

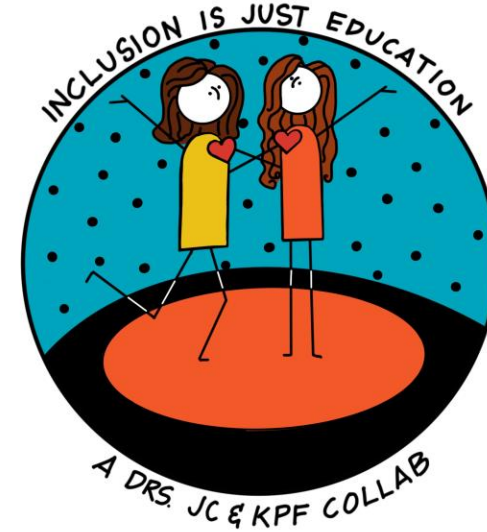
Welcome Circle Makers!

We are **thrilled** that you are here!

We'll be learning together from **9:00-11:00 am**

To prepare for today...

- 1) Get a **beverage**, snack and **comfort items** (pillow, blanket, fidgets, fan).
- 2) Be sure to have **paper** and colorful pens or markers.
- 3) Get set, **get ready** and enjoy the music!
- 4) In the chat, please say hello and share **something you are grateful for!**



Julie and Kristie



CO-TEACHING **for**
[INCLUSIVE]
classrooms

Welcome!

Notetaking Ideas...

For each of the Big Ideas presented **outline**, **draw**, take a **screenshot**, and/or **write**...

- What is the Big Idea?
- How can you apply this Big Idea?
- *How does what you are thinking compare to what your co-teacher is thinking?*



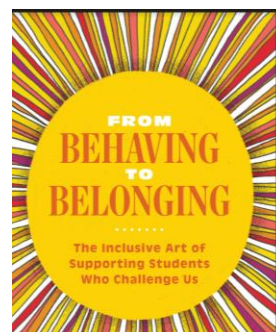
Our Approach

- To be interactive and offer many choices
 - *Consider...how you will interact with us, the materials, and/or others*
- To share **practical** tips and tools you can use immediately
 - *Consider how you keep track of what you are learning*
- To create a space where we can learn together
 - *Consider how you could be 10% more comfortable*
- To create a place that is brave and respectful of diverse humans
 - *Consider what is working for you*

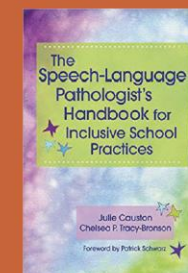
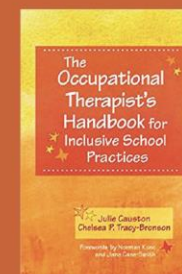
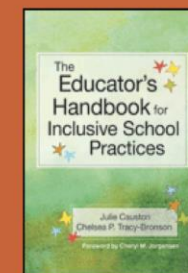
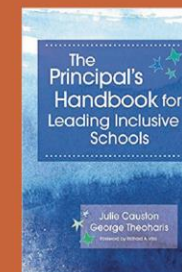
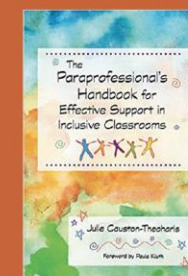
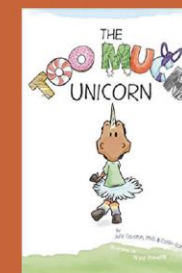
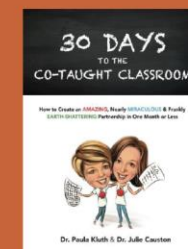


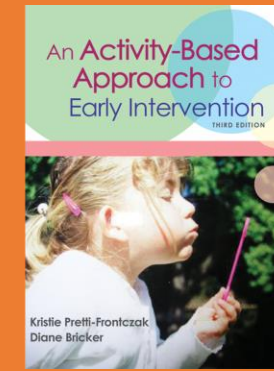
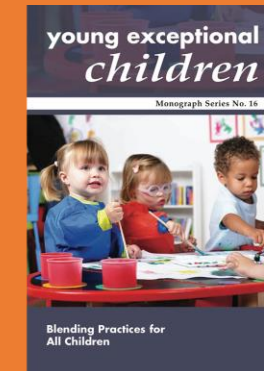
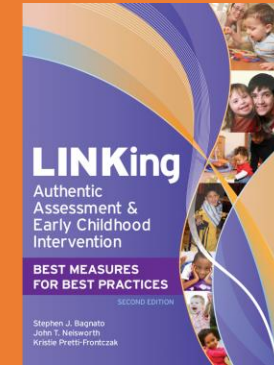
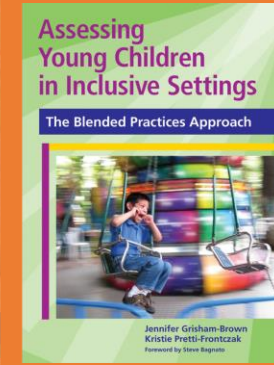
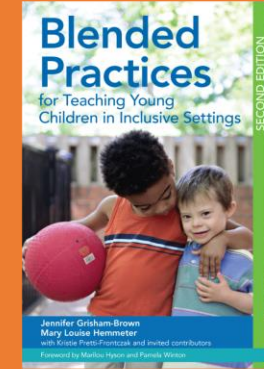
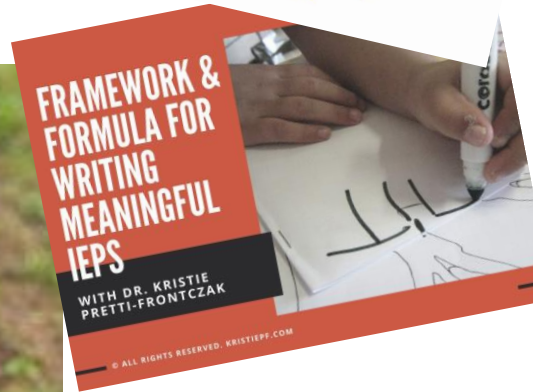
A Bit About Us... Your Co-Teachers





BOOKS







Fun Co-Teacher Fact....

We had the same exact vibe in High School!



Right?!?!



