



CO-TEACH GUIDANCE MANUAL



INTRODUCTION

RESA 6 has constructed this Co-Teaching Guidance Manual (CTGM) to assist Regular Education Teachers, Special Education Teachers and Administrators in planning and implementing Co-teaching. The CTGM incorporates 'Best Practices' from a variety of nationally recognized experts, such as Anne Beninghof, as well as, RESA 6 specifically designed resources. The CTGM was designed to provide suggestions to administrators in the planning, scheduling, implementation and assessment of Co-teaching. Teachers, both Regular Education and Special Education, are provided Co-teaching suggestions that range from planning and implementing instruction to delineate Co-teacher responsibilities, identifying and adjusting to student learning styles, and implementing Support for Personalized Learning (SPL) techniques.

The CTGM is intended to be a dynamic, 'living' resource that will continue to evolve over time. Regardless of your Co-teaching expertise, we expect the CTGM to be a long term valuable resource.

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CO-TEACH COMMITTEE

Michelle Hogan

Graduation 20/20 Regional School Support Specialist (RS³)

michelle.hogan@k12.wv.us

Joseph Paolo

Director of Special Education

jpaolo@k12.wv.us

Rick Redd

Regional School Support Specialist (RS³)

rredd@k12.wv.us

Cheryl Tuba

Regional School Support Specialist (RS³)

ctuba@k12.wv.us

PREFACE

Efficient Co-Teaching:

Set the instructional expectations beyond what one teacher can accomplish in one instructional period. Then have co-teachers plan so that the expectation can be accomplished within that instructional time period for all students requiring it. This will allow the opportunity to expand the learning for all students both horizontally and vertically.

Comment:

The team would like to express gratitude to all of those that have provided ideas, suggestions, edits and support during the development and revisions of this Manual. We look forward to your continued support as the Manual will continue to evolve to meet the ever changing Co-teaching instructional landscape.

Tools:

All tools are available in electronic form by contacting committee members listed on Page 3. In the near future these tools will be accessible online with this manual.

Our team

CO-TEACHING GUIDANCE MANUAL

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SECTION I: ADMINISTRATION

To maximize prescriptive instructional capabilities of both teachers during one instructional class:

- Administrative Feedback
- Administrative Conversation Summary
- Reflective Comments for Future Planning

ADMINISTRATIVE CO-TEACHING INTRODUCTION

Purpose: *to maximize prescriptive instructional capabilities of both teachers during one instructional class.*

Scheduling:

High school emphasis on Language Arts and Math in ninth grade.

Match teacher personalities for teams.

Maximize schedule to provide appropriate Co-teaching match-ups and opportunities

Keep in mind that Co-teaching can be two general education teachers.

Considerations for restricted common planning: i.e. Stipends, Comp time, etc.

Observation:

E-walk options.

Frequent scheduled monitoring by principal of Co-teaching teams.

Scheduling of feedback meetings by principal.

Resources:

Refer to Section IX

- Instructional Resources
- Planning

ADMINISTRATIVE TOOLS

Administrative Observation/Feedback: Upon reviewing Co-teaching Strategies and Expectations in Section III weekly Co-teaching documentation, the administration will be ready to observe the Co-teaching classroom and provide feedback.

Administrative Conversation Summary: Following the observation, the administration will schedule a meeting with the Co-teachers to provide and documentation feedback using this tool.*

Reflective Comments for Future Planning: At the end of the Administrative Conversation Summary, the administration and Co-teachers will collaboratively complete this tool.

