

# Co-Teaching - Competency Three

## Delivering Targeted, Individualized Instruction

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Prior to viewing this module did you...



**Review the Co-Teaching Practice Profile**



**Watch Co-Teaching Foundations Module**



**Watch Competency One Module**



**Watch Competency Two Module**

[Co-Teaching in Wisconsin Webpage](#)



# Learning Objectives

1. Understand the purpose of a practice profile
2. Understand and apply the use of high leverage instructional strategies (Competency 3.a.)



# Practice Profile

## Anatomy of a Practice Profile- How it Works

Core Competency	Contributions to Systems Transformation		
<p><b>The specific role of the practitioner</b></p>	<p>In this section, you will see a description of why each competency is important to achieving the outcome and how it contributes to a greater likelihood that practitioners can operationalize and engage in the essential functions.</p> <p style="text-align: center;"><i>This describes the "why"</i></p>		
<p>The components provide a clear description of the features that must be present to say that inclusive learning practices are in place. The components break down the competency and provide a more detailed definition.</p> <p style="text-align: center;"><i>This describes the "what"</i></p>	<p style="text-align: center;"><b>Expected Use in Practice</b></p> <p>This column includes observable behaviors that exemplify educators who <u>are able to generalize</u> required skills and abilities to a wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position.</p> <p style="text-align: center;"><i>This describes the "how"</i></p>	<p style="text-align: center;"><b>Developmental Use in Practice</b></p> <p>This column includes observable behaviors that exemplify educators who <u>are able to</u> implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need consultation to complete or successfully apply skills and would benefit from setting goals that target particular skills for improvement in order to move educators into the "expected/proficient" category</p> <p style="text-align: center;"><i>This describes the "developing how"</i></p>	<p style="text-align: center;"><b>Unacceptable Use in Practice</b></p> <p>This column includes observable behaviors that exemplify educators who are not yet able to implement required skills or abilities in any context and often can cause harm to the clients served. <u>Often times</u>, if an educator's work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how regions, schools, or districts are selecting or training staff, managing the new program model, or using data to inform continuous improvement.</p> <p style="text-align: center;"><i>This describes the "how not"</i></p>



# What are High Leverage Practices?

- Occur with high frequency in teaching
- Research-based and known to foster important kinds of student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- So important that skillfully executing them is fundamental to effective teaching

High Leverage Practices



# Four Aspects of Practice

**Collaboration**

**Assessment**

- **Social**
- **Emotional**
- **Behavioral**

**Instructional**



# 3.a. Instruction uses high leverage instructional strategies

High Leverages Practices Introductory Video



# Incorporating Specially Designed Instruction

- Co-teaching partners plan Specially Designed Instruction which occurs during co-taught lessons
- Specially Designed Instruction is a *service*, not a *place*
- Specially Designed Instruction is further supported by other team members across various settings





# Observations & Dialogue

- See
- Think
- Wonder



# Observations & Dialogue

## How Do Co-Teaching Partners Implement Specially Designed Instruction?

Co-Teaching Foundations  
Presentation



# Learning Materials = Multiple Modalities

Learning materials are  
represented using  
multiple modalities  
(visual, auditory, tactile,  
concrete).



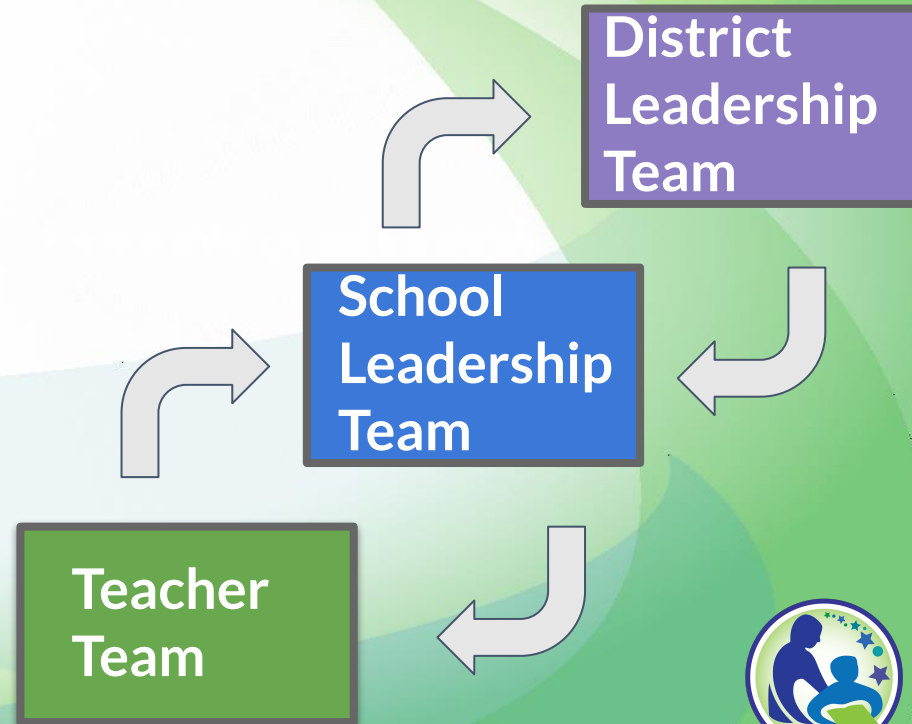
# Prioritize Learning Goals

Instruction intentionally  
embeds Specially  
Designed Instruction  
into the general  
education classroom



# Co-Teaching is a Collective Responsibility

All staff interact with all students assuming collective responsibility for the classroom environment, instruction and behavior support.