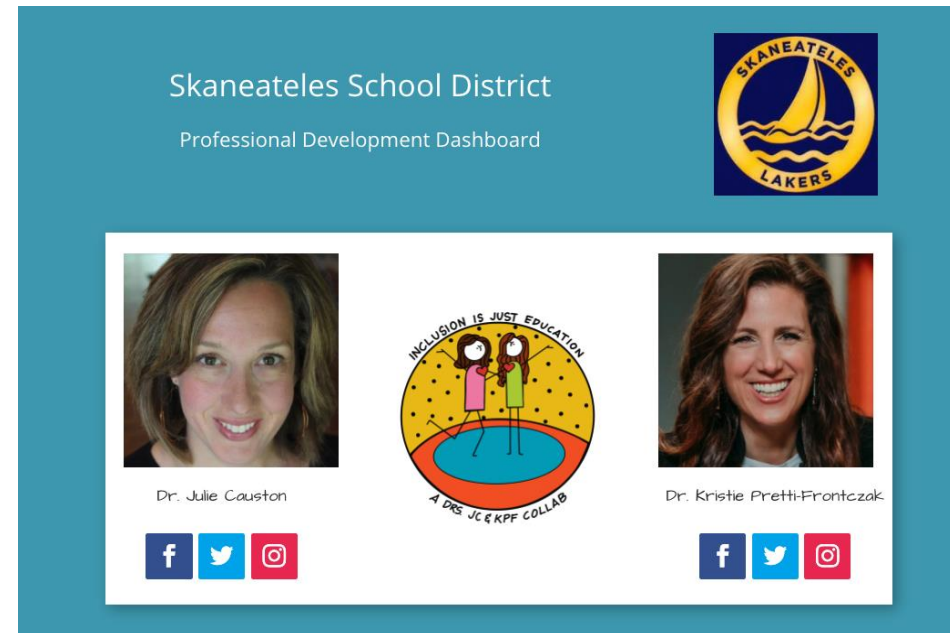
Session-By-Session

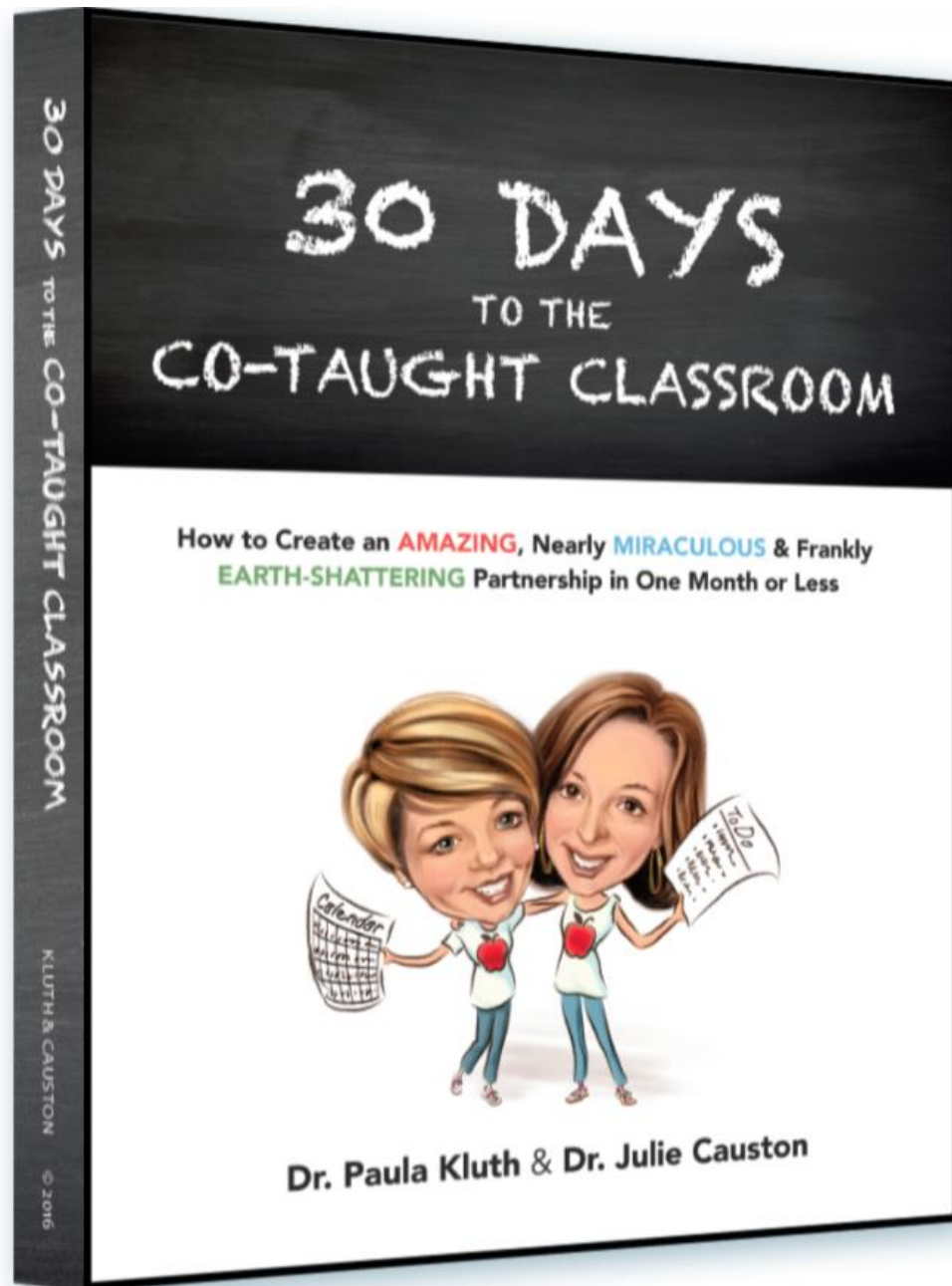
Session 1- Co-Teaching as a Professional Relationship