***Not to be used as an evaluation tool**

ADMINISTRATIVE OBSERVATION/FEEDBACK

Core Teacher: _____ SPED/Core Teacher: _____

Grade Level: _____ Subject: _____ Week of: _____ Observation Date: _____

Rating Scale	1 Lowest – 4 Highest
--------------	----------------------

1. Rate student engagement.

1 2 3 4

Comments: _____

2. Does the physical environment of the room support the Co-teaching activity selected?

1 2 3 4

Comments: _____

3. Are both teachers actively engaged in the teaching process as indicated in the Co-teaching model selected?

1 2 3 4

Comments: _____

4. Are IEP accommodations and modifications for special education students considered?

Yes No

Comments: _____

ADMINISTRATIVE CONVERSATION SUMMARY

Core Teacher: _____ SPED/Core Teacher: _____

Grade Level: _____ Subject: _____ Week of: _____ Observation Date: _____

Conversation Date: _____

1. Student engagement

2. Physical environment

3. Co-teaching models

4. IEP accommodations and modifications

5. Other concerns/considerations impacting the lesson

Not to be used as an evaluation tool

REFLECTIVE COMMENTS FOR FUTURE PLANNING

Core Teacher: _____ SPED/Core Teacher: _____

Grade Level _____ Subject _____ Date: _____

1. Lesson Content: _____

2. Teaching Strategy: _____

3. Expectations: _____



SECTION II: BUILDING BLOCKS TO SUCCESSFUL CO-TEACHING

To ensure a successful Co-teaching continuum, these foundation blocks should be established and built upon:

- Key Co-Teaching Components
- Successful Co-Teaching Strategies
- Optional Co-Teaching Enhancement Ideas
- Recognized Co-Teaching Models

KEY CO-TEACHING COMPONENTS

1. Classroom management practices, related to behavior, will be shared and will comply with students' IEP/504/BIP/SAT.
2. Checking for understanding with individual students.
3. Checking for engagement by walking around, supporting students and gathering/recording engagement data.
4. Both teachers must reinforce positive student behavior i.e. engagement activities, individual/small group, etc.
5. Procedures for contacting parents will be shared by Co-teachers.
6. Delineate the handling of classroom logistics/procedures i.e. passes, routines, etc.
7. Sharing the creation of formative assessments and utilizing summative assessments for student progress.
8. Both teachers must have copies of Co-teaching daily/weekly lesson plans.
9. General education teacher is responsible for lesson plan adherence to content standards and objectives.
10. Special education teacher will ensure lesson plan compliance with students' IEP/504/BIP/SAT.
11. Delineation of recap/check for understanding activities at the conclusion of each lesson.
12. Share identification of those students needing reteach and implementation modality options.
13. Consider classroom physical arrangement (Section VII).
14. After reviewing students' learning styles and performance, adjust current and future instructional strategies.

SUCCESSFUL CO-TEACHING STRATEGIES

1. Pre-planning and preparation of stations/activities.
2. Incorporate relationship-building interactions as part of group or team activities that result in easing collaborative tension and promoting a comfortable environment to express individual ideas or opinions (i.e. Development Guidance CSOs).
3. Verbally reinforcing key concepts.
4. Visually designating key points on the board or using technology at hand.
5. Utilize modeling where needed.
6. Asking clarifying questions on behalf of the students who may be intimidated or confused.
7. Providing kinesthetic tools, manipulatives, aids, props, etc. to encourage the use of multiple instructional modalities (see examples in Section IX).
8. Pre-determining shared approach to homework.
9. The sharing of the responsibility for student evaluation procedures and the assignment of grades. This includes programs/requirements such as Roster Verification, BrightBytes, etc.
10. Determining who will state purpose at the beginning of each lesson.
11. Determining who will introduce/review relevant vocabulary for each lesson.
12. Pre-determining the agreed upon instructional modalities used for individuals/groups for each lesson.
13. Pre-determining individual responsibilities within each lesson.

OPTIONAL CO-TEACHING ENHANCEMENT IDEAS

1. Illustrate or create a mind map.
2. Flip- flop reading aloud (teachers take turns reading material).
3. Go to appropriate websites to support instruction and to provide visual images (see examples in Section IX).
4. Create a *Wordle* (www.wordle.com) of the conversation/vocabulary.
5. Write color coded notes on the board/white board.