# Student Engagement

Co-teaching partners utilize visible options for engaging with the lesson and learning target, such as:

- use of assistive technology,
- stations with materials,
- spaces for independent or small group interactions,
- visual or audio cues



# Observations & Dialogue

High Leverage Practice #18

Active student engagement in learning is critical to academic and behavioral success.

Teachers play a critical role in helping students remain engaged within lessons and school, which is essential for students with disabilities. -Adapted from

[High Leverage Practice #18 Script](#)



# Parity in Interacting With Students

Co-teaching partners  
**INTERCHANGEABLY** confer  
with **ALL** students who fluently  
converse about their own  
learning goals, and the  
activities that will lead them to  
achieving those goals.



# Observations & Dialogue

Students with disabilities did not get *more* attention when there were two teachers in the room; instead they got *less* attention from the general education teacher while the special education teacher took up the slack.



Magiera and Zigmond, 2005



# Flexible Groups

Flexible grouping is used a minimum of 70% of the instructional week.

70%

Allows for peer support and peer models so that learners engage with peers around learning targets.

[High Leverage Practice #17 video](#)



# Observations & Dialogue

Ability Grouping, Tracking and Grouping Alternatives

How can we move from a system of ability or homogeneous grouping to a system of flexible or heterogeneous grouping in which student differences are accepted by both teachers and students?





# Collaborate, Model, Develop, Adjust

## Co-Teachers model:

- sharing ideas
- active listening
- questioning
- planning
- problem solving
- negotiating

Co-teaching partners  
**COLLABORATE** during the co-teaching session  
**MODELING** the use of effective collaboration behaviors to **DEVELOP** and **ADJUST** instructional or behavioral plans on the spot during the class period to maximize student learning.

# Power of Feedback

Positive and constructive formative feedback is provided throughout the entire instruction period to guide all students' learning and behavior.



# Observations & Dialogue

Effective Feedback Video

How can we intentionally use feedback so students self-reflect:

- ★ Where is the learner going?
- ★ Where is the learner right now?
- ★ How does the learner get there?



**“If generalization did not occur, each response would have to be learned in every specific situation”**

**- Vaughn, Bos, & Lunc, 1986**

**Additional staff (e.g. EL, OT, SLP):**

- **supplement the small group or station models planned in the co-taught classroom,**
- **provide supportive facilitation in the general education environment to teach students to maintain and generalize new learning across time and settings.**





# Don't Let "But" Be a Barrier!

But vs. And Chart

But	And
Excludes or is <i>dismissive</i> of that which precedes it	Expands and includes what precedes it
Negates, discounts, or cancels that which precedes it	Acknowledges what precedes it
May easily be perceived as pejorative	Perceived as more neutral
Suggests the first issue is subordinate to the second	Suggests there are two issues to be addressed





# Observations & Dialogue

## STRATEGIES FOR PROMOTING GENERALIZATION

- Teach a skill, whether social or academic, within the natural setting where that skill will be used most often.
- Involve multiple people in the teaching of a skill. This may include support staff, related services staff, other teachers, and administrators.
- Utilize the student's strengths when generalizing a newly acquired skill.
- Teach different ways of doing the same thing.
- Ensure that both the school team and home are aware of the student's goals.
- Follow the student's motivation and incorporate their interests whenever possible.

Adapted from [Rainy River School Board ABA Generalization Newsletter](#)

# Assistive and Instructional Technology

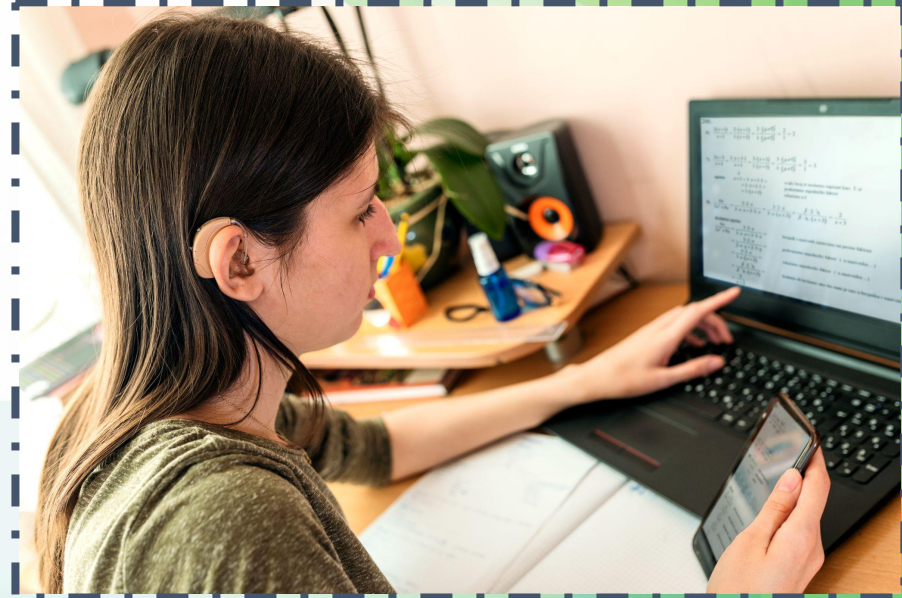
Assistive technology is available for each and every student based on their needs.

High Leverage Practice #19 Guide



# Assistive Technology = Learning and Independence

Co-teaching partners use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence.



# Evaluating Assistive Technology

Co Teachers make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals.





# Observations & Dialogue

Empowering Education

*Imagine what it would be like to live in a world where everyone is treated the same no matter what. Is this a world you would want to live in? Why or why not?*

