

Thank you for using DPI's materials to create a common understanding of Co-Teaching for Wisconsin educators.

The [Co-Teaching Practice Profile](#) has been developed to provide educators a clear picture of what co-teaching looks like in practice, when prioritizing the critical need for equity and inclusion. The profile is divided into four competencies:

Competency 1: Designing Physical Space and Functional Structures

Competency 2: Planning Learning Experiences for All Learners

Competency 3: Delivering Targeted, Individualized Instruction

Competency 4: Assessing Student Learning and Providing Feedback

This presentation will focus on the third competency: Delivering Targeted, Individualized Instruction. Please have your materials ready before you continue.

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](#)



To maximize this professional learning activity, please be sure to:

- Review the Co-Teaching Practice profile before you begin, especially the third competency which is the focus of this presentation; you can find a link to the Co-Teaching Practice profile on the materials document.
- By this time we expect you have already collaborated with your co-teaching leadership team in your school and district to support school staff that can position co-teaching as one of a number of practices to support a diversity of learners.
- If you feel your co-teaching team needs additional background, watch the first presentation in the series, Co-Teaching Foundations: Building an Inclusive Environment. This will assist in understanding that co-teaching practices are part of an overall inclusive learning environment.

Learning Objectives

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



By the end of this module, you will:

- Understand the purpose of a practice profile
- 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 | | |
|---|--|--|--|
| The specific role of the practitioner | In this section, you will see a description of <i>why</i> 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. | | |
| <i>This describes the "why"</i> | | | |
| 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. | Expected Use in Practice | Developmental Use in Practice | Unacceptable Use in Practice |
| | This column includes observable behaviors that exemplify educators who <u>are able to</u> generalize 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. | 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 | 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. |
| <i>This describes the "what"</i> | <i>This describes the "how"</i> | <i>This describes the "developing how"</i> | <i>This describes the "how not"</i> |

Practice Profiles identify the core components of a program, innovation, practice, or intervention, and describe the key activities that are associated with each core component. Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings. ([NIRN practice profiles](#)) You can find a link to the practice profiles on the materials document.

Practice Profiles begin with the why of each competency; "The Contribution to Systems Transformation" - in this case why is this component important to achieving a high functioning co-taught environment?

Practice Profiles employ 3 rubric headings: Expected, Developmental, and Unacceptable. (descriptions are from [Practice Profile Planning](#))

Expected/ Proficient - includes activities that exemplify practitioners who are able to generalize required skills and abilities to 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.

Developmental - includes activities that exemplify practitioners who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need supervisor/coach

consultation to complete or successfully apply skills.

Unacceptable variation - includes activities that exemplify practitioners who are not yet able to implement required skills or abilities in any context. Often times, if practitioners' 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 the district is selecting or training staff, managing the new program model, or using data to inform continuous improvement.



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

Throughout this presentation, you will hear many references to “high leverage practices, or HLPs.” The high leverage practices are a collaborative effort of the Council for Exceptional Children, its Teacher Education Division, and the CEEDAR Center; its members include practitioners, scholars, researchers, teacher preparation faculty, and education advocates. Please note, this is not a training in these practices. Further information on the high leverage practices can be found on the website, which is linked on the materials document. This broad overview focuses primarily on the Instruction section of the High Leverage Practices, and how these can be implemented in a co-taught classroom.

In short, these are practices that can be used to leverage student learning across different content areas, grade levels, and student abilities and disabilities. For instance, high leverage practices might be used to teach evidence-based practices (for example, using explicit instruction to teach and practice a summarization strategy) at differing intensity levels and across tiers of instruction. High leverage practices also might be the fundamental skills needed to collaborate effectively with other educators and families.

Four Aspects of Practice

Collaboration

Assessment

- Social
- Emotional
- Behavioral

Instructional



To ensure quality outcomes for students with disabilities, special education teachers should provide instruction that is evidence-based and highly responsive to these students' complex and varied needs. Special education teachers and general education teachers, must both be flexible problem solvers who have expertise in using highly effective practices. Special education teachers, due to the federal laws that protect students with disabilities, also need to be proficient in monitoring a student's progress towards their IEP goals and in the general curriculum. In addition, co-teachers will measure the effectiveness of these practices with individual students as well as in making decisions regarding changes in practice when needed, per each learner's individual learning plan or IEP.

