

Benefits and Barriers

To Increasing a Sense of Shared Responsibility
Between General and Special Educators In Rural Schools

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Background

- Increase in number of students with disabilities who spend 80% of the day in GE classroom
 - 59% to 70% 1998 – 2015 (Fuchs, Minowitz & Gilbert, 2015)
- Role of SE teacher in GE classroom is not always clearly defined
 - role confusion, dissonance, ambiguity, conflict
 - underutilization of an additional certified teacher in the room
 - attrition of SE (Billingsley, 2002)
- 44% one teach one assist co-teaching approach used (Bottge, Choen, & Chou, 2018)
- Marawski (2006) investigating co-taught secondary English classes
 - no significant differences in achievement between conditions
 - lacked critical components:
 - ✦ little common planning time
 - ✦ little parity between teachers
 - ✦ not taking advantage of varied instructional models

Research On Collaboration

- **Quantitative research**

- 336 schools in Florida, over 9,000 teachers
- Examined the relationship between collaboration in instructional teams and student achievement.
- Teachers that engaged in higher quality collaboration had increased student achievement gains in reading and math (Ronefeldt, Farmer, McQueen, Grissom, 2015).

- **Qualitative research**

- 4 districts in California where there was exceptionally high academic performance for students with disabilities
- All four districts strongly credited inclusion, access to the core curriculum and collaboration between general and special education teachers for students' strong academic performance (Huberman, Navo, & Parrish, 2012).

Research On A Shared Sense of Responsibility

In rural schools: supportive school culture

- like a close knit community or family
- **all** teachers take ownership for the success of **all** students
- = **positive impact on both teachers and students.**
(Nagle, Hernandez, Embler, McLaughlin, & Doh, 2006).
- higher levels of teacher satisfaction
- increased levels of reported efficacy
- and increased commitment to position. (Berry, 2012; Griffin, Winn, Wilborn-Otis, Hou & Garvan, 2009; Jones, Young & Frank, 2013).

Important given the critical shortage of SE in many rural areas.

Overview of Current Research

Phase 1: Outcomes of 3 year study in rural schools with SE and GE teachers examining “shared responsibility” for education students with disabilities.

- ✦ Who do they share it with?
- ✦ Where do they share it (placement)
- ✦ What do they share?
- ✦ What additional training would they like?

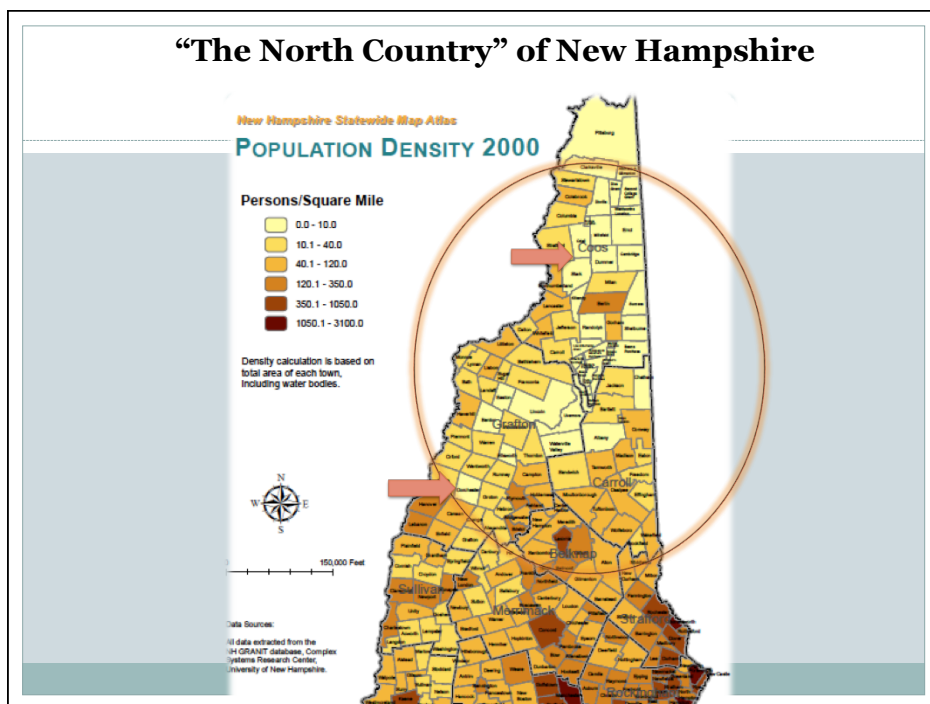
Phase 2: Provision of in-service professional development and coaching in collaboration and co-teaching the following 2 years

- ✦ Benefits of collaboration
- ✦ Barriers
- ✦ Lesson learned
- ✦ Academic outcomes for one co-taught classroom over a 2 year period.