Session 2- Co-Teaching to Teach MORE Effectively

Session 3- Co-Planning for Inclusive Lessons

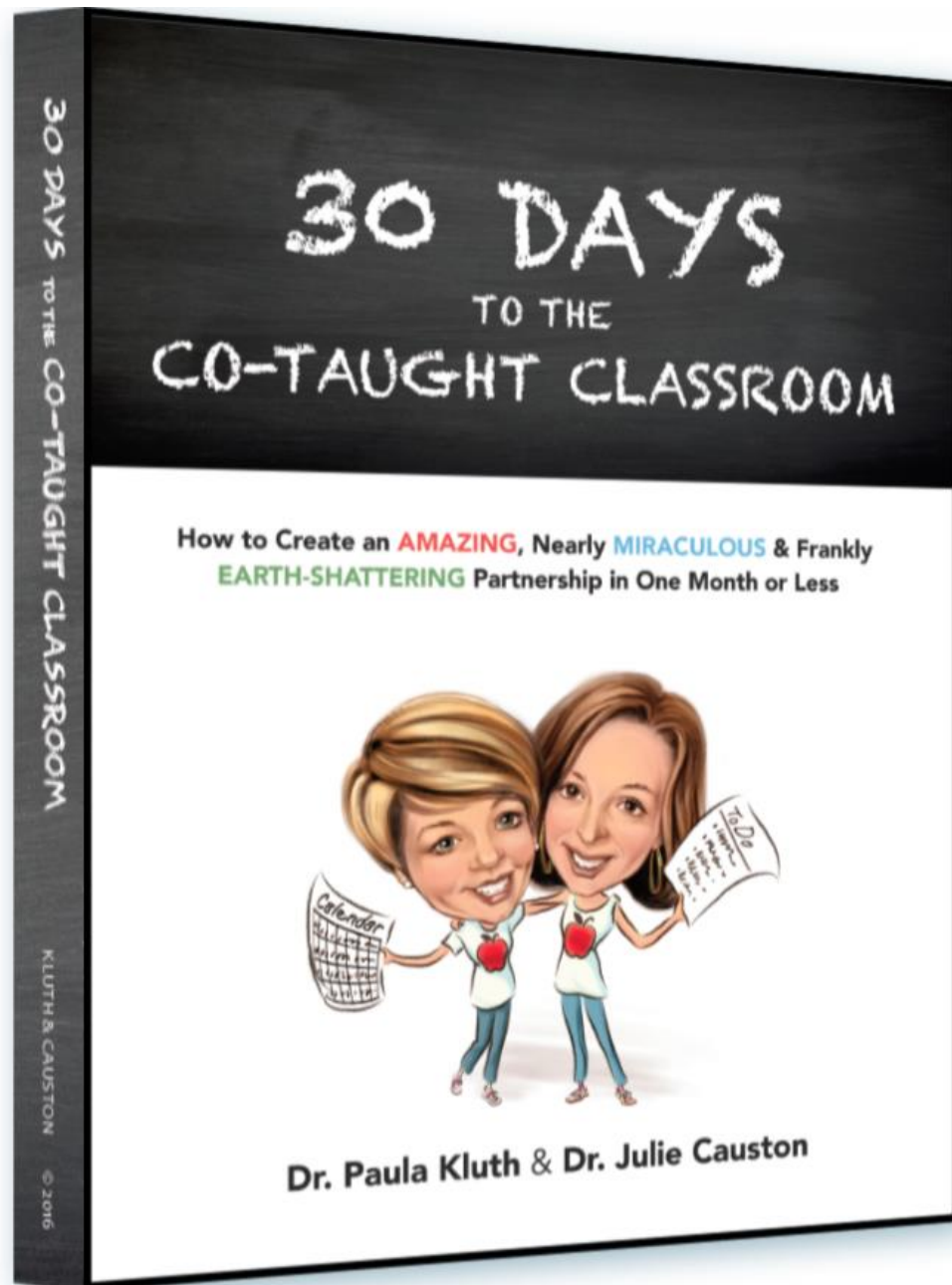
Session 4- Co-Teaching to Make Learning More Fun!





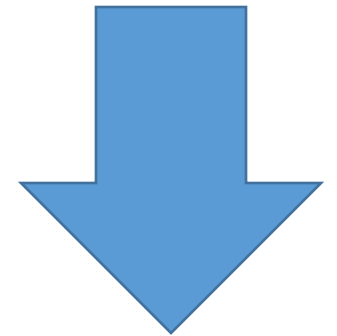
Pacing guide

- Session 1 Be ready with Days 1-8
- Session 2 Be ready with Days 9-16
- Session 3 Be ready with Days 17- 24
- Session 4 Be ready with Days 25-30

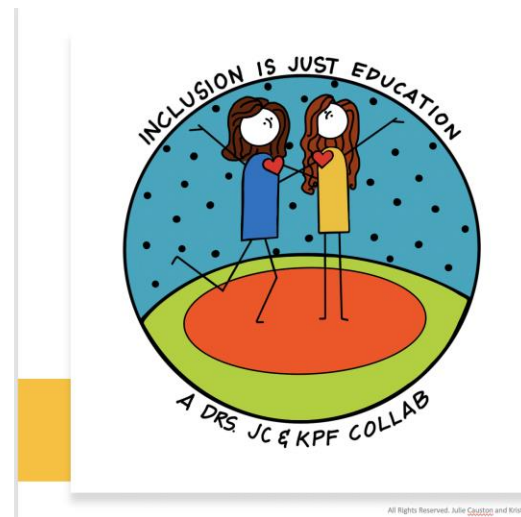


Skip around

Watch for the book icon on each of the slides—it will tell you where to go to find more information.



Why Inclusion and Co-Teaching Go Together



Page 5 - Co-Teaching & Inclusion

Let's Get Co-
Teaching Session 1:
*Co-Teaching as a
Professional
Relationship*



CO-TEACHING **for**
INCLUSIVE
classrooms



Session Opener

- Reflect
- Pair & Share
- Discuss



What is Co-Teaching?



Co-Teaching: A Professional Relationship

- Any time two or more folx SHARE and DISTRIBUTE instructional responsibilities
 - **Length** doesn't matter - 5 minutes or 5 hours
 - **Title** doesn't matter - any combination (general education, special education, related services, paraprofessionals, administrator, parent volunteers)
 - **Roles** don't matter – everyone plans, instructs, and evaluates

Session 1: Agenda



CO-TEACHING **for**
[INCLUSIVE]
classrooms

Session 1 Opener

What is Co-Teaching

Inclusion and Co-Teaching

YOUR Personal Why

YOUR Relationship(s)

- Your co-teacher(s)
- Parity
- Agreements & sharing the news
- Triggering the PEA

Differentiation Strategy

Session 1 Closing



What is Co-Teaching?



Co-Teaching: A Professional Relationship

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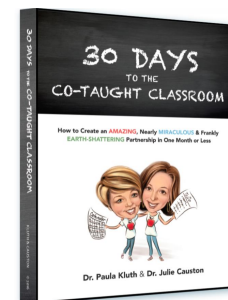
Co-Teachers...