3.a. Instruction uses high leverage instructional strategies

High Leverages Practices Introductory Video



In a co-taught classroom, the planning and delivery of high leverage instructional strategies is implemented by the general education and special education teachers and is part of the Universal Curriculum.

The design and delivery of Specially Designed Instruction is the core of special education. Specially Designed Instruction is designed individually for students with IEPs and is above and beyond what is offered in the Universal Curriculum, so it is above and beyond UDL, differentiation and short periods of intervention. An important distinction, however, is to remember that Specially Designed Instruction is implemented *in addition to* and not *in place of* grade level curriculum, UDL, differentiation and intervention.

Specially Designed Instruction is the vehicle to ensure students with disabilities receive high-quality instruction and services that will result in the grade level achievement of academic and functional standards, graduation, and meaningful postsecondary outcomes. It is specific to a student who qualifies for special education services in order to help them master their IEP goals and objectives and to ensure access to and progress in the general education curriculum. Specially Designed Instruction supplements the high leverage instructional strategies or practices that are foundational for *all* teachers to know and

understand when educating students with disabilities.

Pause the presentation and take a moment to view a six minute video which introduces the high leverage practices. The link for this video can be found on your materials document titled [High-Leverage 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



Co-Teachers plan the specially designed instruction or Specially Designed Instruction that will occur during the co-taught lesson *together*. This is important to realize: that Specially Designed Instruction in a co-taught classroom is not conducted in isolation. It is co-planned and co-teachers together monitor the effectiveness of SDI during their co-planning sessions. These are the specially designed instruction minutes that are identified in the student's IEP. It is important to remember, however, that Specially Designed Instruction can occur in all the environments that a student with an IEP may appear in during the day. Specially Designed Instruction is provided by a licensed specialist. It should absolutely be brought into the general education classroom during regular instruction, it can be planned during intervention times, and it can be intensive and delivered in a one on one or small group situation.

The Specially Designed Instruction is then further supported by other team members. This support is infused throughout the student's learning experiences and environments as outlined and described in the IEP via accommodations and modifications. Note that these are not minutes in the IEP identified as 'specially designed instruction.' Rather, the IEP team decides which accommodations are needed to support the student in accessing the general education curriculum

when the specialist isn't present. These accommodations are directly tied to the specially designed instruction that specialists provide.

When specially designed instruction is only delivered in one place, --**like a pull out classroom for instance** -- and is not supported by other staff members throughout the day, it runs the risk of not being generalized to other environments. Generalization is discussed further in this presentation. For your reference, High Leverage Practice 21 supports the generalization of new skills.

Guidance on Specially Designed Instruction can be found on DPI's website, as well as in the Foundation of Co-Teaching presentation in this series.

Observations & Dialogue

- See
- Think
- Wonder



Throughout this presentation, we will be asking participants to utilize the Observations and Dialogue Strategy. The curiosity of learners can be ignited and captured by using a simple object, picture, question, video, or artwork. Observations and Dialogue can be used as a summary activity that enables learners to reflect on their learning and consider different ideas.

While looking at the selected stimulus, write down or share with the your team, your observations of what you *see*. Use your new knowledge, thinking and inferencing skills to decide what you *think* about the observations. Ask yourself and the team - 'What is happening or being represented?' Encourage everyone to support their thinking with reasons. Lastly, *wonder* what else might be happening within or outside the stimulus that may change, enhance or support your thinking.

Observations & Dialogue

How Do Co-Teaching Partners Implement Specially Designed Instruction?

Co-Teaching Foundations
Presentation



The first Observations & Dialogue activity is to use your prior knowledge to answer the question: How Do Co-Teaching Partners Implement Specially Designed Instruction? Please use the Foundations Presentation for background knowledge and the necessary language.

