



Great Ideas Convention 2016
Learning Lab

Coaching Collaborative Teaching Practices: Training, Planning, Implementing, Evaluating

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COLLABORATIVE COACHING

A Model for Improving the
Use of Special Education
Staff within General
Education Classrooms

TCASE 2016

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PARTNERSHIP

Collaborative Teaching/Support Facilitation Observation Protocol

Increasing the Effectiveness and Impact of In-Class Support

Class/Grade _____ Teacher _____ Start Time _____
 School _____ Teacher _____ End Time _____

Instructional Objective:

 Activity:

 Grouping:
 Whole Small Group Individual

minutes

- 1 Teach-1 Observe* } Use Sparingly
- 1 Teach-1 Assist* }
- Parallel Teaching*
- Station Teaching*
- Alternative Teaching*
- Team Teaching*
- Second teacher not directly engaged in instruction
- Second teacher not in class as scheduled

**Friend, M. (2005). The Power of 2: Second Edition. Forum on Education.*

SEAMLESS

RESPECTFUL

Observation Results	Observed	Not Observed	Reverse Observed
1. Both teachers participate in the presentation of the lesson.			
2. Students ask questions of both teachers.			
3. Teachers are not identified as assigned to specific students.			
4. Both teachers are engaged in classroom management.			
5. Teachers jointly share and use classroom space.			
6. Instructional resources are shared equitably.			
7. Student seating is intentionally interspersed.			

EFFECTIVE

Information from Informal Interviews	Yes	No	Comments
8. Teachers have a regularly scheduled time for planning together.			
9. Teachers debrief successes and areas of concern in their practice on a regular basis.			
10. Teachers address occasional conflicts in an open manner.			
11. Teachers produce evidence that their students benefit from their collaborative partnership.			
12. Both teachers indicate that they feel positively about their collaborative partnership.			

EQUITABLE

In-Class Supports

Let's begin with a description of quality in-class supports for students with disabilities...

- ✓ Both teachers willing and trained
- ✓ Both teachers active in planning, instructing and assessing all students
- ✓ Regular and consistent co-planning
- ✓ Use of a variety of approaches to organizing instruction in the classroom
- ✓ Student accommodations and modifications are provided consistently and linked to current standards being taught
- ✓ Students are successful

Impact of PD Activities on Teacher Behavior

Source: Joyce and Showers

TYPE OF TRAINING	SHORT TERM USE	LONG TERM USE
Discussion & lecture	5-10%	5-10%
Plus Demonstrations	5-20%	5-10%
Plus planning of lesson	80-90%	5-10%
All the above plus coaching	Over 90%	Over 90%

A Research-Based Approach

Collaborative Coaching

Step 1
Model effective and active instruction delivered by 2 teachers
Step 2
Teachers work together to plan a lesson using one of the collaborative approaches taught
Step 3
One or two teacher pairs go into a class of students to teach their planned lesson
Step 4
Debrief and reflections

STEP ONE:

MODEL EFFECTIVE & ACTIVE INSTRUCTION DELIVERED BY TWO TEACHERS

- ✓ Brief introduction to the 6 approaches to co-teaching
- ✓ Have teachers create materials
- ✓ Teach the approaches using a station teaching approach with a campus person serving as co-teacher
- ✓ Debrief and reflect

STEP ONE MATERIALS:

Foldable Book

Response Cards

Lesson Planning Tool/
Observation Tool

STATION TEACHING ACTIVITY:

Station 1
<ul style="list-style-type: none">• Teacher-led• Quiz-Quiz-Trade Cards• Word Bank Cards

Station 2
<ul style="list-style-type: none">• Teacher-led• Accountable Talk Puzzles• Provide Self-Check @ Close

Station 3
<ul style="list-style-type: none">• Independent• Short Video of 6 approaches• Participants use little book; write one sentence/ approach

STRATEGY

FOLDABLE BOOKLET

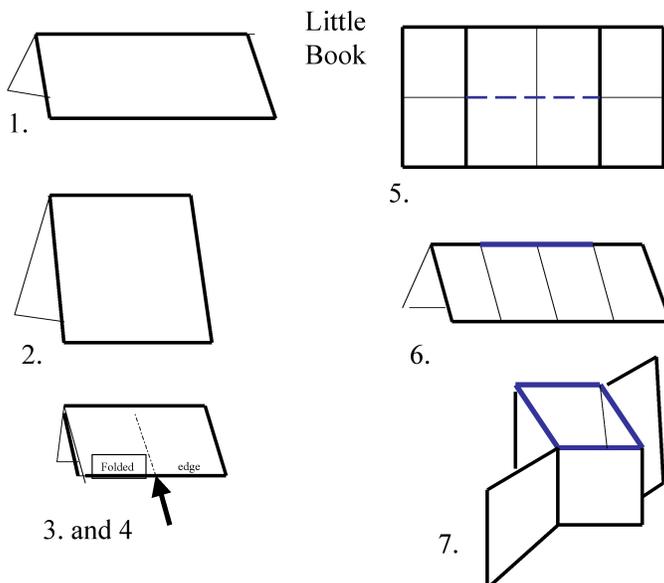
DESCRIPTION

Foldable Booklet is a pre-assessment strategy that gives students an opportunity to share what they know about a given topic within a set of guiding questions.

STEPS FOR IMPLEMENTING THIS STRATEGY:

1. Predetermine the question or task for each page of the booklet.
2. State the purpose of the strategy. Show an example of the final product of this foldable.
3. Model the folding directions for the booklet. Allow for students to complete this part of the activity before moving to the next step.
4. List the question for each page (Definition, Key Vocabulary, Examples,
5. Select the best method to record student knowledge (paper/pencil, oral explanation, drawing pictures, computer software, etc.).
6. Allow approximately 10 minutes.