ANN BENINGHOF CO-TEACHING MODELS

Co-Teaching Model	Description	Pros	Cons
Lead and Support	General education teacher does up front planning. Special education teacher is fully involved in daily planning, implementation, and assessment	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Duet Model	Both teachers share the entire instructional process.	Most integrated for students, fully utilizes all expertise	Most time intensive
Speak and Add/Chart	One teacher leads, the other teacher add visually or verbally	No co-planning time, almost anyone can do this	Can step on toes, doesn't fully utilize expertise
Learning Style	Teachers plan lesson and divide responsibilities by learning styles.	Addresses learning style of the 'typical' struggling student, clear responsibilities	Assumes that teacher will tolerate activity in the lesson
Adapting Model	One teacher leads, while the second teacher wanders the room, providing on-the-spot adaptations.	Very little co-planning time, focused expertise	Less fundamental impact on student learning
Complementary Instruction	General education teacher focuses on curriculum. Special education teacher focuses on study skills, survival skills and special education strategies through mini-lessons or input.	Good for related professionals, focused expertise, sets up expectation that special education will be provided in general education setting	May slow down pace
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction.	Clear responsibilities, focused expertise	Possible feel of "tracking"
Station Teaching	A small group of students is pulled to the side for direct instruction.	Focused expertise	Impacting only a few kids with the expertise of the specialist
Parallel Teaching	Class is broken into 2 heterogeneous groups. Each teacher takes a group	Good student-teacher ratio	Requires equal expertise, lots of planning time

Copyright Anne Beninghof



SECTION III: WEEKLY CO-TEACHING DOCUMENTATION

This tool captures the delineation of Co-teaching responsibilities, expectations, models, and strategies to be used to optimize student performance:

- Co-Teaching Strategies and Expectations

CO-TEACHING STRATEGIES AND EXPECTATIONS

Core Teacher: _____ SPED/Core Teacher: _____

Grade Level _____ Subject _____ Week of: _____

• **Lesson Content:** _____

• **Expectations:**

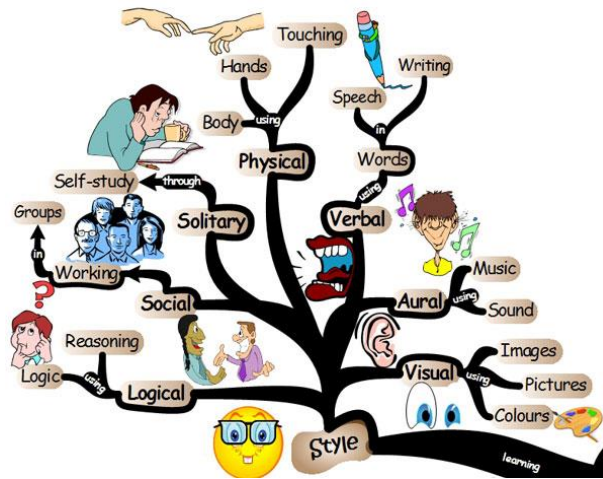
		Mon	Tues	Wed	Thur	Fri
Materials	Reg Ed					
	Spec Ed					
Evaluation Tool: Choose an item.	Reg Ed					
	Spec Ed					
Intro Statement	Reg Ed					
	Spec Ed					
Vocab Review	Reg Ed					
	Spec Ed					
Wrap-up Activity	Reg Ed					
	Spec Ed					

• **Teaching Strategies (based on Anne Beninghof's Co-Teaching Models):**

Models	Mon	Tues	Wed	Thur	Fri	Comments
Duet						
Lead and Support						
Speak/Add						
Learning Style						
Adapting						
Complementary						
Parallel						
Station						
Skills Group						

*Duet or Lead and Support must be checked daily.

**Other styles are complementary



SECTION IV: BUILDING STUDENT LEARNING PROFILES

Supplementary contributing student data to establish baseline information for enhancing future student engagement and performance:

- Student Learning Styles
- Student Engagement Profile

BUILDING STUDENT LEARNING PROFILES

Multiple Intelligences Online Assessments: It is recommended that students be given a Multiple Intelligence Assessment to determine best teaching strategies to accommodate student learning styles. This will provide insight into the types of engagement activities in which they will be most interested and successful.



Verbal-linguistic: learn best through reading, writing, listening, and speaking.