While looking at the selected stimulus, write down or share with the your team, your observations of what you **see in the Co-Teaching Foundations Presentation around Specially Designed Instruction**. Use your new knowledge, thinking and inferencing skills to decide what you **think** specially designed instruction is. Ask yourself and the team - 'How is specially designed instruction being supported in environments when the specialist is not present?' Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance or support your thinking around specially designed instruction.

Learning Materials = Multiple Modalities

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



Materials must be differentiated across multiple modalities to meet the unique needs of each learner. Remember, even though the instructional materials for each learner may vary, the grade level target or goal does not change. High Leverage Practice 15 emphasizes that teachers should always select those visual, verbal, and written supports that reinforce grade level targets. While differentiation can occur spontaneously during instruction, strong Universal Design for Learning practice would be to have those supports pre-planned and in place prior to lessons, as well as pre-planning how to eventually fade the supports out, as students gain independence.

Prioritize Learning Goals

Instruction intentionally
embeds Specially
Designed Instruction
into the general
education classroom



Instruction intentionally embeds specially designed instruction into lessons that occur within the general education classroom. The specially designed instruction is then directly related to supporting the learning targets of the general education curriculum.

According to High Leverage Practice 11 - Identify and Prioritize Long and Short Term Learning Goals, Co-Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula.

Co-Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. As a team, they understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components in the co-taught classroom.

Co-Teaching is a Collective Responsibility

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



Collective responsibility means our teachers learn and work together systematically on a regular basis to collectively ensure higher quality instruction in all classrooms and better results for all students. In Competency 1 the necessity of a leadership team that assists in the identification and elimination of barriers was introduced. A culture that embraces collective responsibility leverages the leadership team so that inclusive practices are universally understood from the Building Principal down to the classroom. It is helpful to think of this as a Linked Teams structure. The use of linked teams will help to enhance and support collective responsibility in a school system. An infrastructure composed of linked teams can help reduce isolated silos that may be common in large systems. By working simultaneously with multiple levels of an education system, teams can help encourage greater integration, coherence, and focus on the system as a whole. By aligning inclusive activities and functions with desired outcomes for students, teams and leaders can build a lasting capacity for responsible change.

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



High Leverage Practice 18: Describes the use of strategies to promote active student engagement.

Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student–teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students’ lives, and using a variety of teacher-led, peer-assisted student-regulated, and technology supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

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](#)



For the next Observation and Dialogue activity, pause the presentation and watch the High Leverage Practice video #18. This can be found on the materials document. There are three key components of this HLP. They are:

1. Teachers must build positive teacher-student relationships,
2. Teachers should use a variety of strategies for ensuring student engagement during lessons, and
3. Teachers need to actively monitor for engagement and provide ongoing, specific feedback.

After viewing the video, write down or share with your team, your observations of what you **see around student engagement in the classroom**. Use your new knowledge, thinking and inferencing skills to decide what you **think** about both active student engagement and teachers facilitating engagement through feedback. Ask yourself and the team - 'How do we promote both student engagement and feedback?' Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance or support your thinking.

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.

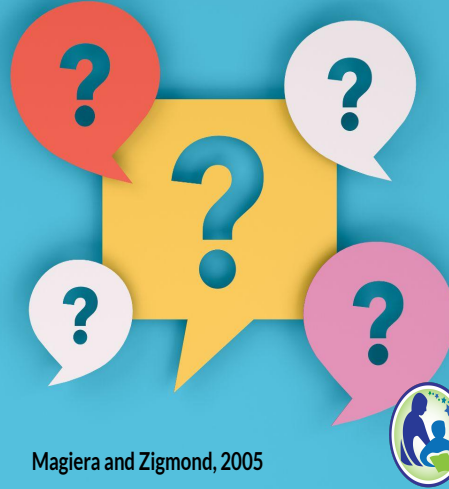


In competency one, parity is defined as the equal sharing of all classroom tasks. Parity for co-teachers is a deeper commitment and requires that two licensed teachers share the instructional responsibility and accountability for the entire group of students in the classroom. Both co-teaching partners have equal responsibility conferring with and instructing ALL students.

