

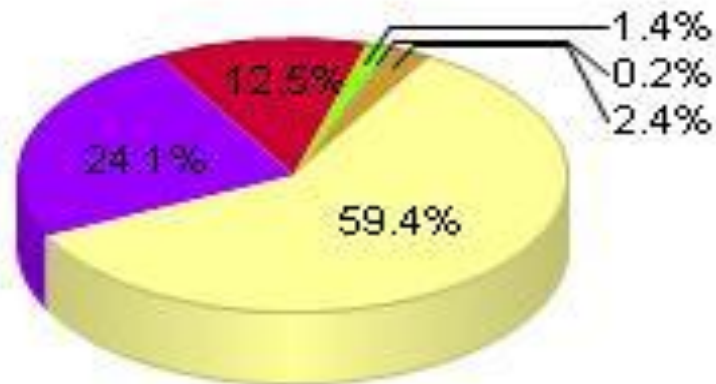
Building an Inclusive School at the Secondary Level through Co- teaching

Evergreen Park Community High School

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School District 231

EVERGREEN PARK HIGH SCHOOL-EVERGREEN PARK CHSD 231
Demographic Information



White (59.4%)

Hispanic (12.5%)

Native American (0.2%)

Black (24.1%)

Asian (1.4%)

Multiracial (2.4%)

Our School

- South Suburban High School
- Student Enrollment: 929
- Certified Staff: 71
- 4x4 Block Schedule

Rationale for District 231

- Looking for a more effective learning model
- Include more students in special education in regular education classrooms
- Advance Prairie State Annual Exam (PSAE) scores
- Improved academic performance

Progression of Co-taught Classes

- 2006: 3 classes
 - English, Math,
- 2007: 10 classes
 - English, Math, Social Studies, Science
- 2008: 17 classes (Coaches Year 1)
 - English, Math, Social Studies, Science
- 2009: 17 classes (Coaches Year 2)
 - English, Math, Social Studies, Science, Health

Coaching

- 4 Coaches
 - 2 Special Education teachers
 - 2 Regular Education teachers
- Coaches co-teach together
- Coaches share common prep
- Responsibilities
 - Walkthroughs
 - Quarterly Meetings

Concerns

- Coaches
 - Viewed by co-teachers as peer coaches not evaluators
- Peers
 - Walkthroughs are supportive not evaluative
- Administrators
 - Model is effective and measurable
- Parents/Students
 - Raising the bar; curriculum is regular education

Action Plan Highlights

Year 1	Year 2
<p data-bbox="98 344 875 444">Focus: Establishing our roles as coaches and co-teaching approaches</p> <ul data-bbox="98 515 896 1072" style="list-style-type: none"><li data-bbox="98 515 832 615">•Establish a climate in which teachers approach coaches<li data-bbox="98 686 884 786">•Co-teachers will utilize two co-teaching models effectively<li data-bbox="98 858 620 958">•Utilize an IEP at-a-glance accommodations checklist<li data-bbox="98 1029 896 1072">•Provide three workshops to co-teachers	<p data-bbox="966 344 1734 501">Focus: Increasing student achievement using Differentiated Instruction and multiple co-teaching approaches</p> <ul data-bbox="966 572 1760 1350" style="list-style-type: none"><li data-bbox="966 572 1705 672">•Co-teachers utilize three co-teaching models consistently and effectively<li data-bbox="966 743 1638 843">•Increase collaboration among co-teachers to share lessons/ideas<li data-bbox="966 915 1760 1072">•Co-teachers utilize walkthrough data to self-reflect and make instructional decisions<li data-bbox="966 1143 1619 1186">•Coaches enhance coaching skills<li data-bbox="966 1258 1705 1350">•Coaches facilitate Quarterly Meeting with mini-workshops

Challenges of Co-teaching

- Planning
- Personalities
- Administrative Support
- Meeting Individual Student Needs
 - Walt
 - Jamal

Co-teaching Approaches



Most Common Approaches

- One Teaching, One Drifting
- One Teaching, One Observing
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- Team Teaching



Friend & Cook, 2003

Basis For Selecting A Co-teaching Approach

- Student characteristics and needs
- Teacher characteristics
- Curriculum, including content and instructional strategies
- Pragmatic considerations

One Teaching, One Assisting

- One teacher plans and instructs, and one teacher provides adaptations and other support as needed
- Requires very little joint planning
- **Should be used sparingly!**
 - Can result in one teacher, most often the general educator teacher, taking the lead role the majority of the time
 - Can also be distracting to students, especially those who may become dependent on the drifting teacher

Friend & Cook, 2003

Shared Instructional Designs

If one is doing this...

The other can be doing this...