Phase 1: SATERA Project (Support and Training for Educators in Rural Areas)

Examined a shared sense of responsibility between SE and GE teachers

- Teacher interviews SE & GE (n= 35)
- 11 rural schools in NH - 3 year period (2014 - 2016)
- 2 small, rural & economically disadvantaged districts
 - ✦ 2 high schools, 2 middle schools, 7 elementary schools
 - ✦ rural remote and rural distant NCES classification
- Project was funded by Plymouth State University’s
 - ✦ Center For Rural Partnerships and
 - ✦ PSU’s Research Advisory Council



SATERA: Shared Sense of Responsibility?

- Do SE and GE teachers feel they share the responsibility for educating students with disabilities?
- Who are they sharing it with?
- Where (placement)?
- What responsibilities are they sharing?
- What PD is needed (from the teacher's point of view)?

Do teachers in rural schools have a shared sense of responsibility for educating students with disabilities?

Yes!

- 49% SE teachers in national rural study (Berry, 2010)
- 44% SE teachers in rural remote district
- 66% SE & 80% GE teachers in rural distant district

Who are teachers sharing the responsibility with?

	Rural Remote SE teachers n = 16	Rural Distant SE teachers n = 9	Rural Distant GE teachers n = 10
SE teachers	42%	33%	88%
GE teachers	57%	16%	25%
Related Service Providers	57%	33%	13%
Administrators	57%	-	-
Paras	29%	16%	25%

Where Are SE Providing Services?

	Rural	Remote	Distant
General Education Classroom	67%		100%
Resource Room (pull out)	67%		100%
Consult with GE teacher	42%		22%

SE **primary** location for service delivery:

General Education Classroom	12%	11%
Resource Room	69%	78%
Consult	18%	11%

What Are They Sharing? Perception of Shared Tasks

Rural Teachers	Remote SE	Distant SE	Total for SE	Distant GE
Teacher of new material	25%	33%	28%	0%
Modification of curriculum	56%	88%	68%	50%
1:1 assistance in learning content	12%	11%	12%	30%
Behavior Management	25%	44%	32%	40%
Lead IEP Meetings	0%	0%	0%	10%
Author of IEP	0%	0%	0%	0
Supervising Paras	12%	55%	28%	20%
Assessment of student progress	56%	100%	72%	100%

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Are SE teachers underutilized when in the GE classroom?

SE Teacher's Primary Role in GE Classroom

Rural Teachers	Remote SE	Distant SE	Distant GE
GE & SE co-plan, co-teach, co-assess	6%	12%	0%
Sometimes SE teaches sometimes GE teaches	6%	0%	0%
SE support students at planned times of the day	31%	66%	20%
SE consults with GE teacher	31%	22%	80%
No role in GE classroom	31%	0%	0%

Identified Areas For SE and GE Training

53% of SE believed that the responsibilities of their job stretched their training beyond what they were comfortable with.

- ✦ executive functioning (20%)
- ✦ behavior and emotional disabilities (50%)
- ✦ specific areas of disability (i.e., autism, developmental delay, trauma)
- ✦ 33% training in content areas: reading & math
- ✦ 52% training in working in inclusionary classrooms

20% of the GE teachers did not have the training to feel completely comfortable with **modifying materials and accommodating students with disabilities in their classrooms.**

50% of GE desired training in **specific disability types & SE processes.**

Collaboration co-teaching PD and coaching was provided to interested teachers



Phase 2: PD + Coaching

- PD that has traction (effective), is nurtured and sustained over a period of time.
- 15 teacher from 2 schools voluntarily attended, 7 dyads/triads
- Spring 2016: two in-service sessions and coaching provided
- Fall 2017: one in-service session and coaching provided
- Spring 2018: Professional Learning Community (PLC) developed by teachers to sustain commitment and momentum