- Make instruction more effective
- Establish trust
- Develop and work on communication skills
- Share chores
- Celebrate often
- Work together to overcome challenges
- Work in community with others
- Give each other grace
- Share all tasks in a professional way





Why Inclusion and Co-Teaching Go Together



Page 5 - Co-Teaching & Inclusion

Inclusive Education

In Practice, inclusive education means,

A Classroom Model in which students with and without disabilities are based in a regular structure and benefit from the shared ownership of general and special educators.

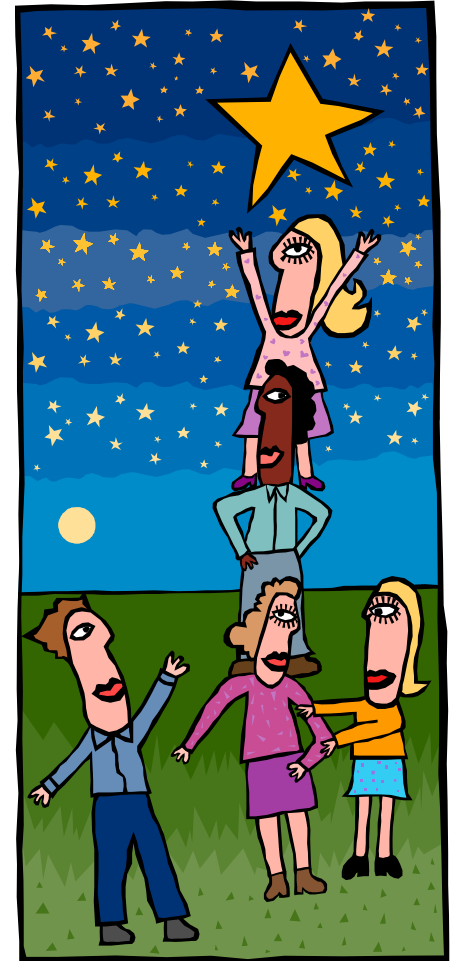
A Student-centered Approach Beginning with Profiles that help educators appreciate the strengths and challenges of learners with and without disabilities and the individualized accomplishments that can be attained.

A Schedule that accounts for the full range of needs in the class—where no student engages in “pull out” or alternative activities to the extent that disruptions in the daily schedule and in peer relationships do not occur.

A Curriculum that is rich and accommodating for all students—and when further individualized to meet the needs of a particular learner.

A Teaming Process in which support staff work in flexible, coordinated ways to strengthen the collaborative relationships among special and regular educators, parents and educators, and educators and the community.

A Classroom Climate that embraces diversity, fosters a sense of social responsibility, and supports positive peer relationships.



What are the implications?

- For our communities?
- For our co-teaching?
- For our classrooms?
- For our students?



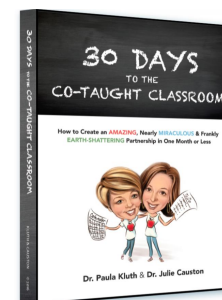


What are the
different terms
in NY State for
Co-Teaching?





Start with WHY



- Day 2 – Have a Vision
- Day 3 – Set Goals
- Day 9 – Name Your Norms

Why Start With Why?

That which is most personal is most universal – Carl R. Rogers

- Need a personal vision before a shared vision
- Without a personal vision there isn't a shared vision
- Shared visions are expressions of individual visions