Building parity in the relationship is essential because in its absence the specialist in the room turns to a 'supportive' role. When the specialist is 'supporting', a common mistake they make is to provide support only to the students who are eligible for an IEP. In this situation, the instruction is not equitable because both teachers are not equally supporting all students in the room with substantive instruction.

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

What happens if Co-Teachers do not interchangeably confer and lose parity in terms of both teachers working with all learners? Consider this quote from the research article by Magiera (Ma-gear-uh) and Zigmond in 2005. “General education teachers spent significantly less time with students with disabilities when the special education teacher was present.” The study looked at whether or not there was an ‘additive effect’ of the special education teacher on the instructional experiences of students with disabilities as compared with the experiences of the same students taught by only the general education teacher under routine conditions.

In the classroom they observed, the “one-teach one-support” model of co-teaching was almost exclusively used and co-teachers were not trained and did not have planning time so there were obviously limitations to the study. What they found was statistically significant differences for targeted students in terms of general education teacher interaction and individual instruction. General education teachers spent significantly **less** time with students with disabilities when the special education teacher was present.

Think about this quote from Magiera (Ma-gear-uh) and Zigmond. Write down or share with the your team, your observations of what you would **see** if students with disabilities received less time with the general education teacher. Use your new knowledge, thinking and inferencing skills to decide what you **think** the

unintended academic and social consequences would be? Ask yourself and the team to reflect on why parity is important in the co-taught classroom. Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance or support your thinking around parity.



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](#)

When planning flexible groups, it is important to plan for a mix of heterogeneous and homogeneous groups. By using heterogeneous groups, learners have access to peer models, as well as different perspectives and cultural backgrounds. In the Co-Teaching Foundations presentation, you may recall the use of the 70/30 split. According to High Leverage Practice 17, flexible grouping is used strategically. Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals. They monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

To see flexible grouping in action, you can view the High Leverage Practice 17 video, which can be found on your materials document. [CEC HLP 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?



Pause the presentation and watch a video on [Ability grouping, tracking and grouping alternatives](#).

While looking at the video, write down or share with the your team, your observations of what you **see** in the Ability Grouping, Tracking and Grouping Alternatives video. Use your new knowledge, thinking and inferencing skills to decide what you **think** about what you observed. Ask yourself and the team - '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 students and teachers?' Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance or support your thinking.



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.

High Leverage Practice 1 talks about collaboration with professionals to increase student success.

Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being. This is accomplished across all school environments and instructional settings, and especially in the co-taught classrooms. Collaboration with individuals or teams requires the use of effective collaboration behaviors. Sharing ideas, active listening, questioning, planning, problem solving and negotiating are used intentionally to develop and adjust instructional or behavioral plans based on student data. Co-teaching teams model this collaboration, and will find the practice of co-teaching difficult in an environment that doesn't embrace collaborative, inclusive practices.

Power of Feedback

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



Both Co-Teachers provide ongoing feedback to ALL learners until they reach their established learning goals.

High Leverage Practice 22 states that the purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence. Effective feedback must be strategically delivered by both co-teaching partners and is goal directed. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, and age appropriate. Feedback is most effective when the learner has a goal and the feedback informs the learner of their strengths, as well as areas needing improvement. Remember that parity is important here as both co-teachers need to provide feedback to all students in the classroom to ensure equitable practice.

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?



Pause the presentation to watch the following video on [Effective Student Feedback](#).

While looking at the video, write down or share with your team, your observations of what you **see** in the Effective Feedback animated video. Use your new knowledge, thinking and inferencing skills to decide what you **think** about what you observed. Ask yourself and your team - How do we currently provide feedback to all students? What can we do to enhance our practice and ensure that all students can self-reflect and answer the questions “Where am I going”, “Where am I right now” and “What do I need to do to get there”? Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance or support your thinking.

