

Co-Teaching and Inclusion:
What and Why

WE GOT THIS! And BONUS:

Dr. Wendy Murawski
CEO, 2 TEACH
Executive Director, CTL
CSU Northridge

Cristina Gullov
Instructor
UCSYD



TEACH, LLC www.2TeachLLC.com

1

Objectives for Morning Sessions

- **Session 1:** Identify critical components of effective co-teaching & connection with Inclusion (*One Teach-One Support & Team*)
- **Session 2:** Share questions to consider, Roles & Responsibilities, Applications in Denmark (*Stations & Parallel*)
- **Session 3:** Introduce co-teaching competencies & critical feedback (*Alternative & OTOS*)
- Have fun while learning! (Beware of engagement!)




TEACH, LLC

2

WHAT REALLY WORKS WITH EXCEPTIONAL LEARNERS

Cristina Gullov
Lektor

Research focus: Collaboration Between Teachers & Pedagogues



TEACH, LLC

3



4

***Inclusion is a Philosophy,
not a Program or Law***

“The **philosophy** of inclusion is that children who are differently challenged are accepted in general activities with appropriate adaptations or assistance.”

(Batshaw, 1997, p.749)

TEACH, LLC

5

*When a teacher tries to teach something with the entire class at the same time,
“chances are, one-third **already know it**;
one-third **will get it**; and the remaining third **won't**. so
two-thirds of the children are wasting their time”.*

Lilian Katz

TEACH, LLC

6

Inclusion is NOT just about students with identified disabilities....

Consider -

- Students with *unidentified* disabilities
- Students who are Danish learners
- Students who are Gifted
- Students who are homeless, food/housing insecure, abused, LGBTQIA+, transitioning, questioning, bullied, shy, struggling with mental health issues....

TEACH, LLC

7



Please stand if you are wearing glasses right now.

TEACH, LLC

8

Collaboration & Co-Teaching

Collaboration – A style of interaction in which two or more professionals work together toward a common goal (Friend & Cook, 2003)

Co-Teaching – when two or more educators *co-plan*, *co-instruct*, and *co-assess* a group of students with diverse needs in the same general education classroom (Murawski, 2003)

TEACH, LLC

9

Research on Inclusion & Co-Teaching

- Pull-out and segregated settings have not resulted in high-quality consistent academic improvement and result in segregation and other unintended negative results (McLeskey & Waldron, 2002).
- Collaboration results in improved teaching quality and thereby improved student outcomes (Ronfeldt et al., 2015). Research has identified a lack of parity as one of the key barriers to true collaboration between educators (Ghedim & Aquario, 2020).
- The first meta-analysis of co-teaching compared students' achievement between non-co-taught (solo-taught general or special classrooms) and co-taught settings. Murawski & Swanson (2001) found a medium positive effect size (ES = .40) for co-teaching.
- More recent meta-analysis results indicate a moderate positive effect size ($g = 0.47$) for students in co-taught settings compared to students in special education settings for academic achievement (King-Scars, Stefanidis, Berkeley, & Strogilos, 2021)
- Lochner et al. (2019) found that SWD and SWOD in co-taught classes exhibited higher levels of cognitive engagement, linked to learning, in co-taught compared to solo-taught general education classes.

TEACH, LLC

10

Analogies options

- Marriage
- Sports
- Medicine
- Dance
- Other



Which do you prefer?



TEACH, LLC

11

Co-Teaching Approaches:

Instruction through modeling



Dr. Wendy Murawski
CEO, 2 TEACH
Executive Director, CTL
CSU Northridge

Cristina Gullov
Instructor
UCSYD

TEACH, LLC

www.2TeachLLC.com

12

Co-Teaching

Co-Teaching – When two or more educators *co-plan, co-instruct, and co-assess* a group of students with diverse needs in the same general education classroom (Murawski, 2003)

Nowadays we add *co-reflect*

TEACH, LLC

13

Co-Teaching Approaches

(Cook & Friend, 1995)

- One Teach, One Support
- Parallel Teaching
- Station Teaching
- Alternative Teaching
- Team Teaching

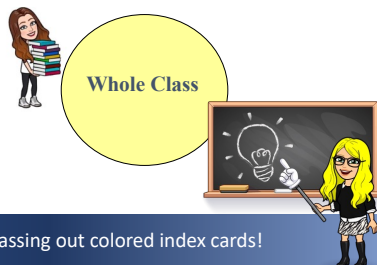
KEY POINTS:

Parity between educators – *switch roles often*
Heterogeneous groups – *switch students often*
Use a variety of approaches!