- Our actions align with our personal vision and our shared vision

Personal Why Statements

SIMPLE AND
CLEAR

ACTIONABLE

FOCUSED ON
HOW YOU'LL
CONTRIBUTE
TO OTHERS

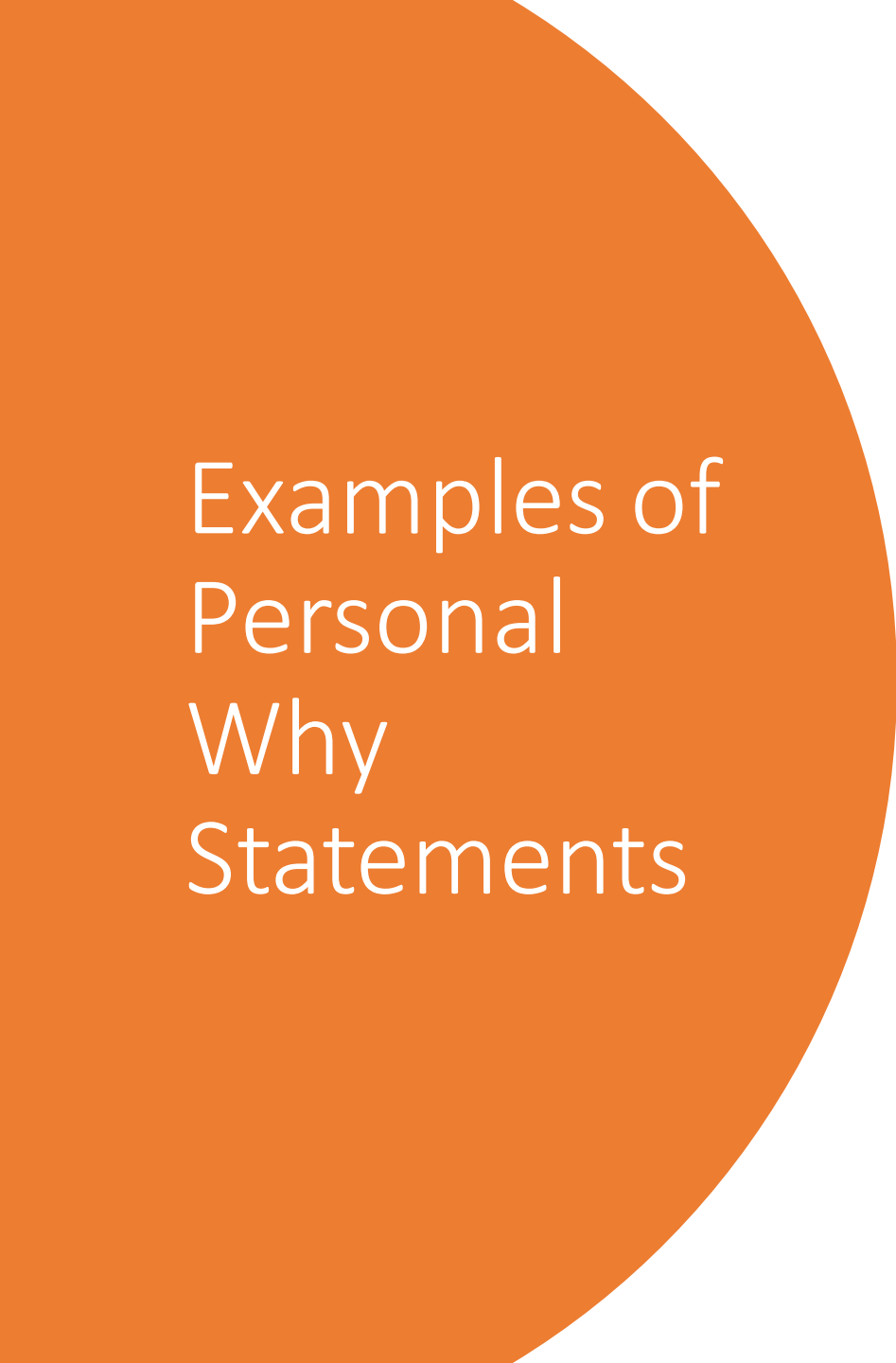
EXPRESSED
IN
AFFIRMATIVE
LANGUAGE

TO _____
SO THAT _____

INDIVIDUAL "WHY" STATEMENT FORMULA

The first blank represents your contribution – the contribution you make to the lives others through your WHY. And the second blank represents the impact of your contribution.

Your job is to plug-in the blanks to create your own unique WHY Statement.



Examples of Personal Why Statements

“To inspire students to do the things that inspire them so that, together, we can change our world.”

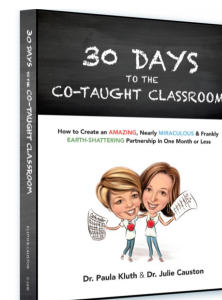
“To empower and educate students in our community so that they can improve their lives and achieve their goals.”

“To {r}evolutionize education so that all children experience a sense of true belonging and all educators work from a place of hope.”

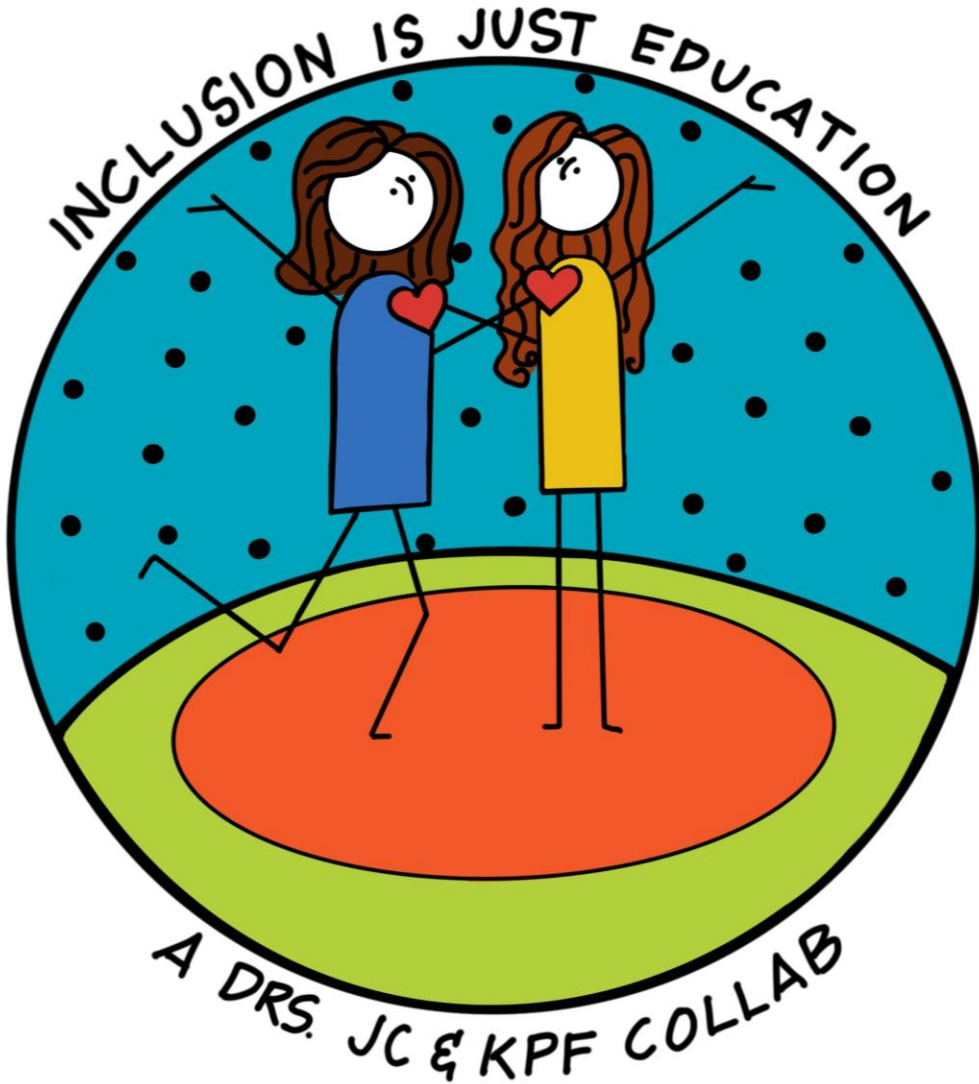
“To inspire people to feel energized and connected to their purpose and well-being, so that they live wholeheartedly with impact, intention, and freedom.”



YOUR Relationships



Day 1 – Meet & Greet



Find Your Superpowers!

Self- Assessment

Find
your...

Human Superpowers

Know
your...

Human Superpowers

Use
your...

Human Superpowers

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Your Co-Teacher(s)

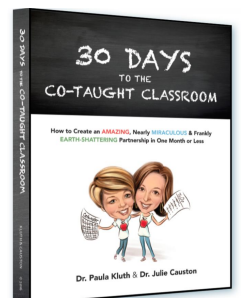
- Build upon their strengths too!
- Team building – every day
- Get curious!