Lecturing

Modeling taking notes on the board or overhead

Facilitating silent reading

Previewing upcoming information with small group

Giving instructions orally

Writing down the instructions

Facilitating classroom discussion

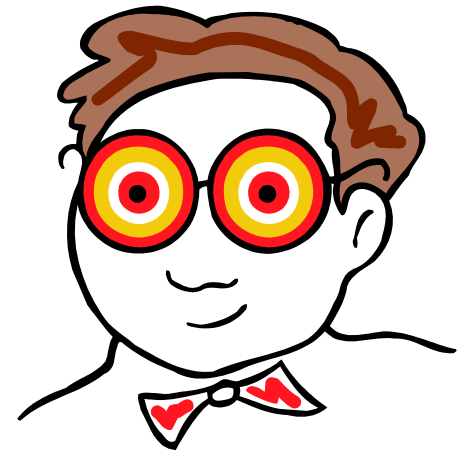
Summarizing main points

Considering modification needs

Considering enrichment needs

One Teaching-One Observing

- Observe students or each other
- Collect data
- Use to understand students



Parallel Teaching

- Teachers share responsibility for planning and instruction.
- Class is split into heterogeneous groups, and each teacher instructs half on the same material.
- Content covered is the same, but methods of delivery may differ.
- Both teachers need to be proficient in the content being taught.

Friend & Cook, 2003

Station Teaching

- Teachers divide the responsibility of planning and instruction.
- Students rotate on a predetermined schedule through stations.
- Teachers repeat instruction to each group that comes through; delivery may vary according to student needs.
- Approach can be used even if teachers have very different pedagogical approaches.
- Each teacher instructs every student.

Friend & Cook, 2003

Alternative Teaching

- Teachers divide responsibilities for planning and instruction.
- The majority of students remain in a large group setting, but some students work in a small group for preteaching, enrichment, reteaching, or other individualized instruction.
- Approach allows for highly individualized instruction to be offered.
- Teachers should be careful that the same students are not always pulled aside.

Friend & Cook, 2003

Team Teaching

- Teachers share responsibilities for planning and instruction.
- Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management.
- This requires the most mutual trust and respect between teachers and requires that they be able to mesh their teaching styles.

Friend & Cook, 2003

EPCHS Video Presentation



Station Teaching: Biology

- Station 1: Students self-correct work with answer key provided and use as a study guide for tomorrow's test (teacher #1 supervises)
- Station 2: Students rewrite vocabulary words onto flash cards to study for test (independent work)
- Station 3: Students play a review game with teacher #2

Station Teaching: Biology

- Station 1: Students discuss a chapter from the textbook with teacher #1
- Station 2: Students run a probability experiment with teacher #2

Station Teaching : Vocabulary

- Station 1: Students complete vocabulary visuals with teacher #1
- Station 2: Students complete word maps with teacher #2

Station Teaching: Math

- Station 1: (struggling students) Students compute slope and input information into slope-intercept form with teacher # 1
- Station 2: (students needing some support) Given the standard form of a line, students will compute slope intercept form and graph a line with teacher #2.
- Station 3: (students close to mastery) Given two points, students will compute slope and y-intercept, put information into slope-intercept form and graph a line (requires synthesis of knowledge from stations 1 & 2; students work with minimal assistance)

Station Teaching: Social Studies

- Station 1: Teacher #1 will give lecture about Andrew Jackson and discuss chapter assigned for homework
- Station 2: Students will generate an essay about Andrew Jackson (essay topic: Andrew Jackson's contributions to America) Teacher #2 will help with essay components, internet sites, and works cited page

Station Teaching: Writing

- Station 1: (struggling students) Teacher #1 will have students use highlighter and graphic organizer to identify parts of a paragraph
- Station 2: (students needing some support) Student's work with teacher #2 drafting and devising an essay using a graphic organizer
- Station 3: (students close to mastery) Students will work independently generating an essay on the computer

Parallel Teaching: English

Students are divided in half. Two teachers are giving the same lesson to two small groups.

1. ACT/grammar lesson
2. Vocabulary: Workbook, Word Maps, Flash Cards, Vocabulary Visuals
3. Testing: Test can be the same or one can be modified (Students can be separated and can concentrate easier.)
4. Literature: Same literature is presented – one group listens to literature on tape, second group reads round robin or silently

Parallel Teaching: Math

Class is separated into 2 groups (selected by teachers). Both groups are learning binomials.

Students are using white boards, utilizing 3 examples. Students record problem and solve using foil method.

Walkthrough Data Summary 2008-2009	Term 1		Term 2	
	#	Total	#	Total
Both teachers take an active role in instruction	12	14	12	12
		86%		100%
1 Teach, 1 Observe	4	14	0	12
		29%		0%
1 Teach, 1 Assist	11	14	4	12
		79%		33%
Alternative	1	14	0	12
		7%		0%
Station	0	14	5	12
		0%		42%
Parallel	1	14	3	12
		7%		25%
Team	7	14	4	12
		50%		33%
Both teachers asked and/or answer questions	12	14	10	12
		86%		83%

Reflection Sheet

1. How has your co-teaching changed from Term 1 to Term 2? How has student achievement been impacted as a result of the changes?
2. What co-teaching model has most impacted student achievement in your classroom?
Discuss evidence that you have that supports your answer.
3. What are your personal co-teaching goals for next year?