TEACH, LLC

14

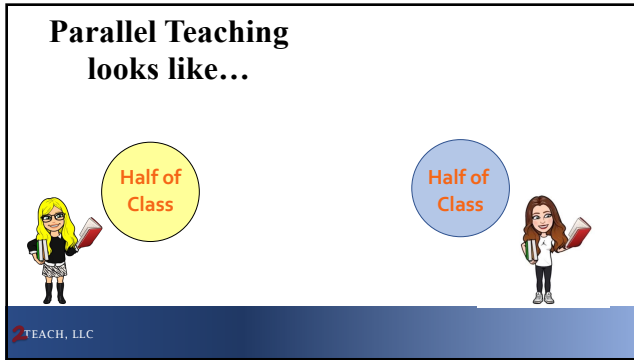
One Teach, One Support looks like...



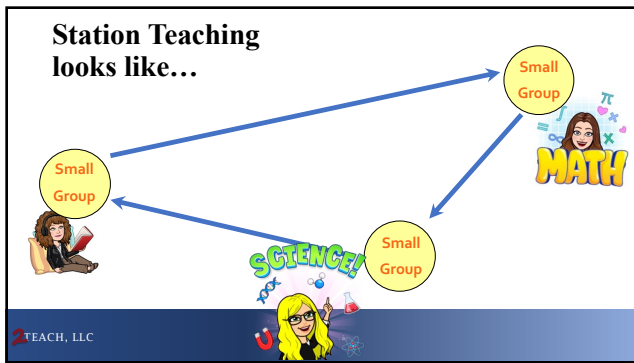
TEACH, LLC

Like passing out colored index cards!

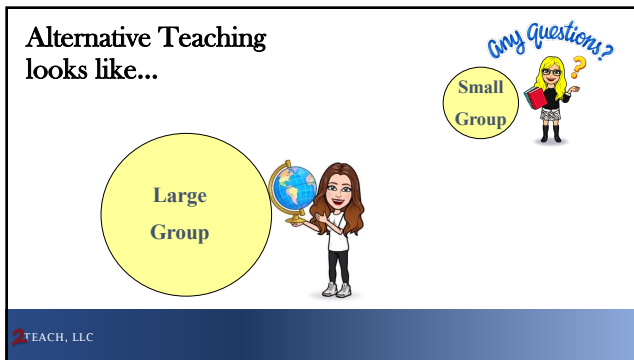
15



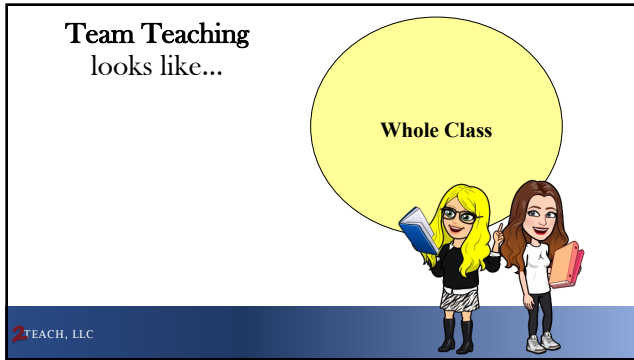
16



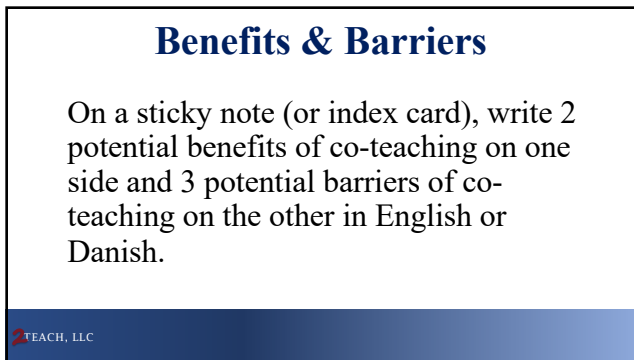
17



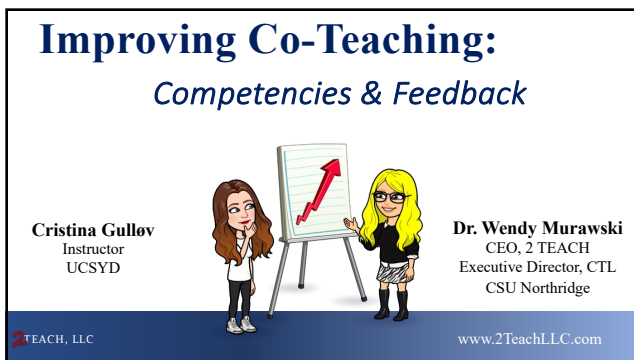
18



19



20



21

Co-Teaching

Co-Teaching – When two or more educators *co-plan, co-instruct,* and *co-assess* a group of students with diverse needs in the same general education classroom (Murawski, 2003)

Nowadays we add *co-reflect*

TEACH, LLC

22

Essential Question of Co-Teaching

How is what co-teachers are doing together different and better for students than what each would have done alone?