“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.**



Generalization is defined as the ability for a student to perform a skill under different conditions, the ability to apply a skill in a different way, and also the ability to exhibit that skill over time.

High Leverage Practice 21 refers to teaching students to maintain and generalize new learning across time and settings.

Co-teaching partners promote maintenance by involving additional staff in the generalization of skills. This may include systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom and by other staff that will support a student’s learning.

When students learn to generalize new knowledge and skills in the natural environment, they can maintain the use of these skills independently in the absence of ongoing instruction.

Consider the quote at the top of this slide for a moment. “If generalization did not occur, each response would have to be learned in every specific situation.”

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 |



When thinking about inclusive practice and planning for all learners, practitioners need to be sensitive to the words that are used. When planning, we often use the word 'But' as a barrier to our practice. For example, when teams consider how to use a speech and language therapist to support reading skills previously introduced during specially designed instruction, someone at the table is bound to say, 'BUT the SLP is only available on Thursdays,' or 'BUT the SLP only provides small group services to work on articulation.'

The word BUT negates or cancels everything that goes before it. And it is generally accepted as a signal that the really important part of the sentence is coming up, which is often seen as an insurmountable barrier. One way to change your language is to simply replace the word BUT with AND.

To avoid the use of the word, have someone at the table specifically watch for the use of the word 'BUT'. When the listener hears the word, they should actively cue other team members that a barrier was created. The team then takes time to think of ways to overcome the barrier.

In the next Observation and Dialogue, practice this skill.



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](#)

Consider the strategies for promoting generalizations, write down or share with the your team, your observations of what you **see** in the strategies. Use your new knowledge, thinking and inferencing skills to decide what you **think** about what you observed. Ask yourself and the team - How do we promote generalization of skills? How can we enhance our practice? And don't forget to have a partner listen for the word "BUT"! Encourage everyone to support their thinking with reasons. Lastly, discuss or write down what other **wonderings** you might have that may change, enhance, or support your thinking.

Assistive and Instructional Technology

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

High Leverage Practice #19 Guide



High Leverage Practice 19 talks about the use of assistive and instructional technologies.

Co-Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities, which ensures educational equity. The purpose of Assistive Technology is to maintain or improve a learner's functioning and independence to fully facilitate participation and overall well-being. Co-Teachers choose new technology options by evaluating student needs. They make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals. Co-teachers advocate for administrative support in technology implementation.

It is important to remember that assistive technology devices and services is not limited by the learner having access to various technology platforms. For example, having access to ipads does not mean that a student has access to assistive technology. Assistive technology is an intentionally chosen device or service that supports a disability-related need. Assistive technology supports a learner's disability-related need in the areas of mobility, social emotional, academics, fine and gross motor skills, and independence. Depending on the disability-related need, assistive technology can take the form of high-tech devices, or low-tech options such as the use of pencil grips or post it notes.

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.



Co-Teachers, along with the expertise of other IEP team members, explore and select augmentative and alternative communication (AAC) devices and assistive and instructional technology products to promote student learning and independence. Deliberate use of Communication and Assistive Technology devices and products can ensure access to the same opportunities as all students. It is important for both co-teaching partners to be part of this process because each teacher has valuable insight on how the device is working for the student, and whether or not the student is able to meaningfully engage in classroom curricular expectations with their device or product.

Evaluating Assistive Technology

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



Co-teaching partners equally share the responsibility with IEP teams of assessing, implementing and evaluating the use augmentative and alternative communication devices and any other assistive and instructional technology products to promote student learning and independence. When assistive technology devices are specifically listed in a learner's IEP, the IEP team needs to review and revise the IEP if the Assistive Technology is not effectively allowing the learner to access the general education curriculum. Don't be afraid to be creative and to use professional judgement when choosing Assistive Technology devices for all learners as part of your Multi-Level Systems of Support. Many times the assistive technology that works with students is found through trial and error and professional wisdom.

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?



Before we conclude this presentation, take a moment to discuss the following quote from 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? Thank you for viewing this presentation