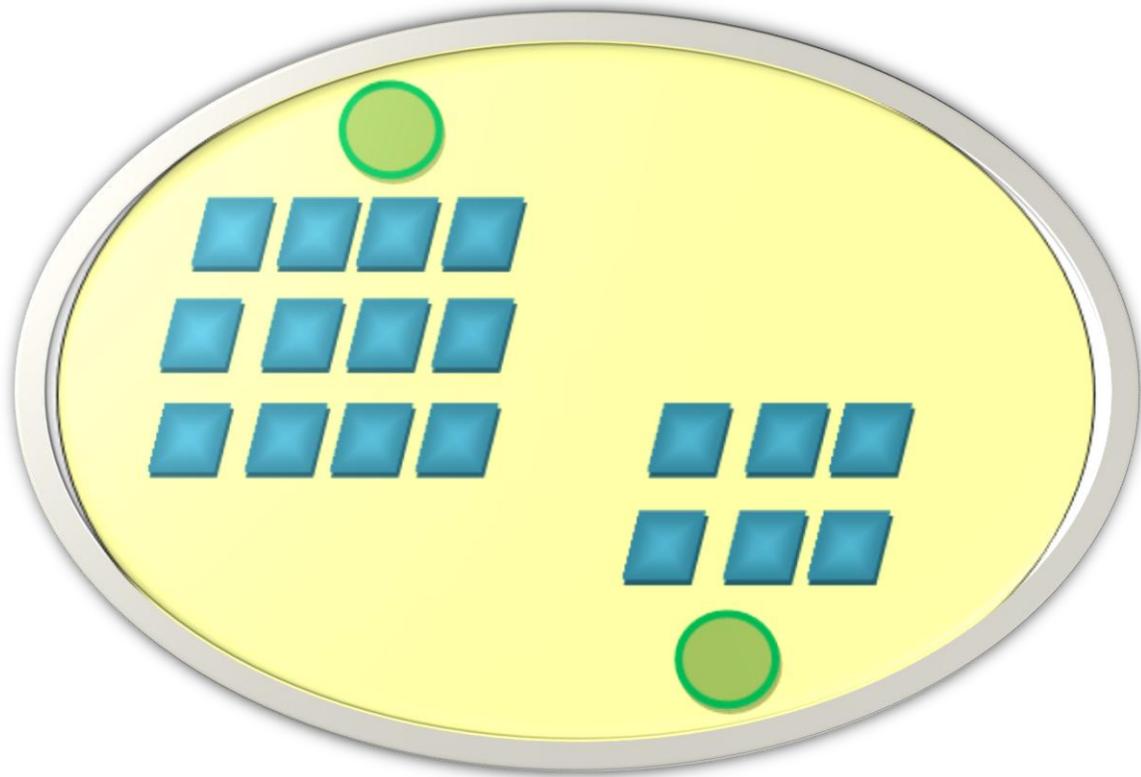
The Station Teaching model allows teachers to work with students in small groups. The class can be divided into two, three, or four heterogeneous groups. The classroom is set up in centers or “stations” that students rotate through. Each teacher is responsible for providing instruction in tandem. Station teaching is appropriate when particular student skills need to be developed in a small, focused lesson. Precise planning between the teachers for content and groupings are required.

Team Teaching



In the Team Teaching approach to co teaching both teachers share the responsibility of leading instruction. Each teacher supports the other and the students at the same time. Each teacher delivers instruction and moves about the classroom. Team teaching is not a game of tag, rather, each partner's role shifts throughout the lesson. The best time to use this model is when differing points of view and perspective are presented.

Alternative Teaching



In the Alternative Teaching model one teacher provides large group instruction and the other teacher provides instruction to a targeted group of students. This opportunity allows the teacher in the small group to provide intensive instruction that is individualized. This model can be used any time there is a need for small group instruction. It is important to remember to rotate the student membership in the small groups to avoid potential stigma for those students.

Co Teaching Plan Action Steps

Actions To Be Taken	Responsible Staff	Timeline	Evidence of Completion
Create CoTeaching Support Team to provide guidance and support to the Co teaching initiative.	Director of PPS	Spring 2013	Committee Created – Sharon Bremner, Cathie Ciccomascolo, Marilena Aglieco-Gulioso, Danielle Singleton, Jessica Johnson, Andrew Serrao, Candy Miller, Lynn Peck, Eileen Tarzia, Lori Gosselin and Cindi Roberson.
Create/adapt Co teaching assessment to be given to Principal/Teachers in each building.	Director PPS Co teaching Support Team	Spring/Summer 2013	Assessment created/adapted
Provide to building principals co teaching assessment as audit of current co teaching practices in buildings.	Director PPS	Fall 2013	Assessment completed by personnel in each building and submitted to PPS Director
Analyze co teaching audit and make recommendations	Director PPS Co teaching Support Team	Fall 2013	Audit completed and recommendations made for training and support to buildings
Ongoing co teaching professional development at the Middle School.	Contracted Service	School year 2013-2014	Training completed
Professional Development on co teaching at the High School, year one.	District Inclusion Facilitator with oversight by PPS Director	School year 2013-2014	Training completed
Silver Lane Elementary School to support Mayberry Elementary School in the co teaching initiative utilizing “Sister School Model”.	Silver Lane Elementary School Staff	School year 2013-2014	Training completed
In the late spring of each school year assessments on co teaching will be completed in each building where co teaching is implemented in order to assess proficiency in the program model.	Contracted Service	Annually	Assessment completed
Initial co teaching professional development provided to all buildings per outcome of Co teaching audit.	PPS Director Co teaching Support Team Contracted Services	Spring 2014 School year 2014 - 2015	Training completed
Ongoing professional development and support to schools that require additional services.	PPS Director Co teaching Support Team Contracted Services	School year 2014 -2015	Training completed
Co teaching implemented and occurring in all schools.	PPS Director Co teaching Support Team	Fall 2015	Implementation complete
Provide ongoing training, support, monitoring in all buildings to continue and improve co teaching initiative.	PPS Director	School year 2015-2016	Training and support available.