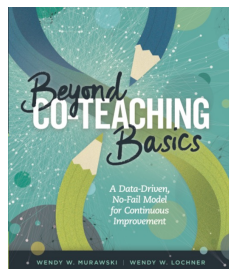
(Murawski & Spencer, 2011)



TEACH, LLC

23

Use the Co-Teaching Core Competencies for establishing roles, setting goals, and building skills



TEACH, LLC

24

4 Domains of Co-Teaching

- The Learner and Learning
- The Task at Hand
- Instructional Practices
- Professional Responsibility

11 Competency Strands

120 Competencies

22 Core Competencies

- Look Focus**
12 Core
- Listen Focus**
5 Core
- Ask Focus**
5 Core

Download the full framework at www.2TeachLLC.com

25

Co-Teaching Core Competencies

Options:

- Small group word sort (English & Danish available)
- Individual virtual word sort
 - <https://tinyurl.com/CompetencySort> (English)
 - <https://tinyurl.com/DanishCompetencySort> (Danish)
- Read article on padlet www.padlet.com/wendy_murawski/2TeachLLC
 - What to look for, listen for, and ask for

26

Giving Feedback to Co-teachers

The Co-Teaching Observation Guide
(G.L. Wilson, 2005)

- Are the **roles** of each teacher **meaningful**?
- Are co-teachers using **strategies** to promote **success** with all students in the class?
- Is there **evidence** of successful **learning** going on in the classroom?

27

Co-Teaching Considerations:
For School Leaders

Indubitably



Dr. Wendy Murawski
CEO, 2 TEACH
Executive Director, CTL
CSU Northridge

TEACH, LLC www.2TeachLLC.com

28

**5 Keys to Creating
& Sustaining Co-Teaching**

1. Provide professional development on inclusion, collaboration, co-teaching & UDL.
2. Establish scheduling strategies.
3. Partner the right teachers.
4. Supervise & evaluate strategically.
5. Improve, increase, and institutionalize co-teaching practices.

TEACH, LLC Murawski & Bernhardt, 2015

29

**SHAMELESS
PLUG**



30

FAQ about Scheduling

- Do we have to co-teach every class or all day? **No.**
- Should I co-teach with multiple teachers? **Maybe.**
- Do I need to have a consistent schedule? **YES!!**

TEACH, LLC

31

Strategies for Scheduling

- Avoid exceeding natural proportion for students with disabilities in class (20% is ideal; 30% is realistic).
- Work with Master Schedule and put students with special needs in first.
- **Ensure common planning periods/times for co-teachers.**
- General educators = 1 partner
Special educators = no more than 2-3 co-teachers
- Put rooms near one another. Identify “free” space for breakouts.

TEACH, LLC

32

Finding Partners

- Volunteer vs. Voluntold
- Issues of Equity & Parity
- Not supposed to do/be the same thing
- Surveys available



TEACH, LLC

33

Finding *TIME to Plan!*

- Common planning periods
- Banked times
- Scheduled meetings
- Coverage
- Reduction of duties
- Student activities
- School Assemblies
- Research projects
- Using basic technology
- Using helpful products:
 - Co-Planner
 - 2 Teach website

TEACH, LLC

34

MEGA MACRO Micro

TEACH, LLC

35

Co-Teaching Lesson Plan

Subject Area: _____

Grade level: _____

Lesson Objective: **What**

Essential Questions: _____

Key Vocabulary: _____

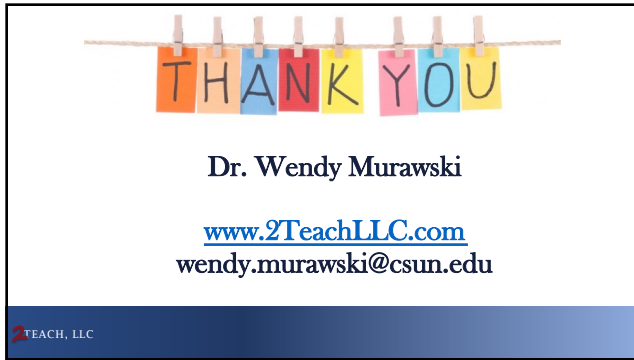
Materials: _____

Lesson plan template
Available at:
www.2TeachLLC.com

Lesson	Co-teaching Approach (use what works best for you)	Time	Teacher 1	Teacher 2	Considerations (may include adaptations, differentiations, accommodations, and student-specific needs)
Beginning: _____ (may include: Opening, Warm Up, Review, Anticipation Set, Modeling)	<input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternat Ine <input type="checkbox"/> Station Team		How		Who

TEACH, LLC

36



37