Session 1: Co-teaching PD Spring 2016

- Overview of research behind collaboration and co-teaching
- Different approaches to collaboration and co-teaching reviewed, self-evaluation
- Barriers in each teacher's setting
- Starting point identified
- Expectations for collaboration in their setting
- Commitment gained

Collaboration that benefits all students can be thought of in terms of a continuum of involvement

Movement along the continuum depends on relationships, experience, student needs and content

Consultation

A meeting with an expert to obtain advice about:

- Meeting students' needs
- Teaching strategies
- Accommodations
- Modifications
- Differentiating materials, instruction, assessments

Should include observation/ data collection, student work samples.

Collaboration

Working together with one or more people in order to achieve a common goal.

- Student Support teams
- Data teams
- Grade-level teaming
- Special Education meetings

Uses a collaborative problem solving model:
Problem identification
Problem analysis
Plan development/implementation
Plan evaluation

Co-Teaching

Co-planning, co-instruction, co-assessment

- Co-plan for instruction
- Co-plan for assessment
- Co-plan for differentiation of materials, content, assessment
- Co-plan to look at outcomes to inform future teaching
- Co-plan to assess co-teaching

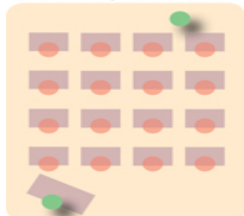
CO-TEACHING APPROACHES

● Teacher

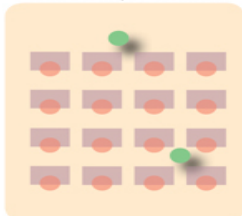
■ Desk/Table

● Student

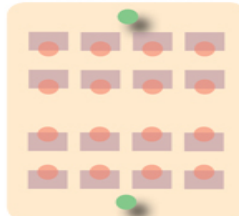
ONE TEACH, ONE OBSERVE



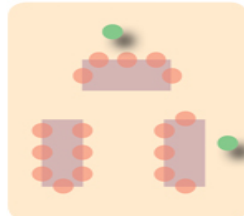
ONE TEACH, ONE ASSIST



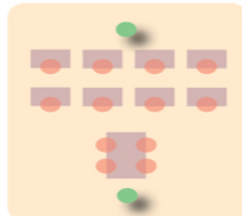
PARALLEL TEACHING



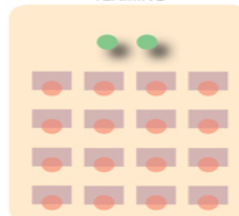
STATION TEACHING



ALTERNATIVE TEACHING



TEAMING



SOURCE: Co-teaching: Concepts, Practices, and Logistics, Marilyn Friend, Ph.D., August, 2006

Central Questions for Co-teaching

- Are the strengths of both teachers being utilized?
- Is there parity?
- Would someone observing have difficulty telling which teachers were special educators or general education teachers in the room?
- How is what co-teachers are doing together substantively different and better for students than one teacher would do alone?



"Paul and I are gearing up to team-teach another course."

Teachers Identified Barriers and Crafted Solutions

- **NO TIME:** Administrative support to get scheduled blocks of time together
 - Common planning, assessing, and teaching time
 - A float staff person to free teachers up so they could talk and plan.
 - Planning online: planbook.edu, Gdocs
- **Role confusion: Clarifying expectations**
 - Partners worked on expectations for responding to behavior, parent communication, homework, physical environment
 - Roles for curriculum modification, accommodations, grouping, assessing student progress, data analysis
- **Tentative Commitment (Is this worth the effort?):**
 - Give it a go
 - Exchange of experiences to support teachers in the extra effort

