

Co Teaching Training Plan

School/Supervisory Union: Rutland Northeast Supervisory Union

Date: 8/26/2011

Contact: Marsha Bruce

Approved/Not Approved:

Date:

Comments:

How will staff receive initial training in co teaching?

If you are not participating in an established course please complete page 2.

Administrators attended day training in Co-Teaching presented by Dr Edith Beatty, Director of Curriculum, Instruction and Assessment at RNESU and Marsha Bruce, Director of Special Services. A RNESU resource manual was made for each school including handouts, articles and directions. DVD's on Co-Teaching were viewed and round table discussions addressed clarifying questions. Tapes were Forum of Education productions featuring Dr. Marilyn Friend. Two administrators from the middle/high school attended CO-TEACH by Rebecca Hines through Rutland South Supervisory Union. Staff participated in training in Rutland South Supervisory Union "CO-TEACH, Differentiation, and Universal Design Strategies for Collaborative Classrooms" by Rebecca A Hines. Teams of co-teachers met with building based principals and Special Services Director to discuss the feasibility of rolling out co-teaching in specific teams in the new school year. The decision was made to complete this plan in hopes of beginning co-teaching in specific teams throughout the SU. Co-teaching pairs will receive on-going training quarterly over the school year as well as monthly team meetings with all co-teaching teams throughout the SU. These will be facilitated by Dr. Edith Beatty and Marsha Bruce.

What on-going support and coaching will be provided to staff involved in co teaching?

The training will go over the full year with coaching and support embedded.

How will new or additional staff who co teach in the future be trained?

RNESU will develop teacher leaders to continue the training in collaboration with administrators who have all attended a variety of trainings and continue to attend conferences and workshops focused on co-teaching. RNESU Co-Teaching resource manual will be handed out to all Co-teachers. Dr. Marilyn Friend videos will be viewed with discussion periods and team building exercises.

How will administrative support and time for establishing and maintaining relationships, planning lessons, assessing student learning, etc. be provided?

Building Administrators are committed to using co-teaching as a model to serve students. Each building has built in planning time for teams, review of data for assessment. The middle school has weekly scheduled meetings for teams to meet and review data. Although the high school will not proceed with direct co-teaching this school year there exists common planning time for co-teachers and department time for data review. The elementary schools who want to proceed have arranged to be able to provide common planning time for co-teachers and grade level meeting time for data review.

Plan for Co Teaching Self Study

**Who will plan, deliver or facilitate the co teaching training?
Describe this person's qualification.**

We joined in the training offered by Rutland South Supervisory Union by Rebecca Hines as well as developing our own training through a combination of sessions Edith Beatty and Marsha Bruce have received. Edith and Marsha have extensive knowledge and expertise in systems change, differentiated instruction, co-teaching models, collaboration, teaming and curriculum instruction and assessment.

What texts or other resources will be used? Materials to be used include (but not limited to):

- The Power of 2: second edition with Marilyn Friend
- More Power: Instruction in Co-Taught Classrooms with Marilyn Friend
- Instruction Power: Co-Teachers Share Instructional Techniques hosted by Marilyn Friend
- Releasing the Power: District School based leaders on Inclusive Schooling and Co-Teaching
- RNESU resource Manual including information and handouts taken from a variety of conferences including but not limited to work from the Annual Convention of the Council for Exceptional Children, Nashville, April 21-24, 2010; The Annual VCSEA Conference focus on Co-teaching 2010,
- The Access Center, Improving Outcomes for All Students K-8

What is the specific schedule for the co teaching training?

Initial teams have already attended the CO TEACH Training offered this summer at Rutland South Supervisory Union. These same teams will receive a 90 minute follow-up training in September and then quarterly trainings throughout the school year as a whole group. Monthly building based sessions will occur with their building based administrators.

Briefly describe how the following will be addressed

- **Developing a common vision for co teaching.**

We began this process last year by discussing Co-Teaching as an administrative Team and Dr. Edith Beatty and Marsha Bruce led an administrative cadre on Co-Teaching. This session included time to discuss the rationale for co-teaching, its relationship to IDEA and NCLB, and its new presence in Vermont regulations. General and special educator teams from a variety of schools discussed ways in which the approach will benefit students with and without disabilities, as well as promote a more collaborative relationship among teachers. Research on the effectiveness of co-teaching relative to both professional growth and learner outcomes was presented and discussed.

- **Definition and models for co teaching including principles and practices for inclusion.**

Using videos and lecture, participants will be introduced to commonly used models for co-teaching and will discuss the benefits and potential challenges of each.

Throughout, the instructors will emphasize the ways in which each model helps to support students with disabilities in an inclusive classroom setting. The RNESU Co-Teaching manual includes a variety of supplemental handouts that further define these models including handouts from the Access Center. Co-teaching, Differentiated Instruction and inclusion will be explicitly discussed throughout the training in order to further develop the belief that all are interrelated and beneficial to maintain all students in the general education classroom.

- **Selection of co teaching partners, establishing and maintaining the partnerships.**

Co-teaching partners will be drawn from established grade level and/or content area teams and will include one special educator and one content area teacher. The initial teams will be those individuals who have attended the trainings this summer as they are most ready to assume a co-teaching relationship. All special educators will receive training in Co-Teaching and subsequent teams will be made up of previously trained special educators and new content area teachers. Between sessions, co-teaching teams will be expected to implement co-taught lessons and to spend a portion of their planning time reflecting on the relative effectiveness of their co-teaching. These reflections will be shared in subsequent sessions, providing an opportunity for the instructors and other participants to give feedback and suggestions. Supplementary handouts and checklists will be used to help co-teaching teams rate their performance and development as co-teachers.

- **Essentials for co teaching partnerships including communication, collaboration, conflict resolution and self reflection.**

Participants will participate in a series of self-assessments and activities designed to help them identify and practice effective communication skills, identify conflict styles, and apply knowledge of communication and conflict style to the resolution of conflicts that commonly occur within the co-teaching experience. Models of lesson planning that explicitly ask for division of labor within teaching teams during instruction will be introduced. Participants will be asked to use these tools when planning and teaching together and to reflect on their effectiveness. Teams will have shared planning and be expected to reflect on the effectiveness of their specific situation both individually and as a team.