Teambuilding Activity Checklist



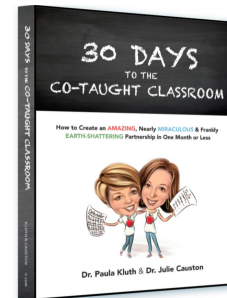
Choose at least one activity for a one-time outing, one activity you would like to engage in at least twice a year and one activity for weekly or monthly teambuilding. Start by highlighting any activity that you think would be potentially useful or fun. Next, put a (#) by your idea for a one-time outing, a (✓) by anything you might try twice this year and a (!) by something you might want to use on a regular basis.

- | | | |
|---|---|---|
| <input type="checkbox"/> coffee klatch | <input type="checkbox"/> after-school board game tournament | <input type="checkbox"/> fieldtrip site scouting |
| <input type="checkbox"/> potluck lunch | | <input type="checkbox"/> classroom decorating or arranging |
| <input type="checkbox"/> walk and talk/
run and talk | <input type="checkbox"/> geocaching | <input type="checkbox"/> crafting/scrapbooking |
| <input type="checkbox"/> before-school breakfast | <input type="checkbox"/> department or grade-level charades | <input type="checkbox"/> co-volunteering for charity (e.g., school blood drive) |
| <input type="checkbox"/> off-site professional development seminar | <input type="checkbox"/> sing along/karaoke | <input type="checkbox"/> buddy-themed movie night (e.g., <i>Thelma & Louise</i> , <i>Turner & Hooch</i>) |
| <input type="checkbox"/> collaborative webinar tune-in | <input type="checkbox"/> paint ball | |
| | <input type="checkbox"/> intramural sports | |
| <input type="checkbox"/> collaborative tweeting/
Facebook posting/blogging | <input type="checkbox"/> bowling | <input type="checkbox"/> concerts in the park |
| <input type="checkbox"/> off-site lecture | <input type="checkbox"/> hiking | <input type="checkbox"/> Pinterest pin party |
| <input type="checkbox"/> book club
(personal or professional) | <input type="checkbox"/> dance chaperoning | <input type="checkbox"/> knitting circle |
| | <input type="checkbox"/> laser tag | <input type="checkbox"/> bake-off/cook-off |



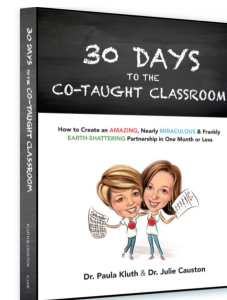
Guiding Questions for Co-Teaching Teams

- What's the last book you read?
- Do you like candy corn why or why not?
- What's the worst hair style/cut you've ever had?
- I'm one of the best _____ I know.
- What was your prom song? What should it have been?
- Are you thrilled/excited/over the moon to have me as your co-teaching partner?





Operate as Equals



Day 10 – Operate as Equals

Parity Signals

(visual, verbal
and instructional
ways to convey
equality)

Both names on board, door, paperwork, website

Both teachers access to electronic gradebook as instructors

Use words like “we” and “our” often

Position yourselves at the helm of the classroom together

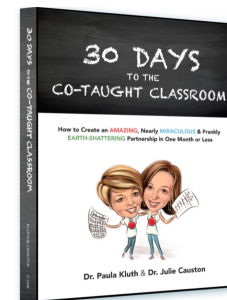
Routinely share tasks that communicate authority

Attend parent conferences together

Re-think labels that communicate role division (e.g., special education teacher, ELL teacher)



Create Agreements



Day 2 – Have a Vision
Day 3 – Set Goals
Day 9 – Name Your Norms

Co-Teachers Who Function Well Have...

Accepted rules of conduct (norms)

- For example...
 - How to reach decisions
 - How to deal with difficult situations
 - How to conduct meetings
 - How to give one another feedback
 - How to remain committed to core values



Create a List of Norms

We agree upon the start and end times for our meetings



We begin every meeting with something positive or something we are grateful for



We work together to generate and prioritize agenda items



We end each meeting with clear "to dos" that will quickly become "ta das"

Co-Teaching Goal-Setting Form



OUR GOALS!

Record three goals for your work with students. Goals can cover anything from what you want students to achieve to what you want to try instructionally. For example: "We will raise our standardized test scores by 10% this year."

☐ #1 _____

☐ #2 _____

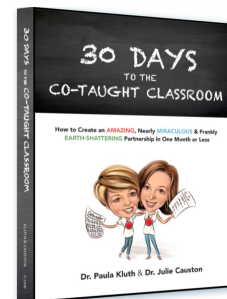
☐ #3 _____

Now, write three goals specifically for your co-teaching relationship or co-teaching practices. For example: "We will use at least four different co-teaching structures each week of this semester."

☐ #1 _____

☐ #2 _____

☐ #3 _____



Examples:

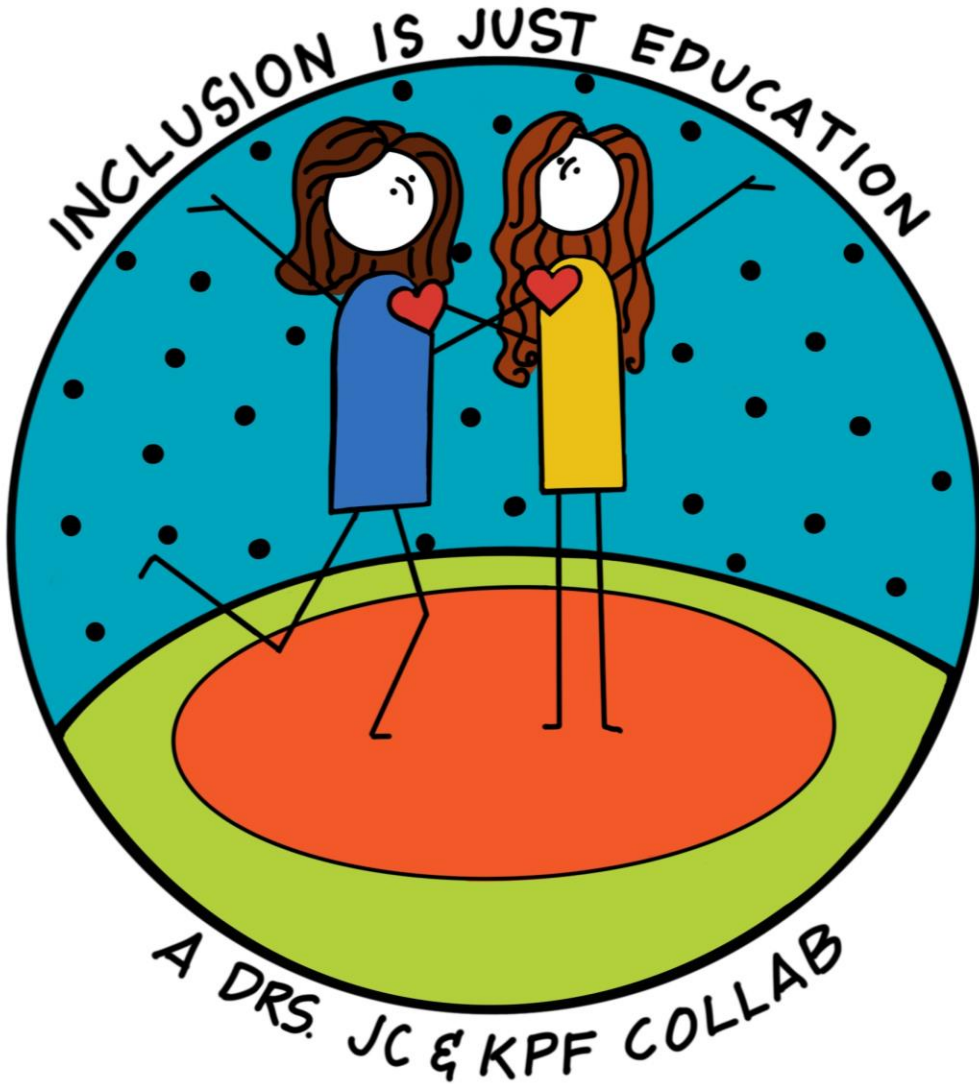
Goals for Teaching

- We will encourage and advocate for sustained periods of child-directed play.
- We will use at least 18 different collaborative exercises/games in our co-taught classroom.
- We will call every parent at least twice during the school year to share good news.
- We will think about, talk about, and write about students in the most positive ways possible.

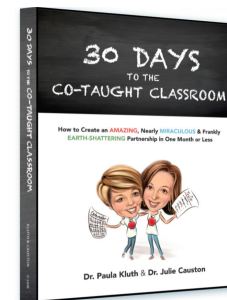
Goals for Co-Teachers

- We will try at six different co-teaching structures this year.
- We will design co-taught lessons with our speech pathologist, occupational therapist and social worker at least twice during each quarter of the school year.
- We will co-teach and co-plan with every one of our 30 students this year.
- We will trigger the PEA for one another at least twice each period.
- We will dress in matching content-related outfits 3 times this year. *or not...*





Share the News!



Day 4 – Share the News

Share the news of your union with others



CREATIVITY TO THE CORE

LEARNING MAKES US WHO WE ARE



RECENT POSTS



BACK TO SCHOOL
SCAVENGER HUNT



THE BOOK WITH NO
PICTURES - BOOKS
BLOGGERS LOVE



ORANGE YA GLAD
IT'S A BLOG HOP!



EXCITING NEWS! -
FLORIDA BLOG HOP!



LOLLIPOPS -
TEACHERS ARE
SWEET!



BULLETIN BOARD
IDEAS



QUALITY TEACHER
SHIRTS

THURSDAY, FEBRUARY 5, 2015

CO-TEACHING READING IN 3RD GRADE



It's been about a month since I began the leap from first to third grade, and I am loving it! Last year, I taught high achieving first graders who were almost (if not, just as high) as my third graders. So thankfully....the leap wasn't too difficult. :)

Co-teaching with one of my best friends and another energetic, hilarious, engaging teacher has been an amazing experience. We are each other's physical, mental, and emotional help



I'm Meredith, a South Florida teacher who loves coffee, creating, clip art, and the color teal.

I enjoy developing engaging resources for teachers and students.

My passion is, and always will be, in the classroom!

Dear Families:

We are writing to introduce ourselves and share a few details about your child's co-taught earth science class. Co-teaching has recently been adopted by several schools in our district due to its many benefits. In co-taught classrooms, teachers get to collaborate in lesson design and capitalize on the experiences of two professionals with different areas of expertise. In addition, this model will allow us to teach using a much wider variety of lesson formats. For example, we will regularly be able to work with students in small groups or even split the class in half to bring our teacher-student ratio down from 2:32 to 1:16.

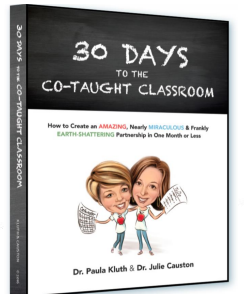
As the year goes on, please do not hesitate to contact us with any questions you have about our co-teaching model or related practices. In addition, please talk to your eighth graders about their impressions of their co-taught classroom. We intend to make students our partners in this endeavor and plan to involve them in our collaboration so that they can help us support their learning differences, create engaging daily lessons and make science more interesting and comprehensible for all.

We can be reached through our website, via e-mail or by calling the school between 3:00-4:00 p.m. You are always welcome to speak with either one of us about your child and his or her needs. Be assured that concerns or ideas shared with one teacher will always be shared with the other.

We look forward to a successful and collaborative school year!

Sincerely,

Ms. Dee Crane & Ms. Elinor LaPlant





Trigger the PEA



What is the PEA?

The positive emotional attractor (PEA) is a state where positive emotions are experienced

- For example: hope, mindfulness, compassion, and playfulness

Its counter part is the negative emotional attractor (NEA)

- A state where negative emotions are experienced (e.g., fear, anxiety, shame, and guilt)

PEA vs NEA...which is better?

We need both!

- The NEA helps us face challenges and *survive*
- The PEA helps us to *thrive*!
 - Maintains openness to new ideas
 - Allows us to see possibilities
 - Shifts our mindsets, heart sets, and even skill sets!



Do we get enough PEA every day?

- Nope!
- Our brains are wired to see everything that **isn't** going well
- Most of our brains spend about 80 %of the time trying to fix what's not working
- The negative is so much stronger that it sometimes takes over the whole show.





What can we do?

Purposefully trigger the PEA 2-5 times more than the NEA in ourselves and others.