Online Planning with Planbook.com

H.C Physical Therapy 7:30am - 8:00am Morning W.I.N 8:00am - 8:30am Lesson Alternative Teaching: • Allison - Lunch count/ attendance /morning work • Brooke- small group skill build up/ pre-teach	Morning W.I.N 8:00am - 8:30am Lesson Alternative Teaching: • Allison - Lunch count/ attendance /morning work • Brooke- small group skill build up/ pre-teach	Morning W.I.N 8:00am - 8:30am Lesson Alternative Teaching: • Allison - Lunch count/ attendance /morning work • Brooke- small group skill build up/ pre-teach	H.C Physical Therapy 7:30am - 8:00am Morning W.I.N 8:00am - 8:30am Lesson Alternative Teaching: • Allison - Lunch count/ attendance /morning work • Brooke- small group skill build up/ pre-teach	Morning W.I.N 8:00am - 8:30am Lesson Alternative Teaching: • Allison - Lunch count/ attendance /morning work • Brooke- small group skill build up/ pre-teach
Focus L.A. 8:45am - 9:30am Lesson Vocabulary- Brooke 1 teach 1 assist Anthology- on smart board re-aloud whole group	C.J. SLP 8:30am - 9:00am Focus L.A. 8:45am - 9:30am Lesson Station Teaching Allison- reading groups Betsy- skills group Brooke- skills group Computers- Wonders story and questions	Focus L.A. 8:45am - 9:30am Lesson Resume stations from Tuesday - last two groups Students - Checklist Items Skills Block 11:15am - 12:15pm Lesson 1 teach 1 observe/assist Foundations whole group- Brooke	C.J. SLP 8:30am - 9:00am Focus L.A. 8:45am - 9:30am Lesson 1/2 LEXIA 1/2 Checklist items Switch 30 minutes each	Focus L.A. 8:45am - 9:30am Lesson Spelling Test Allison: Penguin Group Brooke: Dove group Language Arts - Reading 9:30am - 10:15am Lesson Reading Test Two groups 1/2 Allison Group on computers taking test 1/2 Brooke Group finishing literacy check list items for week
Language Arts - Reading 9:30am - 10:15am Lesson Cause and Effect - Allison 1 teach 1 assist Math 10:30am - 12:00pm Unit 5 Lesson Multiplying near squares - Multiplication Strategy	C.J. SLP 9:00am - 9:30am Language Arts - Reading 9:30am - 10:15am Lesson Continue Stations J.R Occupational therapy 10:00am - 10:30am Skills Block 11:15am - 12:15pm Lesson	Math 1:30pm - 2:45pm Lesson Station Teaching Allison - Break apart strategy Brooke - Fractions whole vs. part Moran (student teacher)-	H.C Occupational Therapy 9:00am - 9:30am Language Arts - Reading 9:30am - 10:15am Lesson Skills Block 11:15am - 12:15pm Lesson Foundations day two	J.R Occupational therapy 10:00am - 10:30am

Brooke

<http://www.2teachllc.com/>

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Co-teaching Lessons Database

Research on co-teaching is very clear that co-planning is the most important element for successful differentiation. That said, however, co-teachers have also reported difficulty in finding the time needed for true co-planning to occur. In the spirit of collaboration, co-teachers throughout the nation who have participated in trainings have agreed to have the lesson plans they created uploaded onto this free database. In addition, Dr. Wendy Murawski and Ms. Ilona Merrit of California State University, Northridge have collaborated to ensure that lessons posted here demonstrate quality co-planned and differentiated lessons for K-12 teachers. We encourage co-teachers to download lessons that may appeal to them, and ask co-teachers to share their own lessons with us.

Elementary
Secondary

Free Lesson Plan Template

Click the button on the right to download a copy of the co-teaching lesson planning format. Co-teachers are encouraged to share their own co-planned lessons by emailing them to: info@2TeachLLC.com

Session 2: Co-teaching PD Spring 2016

- Obtained administrative support for scheduled blocks of time and a float staff person
- Session 2:
 - Self-Evaluation of Approaches
 - Self-Evaluation of Co-teaching
 - Discussed current barriers
 - Recommitment
 - Provided with time to plan at the end of the session
- Session 3: Repeat of Session 2
- Ongoing coaching upon teacher request
- Development of PLC to keep momentum going
- Resources:
 - 2Teach (Dr. Wendy Murawski's website with resources and co-teaching lesson plans <http://www.2teachllc.com/>)
 - *30 Days to the Co-taught Classroom* by Paula Kluth and website <http://www.paulakluth.com>

<http://www.paulakluth.com>

paulakluth
toward inclusive classrooms and communities

BLOG
EVENTS
ABOUT PAULA
WORK WITH ME
BOOKS & PRODUCTS
READINGS
CONTACT

Tip of the Day
Co-teach with your students. Challenge students to present some lessons with the teacher. Have them come up with visuals and examples to present to classmates.