EXAMPLE:



HOT TIPS

- ▶ Consider using technology to create the lines for the folds in the booklet.
- ▶ Use brilliant colored paper.
- ▶ Variations for this pre-assessing activity may include:
 - Allow students to pair up with one another.
 - Groups can consolidate ideas to expand responses.
 - A few examples may be given to trigger student brainstorm.
 - Have some premade booklets available for students who may struggle with the folding and cutting.
 - Instead of cutting with scissors, students may tear the fold in step 3 and 4.

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QUIZ-QUIZ-TRADE

A KAGAN COOPERATIVE LEARNING ACTIVITY



1. Each student receives a card with a problem on the front and answer on the back (or have each student work the problem then he/she can write the answer on the back after you have checked that it is correct).
2. All students STAND UP, HAND UP, PAIR UP.
3. Partner A quizzes Partner B.
4. Partner B answers.
5. Partner A checks the answer on the back and praises or coaches.
6. Partners switch roles and quiz again.
7. After they have quizzed both ways, partners trade cards and raise their hands to find a new partner. The partner quizzing and trading proceeds for numerous pairings.

Reflection Questions:

Did you increase your knowledge of the six approaches to co-teaching?

How many times was the content repeated?

What percentage of participants were engaged throughout the learning?

Ways to Engage Students

Cognitive Engagement

Social/Emotional Engagement

Behavioral Engagement

Engagement Strategies

- Continuous Round Robin
- Quick Write
- Exit Tickets
- Give one- Take one
- Think-pair-share
- Peer Editing
- Cold Calling
- Conversation Circle
- Graphic Organizers

- Stand to Sit
- Quick Draw
- Foldables
- Sorting Games
- Quiz Quiz Trade
- Response Cards
- Numbered Heads Together
- Jigsaw

Reflecting on Engagement

- Work toward 50% of a class being collaborative work among students
- Make collaboration and active learning a daily part of your classroom routine
- Build skills through use of pairs or at most 3 students
- Get good at 4-5 engagement strategies - Add one at a time
- Be sure to teach students behavioral expectations for collaborative work and active learning
- Students retain more when they talk or write about content
- Repeating information about content in different ways will significantly increase retention

STEP TWO:

COLLABORATIVE PLANNING

- ✓ Teachers plan a lesson for both using one of the approaches
- ✓ Use the brief lesson plan template
- ✓ Two pair will plan to teach their lesson
- ✓ Rest of pairs will share out their lesson

STEP THREE:

TEACH AND OBSERVE

1. Prepare all teachers for observation
2. Observe first lesson for 40-45 minutes
3. Observe second lesson for 40-45 minutes

STEP FOUR:

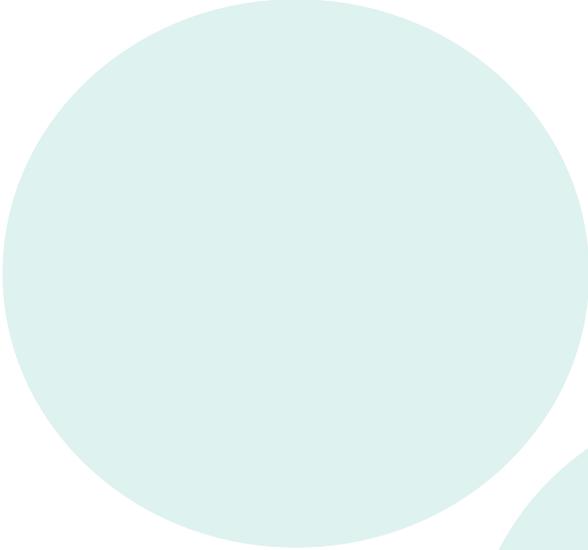
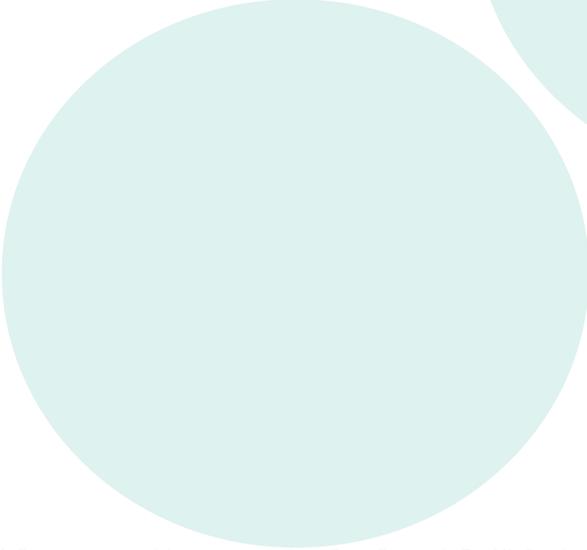
DEBRIEF AND REFLECT

1. Model yourself how to talk about the lesson
2. Begin with the teaching pairs
 - ✓ Like
 - ✓ Change
 - ✓ Reflection
3. Ask for a reflection from each person

CONVERSATION CIRCLES

CONTENT, CONCEPT OR SKILL:

Form a Conversation Circle with a group of three students: A, B and C. "A" starts discussing what he/she knows about the topic or subject while the others take notes in the spaces below. At the signal, "B" starts sharing, and then "C" at the next signal. Continue process until there are no more facts or ideas to add. Share with group.

WHAT I KNOW? STUDENT A:	
WHAT I KNOW? STUDENT B:	
WHAT I KNOW? STUDENT C:	

ADAPTED FROM: Differentiated Instruction: One Size Doesn't Fit All, Gayle Gregory and Carolyn Chapman