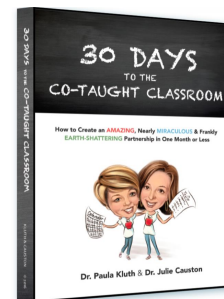


How to Trigger the PEA with/for your Co-Teacher

- Dream and create together
- Bring joy and a playful attitude to the work
- Be compassionate with one another
- Share gratitude with them
- Have grace with one another
- Figure out ways to carry the load

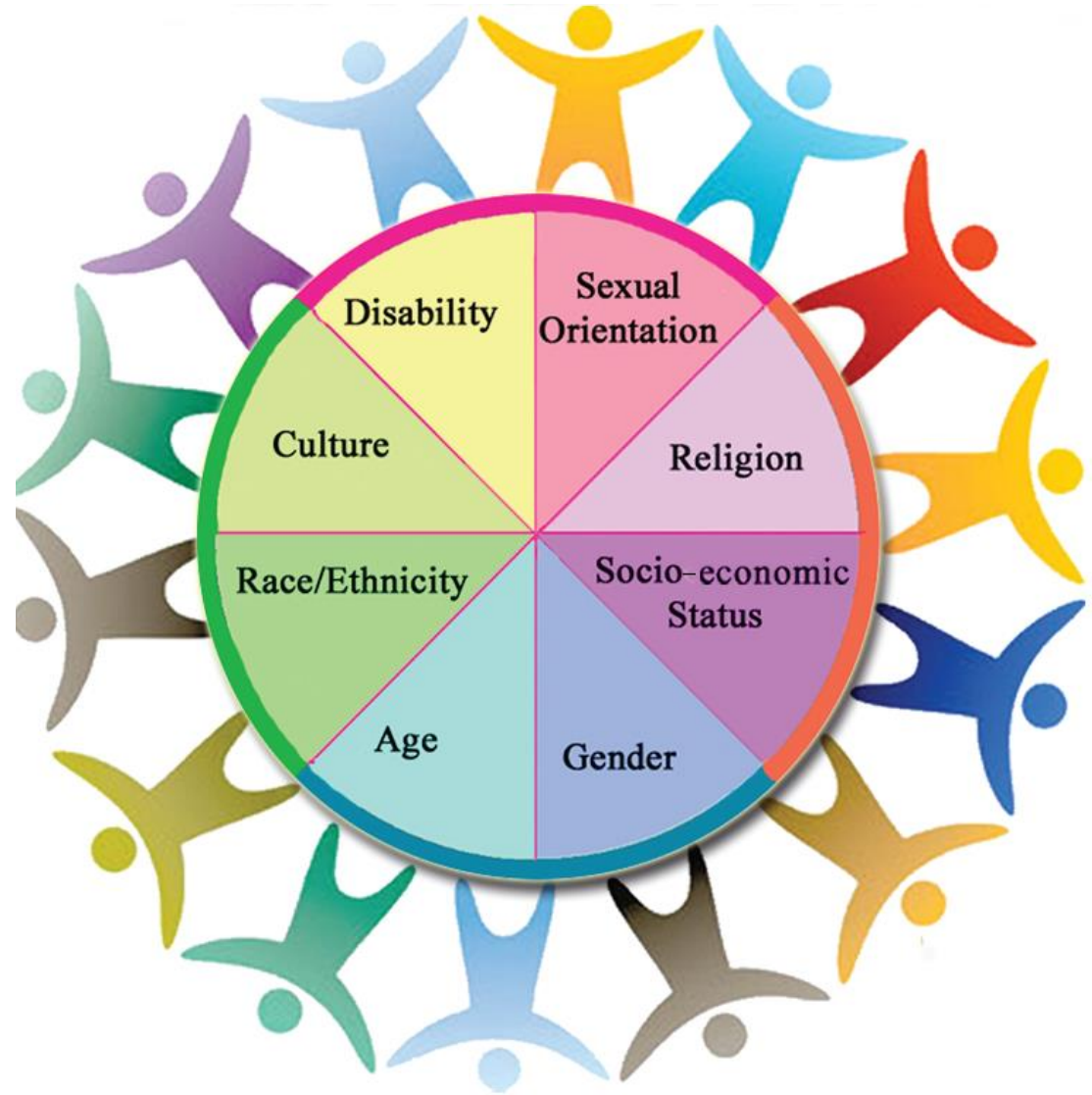


Differentiation Strategy



- Day 18 – Differentiate For All
- Day 19 – Try 10 For 2
- Day 20 – Engage, Support & Dazzle

Types of Diversity...



Differentiating Instruction

“At its most basic level differentiation means shaking up what goes on in the classroom so that students have multiple options for *taking in information, making sense of ideas, and expressing what they learn*. In other words the differentiated classroom provides different avenues to acquiring *content, processing, and developing products*.”

Carol Ann Tomlinson



Session Closing

Review of Session 1



CO-TEACHING **for**
[INCLUSIVE]
classrooms

Session 1 Opener

What is Co-Teaching

Inclusion and Co-Teaching

YOUR Personal Why

YOUR Relationship(s)

- Your co-teacher(s)
- Parity
- Agreements & sharing the news
- Triggering the PEA

Differentiation Strategy

Session 1 Closing



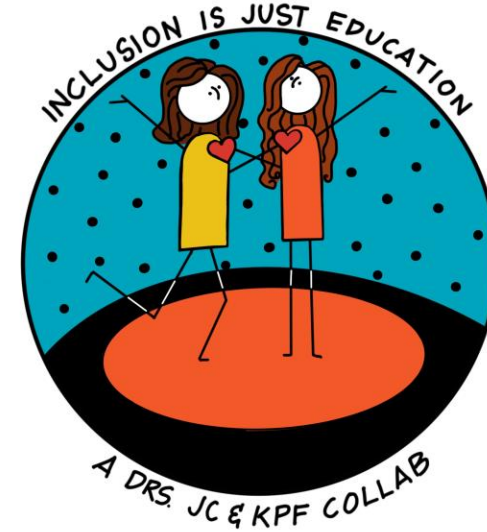
How Were We Co- Teaching?

What did you notice today?

What supported you as a learner?

Which do you want to give a try?

Next Steps for Circle Makers!



- 1) Explore your dashboard 🧡
- 2) See you later in July for Session #2 🧡 🧡
- 3) See you this fall for Session #3 and #4 🧡 🧡 🧡
- 4) Virtual and/or in-person coaching coming your way 🧡 🧡 🧡 🧡

Sum it up...

- What comes to mind when you think of this session overall?
- What will you start doing more of?
- What will you stop doing to make room for something new?
- What are you still wondering about?
- What can you celebrate about your learning?