This website is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Most of my work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.

Readings

If you want to use one of the articles below, simply do the following:

1. Send me the complete details of the publication (e.g. URL, name, date, issue number).
2. Include this statement at the top of the article (under the title):

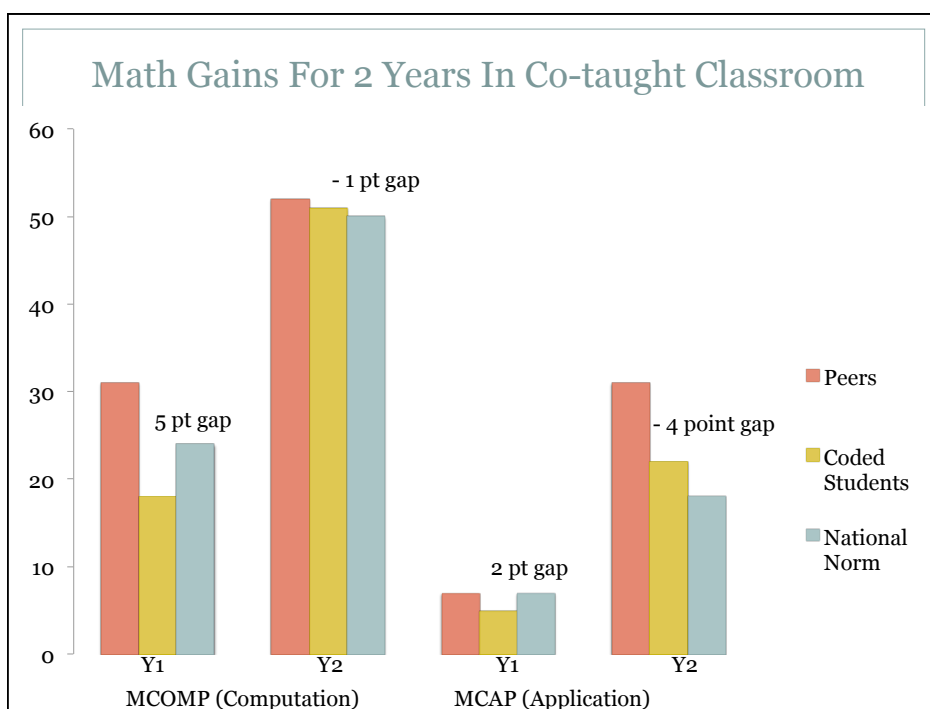
This article is from the website of Dr. Paula Kluth. It, along with many others on inclusive schooling, differentiated instruction, and literacy can be found at www.PaulaKluth.com. Visit now to read her Tip of the Day, read dozens of free articles, and learn more about supporting diverse learners in K-12 classrooms.

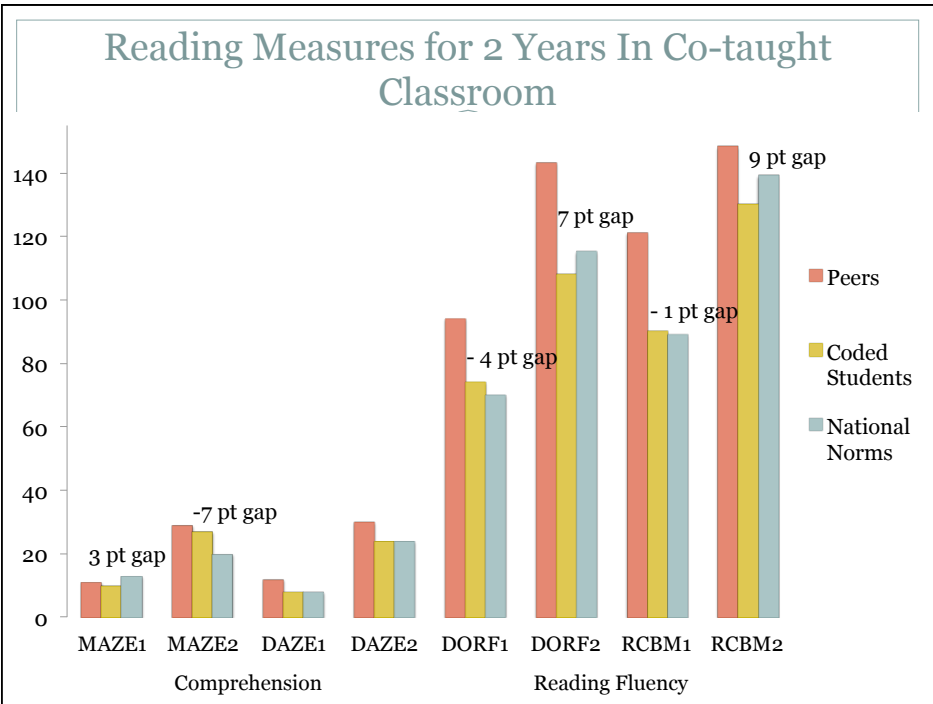
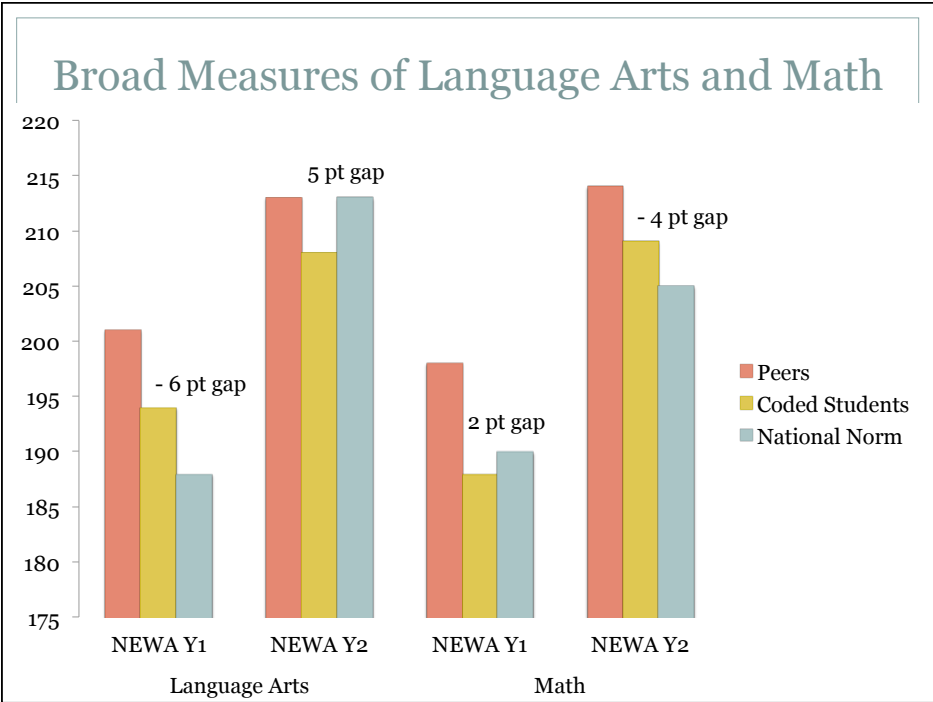
INCLUSION

Great minds

Outcomes

- **One pair of co-teachers SE GE over 2016 - 2017 and 2017 - 2018 years**
 - Teachers enjoyed the co-teaching relationship
 - Felt rejuvenated and re-energized
 - GE partner has better sense of SE process and disability characteristics, accommodations modifications
 - SE partner had comprehensive understanding of content
 - Performance data used to redesign structures and address student needs
 - Saw progress in their students academically and socially that they attributed to the co-teaching delivery of instruction
 - Looped up with the same group of students from Grade 3 to Grade 4







General Education Co-teacher


“This year has been the best of my teaching career. I feel like I am finally meeting all the needs of my students where they are at. It has challenged me to think outside of the box and help me grow as an educator.”

4th grade students in co-taught classroom

“Two teachers have more skills, because they’re good at different things. You get two points of view with two teachers. Yeah, they’re positive and work together really hard.”

“You can’t just sit and do nothing. They will notice you.”



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- Questions? Comments?

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