Logical-mathematical: learn best by classifying, categorizing, and thinking abstractly about patterns, relationships, and numbers.

Visual-Spatial: learn best by drawing or visualizing things using the mind's eye.

Auditory-Musical: learn using rhythm or melody, especially by singing or listening to music.

Bodily-Kinesthetic: learn best through touch and movement.

Interpersonal: learn through relating to others by sharing, comparing, and cooperating.

Intrapersonal: learn best by working alone and setting individual goals.

Naturalistic: learn by working with nature.

Multiple Intelligences Online Assessments:

Edutopia: <http://www.edutopia.org/multiple-intelligences-assessment>

Birmingham Grid for Learning:

http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks3/ict/multiple_int/questions/choose_language.cfm

Student Learning Preferences Quick-Glance (page 20): This document is meant to be used as a quick view of how students learn best. Additionally, there is a tabulation component that will provide data for individual, class, homeroom and school.

Student Engagement Profile (page 22): This tool will be used to give insight into the quality of transitions, effectiveness of instructional strategies, seating configurations, effectiveness of existing routines and procedures, types of classroom distractions, etc.

STUDENT LEARNING PREFERENCES *QUICK-GLANCE*

Student Name: _____ **Class/Subject:** _____ **Period/Time of Day:** _____

Place a check in the box that best describes how you feel about the statement.

	Seldom	Sometimes	Often
I remember more about a subject through lecture.			
I prefer using maps, pictures, and graphs to find information.			
I like to take notes.			
I like to create posters/models.			
I prefer explanations along with diagrams, graphs, or visual directions.			
I enjoy making graphs and charts.			
I remember best by picturing things in my head.			
I like jigsaw puzzles and mazes.			
I prefer to learn by listening instead of reading.			
I remember best by writing things down several times.			
I like working in groups with my peers.			
I like answering questions in class.			
I feel confident in my writing skills.			
I like to volunteer for activities and assisting in class.			
I like using technology to learn.			
I like being a group leader.			
The type of tests that I like best are short essay.			
The type of tests that I like best are fill-in the blank.			
The type of tests that I like best are multiple choice.			
The type of tests that I like best are verbal tests.			
I like taking tests on the computer best.			

STUDENT ENGAGEMENT PROFILE DIRECTIONS

To use this tool effectively, one teacher will instruct while the other teacher collects data. Begin the class assuming that all students are engaged. As soon as you see a student disengaged, put the time in the top half of the box. When the student becomes re-engaged put the time in the bottom half of the box.

This tool may indicate one of the following:

- ✓ Quality of your transitions
- ✓ Effectiveness of instructional strategy
- ✓ Seating configurations
- ✓ Indicator of routines and procedure effectiveness
- ✓ Possible classroom distractions
- ✓ Student engagement patterns by period (i.e. medications)

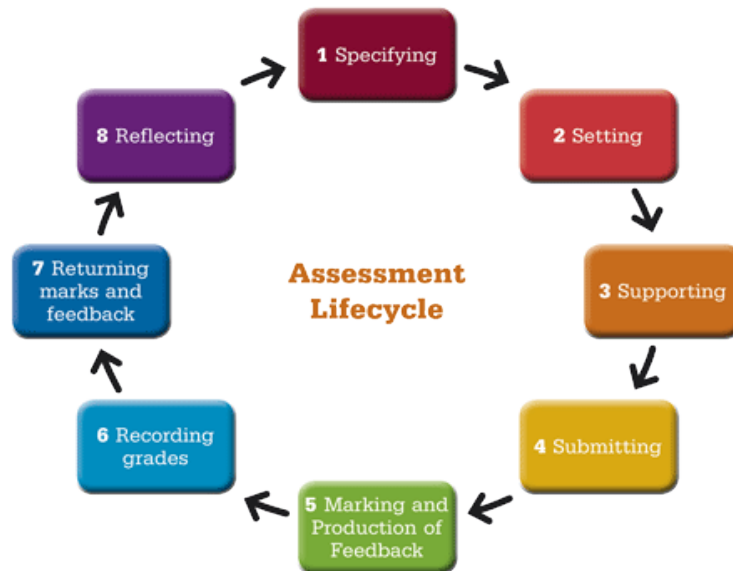
Students Learning Styles Inventories online:

Edutopia: <http://www.edutopia.org/multiple-intelligences-assessment>

STUDENT ENGAGEMENT PROFILE

Grade: _____ **Subject:** _____ **Period:** _____

[illegible]



SECTIONS V: STUDENT/TEACHER ASSESSMENT TOOLS

The following tools give the co-teachers a targeted perspective on their student evaluation system and student performance:

- Formative Classroom Performance Assessment Data
 - Teacher Grading Profile
- Student Performance Assessment Profile

ASSESSMENT

Assessments are essential in the instructional process and are to be utilized on an on-going basis.

Three Types of Assessments:

- Pre-Assessment
- Formative Assessment
- Summative Assessment

Pre-assessment

Pre-assessments are used to establish a baseline of student's prior content knowledge. This information will help guide the instruction to fit the needs of the student/classroom.

Examples of Pre-Assessment Strategies:

- Previous year's standardized test data
- Pre-test
- Individual Graphic Organizers
- Individual KWL Charts
- Pre-load elements of prior content knowledge of lesson
- Observations and student performance

Formative Assessment

Formative assessments are used to continuously gauge student content knowledge during learning process. Formative assessments provide information on student needs, assist in planning student activities and instruction, and provide feedback to students on their progress.

Examples of Formative Assessment Strategies:

- Journals
- Graphic Organizers
- Quizzes
- Presentations/Portfolios
- Exit Cards
- Probing questions

Summative Assessment

Summative assessments occur at set points in time. Summative assessments are used to determine cumulative student achievement, needs and proficiency levels at the end of a lesson.

Examples of Summative Assessment Strategies:

- Unit test
- Benchmark tests
- Authentic Assessment

- Portfolio Review
- State Tests

Resources

The IRIS Center for Training Enhancements. (2010). *Differentiated Instruction: Maximizing the Learning of*

All Students Retrieved on August 26, 2015 from <http://iris.peabody.vanderbilt.edu/module/di/>

Tomlinson & Imbeau (2010)- Leading and Managing A Differentiated Classroom

McTighe, Jay and Carol Ann Tomlinson. Integrating Differentiated Instruction and Understanding by Design. ASCD: Alexandria, 2006.

Adapted from various sources including: <http://www.tecweb.org/styles/gardner.html>

TEACHER GRADING PROFILE & STUDENT PERFORMANCE ASSESSMENT PROFILE

The following tool is a two-part diagnostic. The first part analyzes the contributing elements of the teacher's grading profile. The second part provides detailed interpretation of how the individual student performed in relationship to the assessment components of the teacher's grading profile. The next two pages are pictures of the two tools. Examples and detailed instructions on how to use this tool are provided on RESA 6 website.

General instructions are listed below:

TEACHER GRADING PROFILE

- I. Fill in headings as appropriate.
- II. Teacher enters the total points for the individual grade components. Do not enter possible points in the Modified Grade area.*
- III. The tool automatically calculates teacher's grading profile.
- IV. The tool provides percentages for each category contribution to the total grade.
 - a. Provides effectiveness of each component for the class.
 - b. Self analyzes teacher grading system.
- V. Calculates by category average percentage of student performance.

STUDENT FORMATIVE PERFORMANCE ASSESSMENT PROFILE

- I. Fill in heading as appropriate
- II. Enter points earned per grade in the appropriate category.
- III. For the individual student, enter any points earned and point possible based on IEP/504 modifications in shaded **Modified Grade** area. Be sure to enter a zero for the assessment in the category that the modified points replaced.
- IV. The tool automatically calculates the percentage of each student's categorical contribution to the total grade, as well as, the cumulative final grade.

****Be sure to properly weight the value of each assessment component.***

TEACHER GRADING PROFILE

[illegible]

Electronic Version Located at:

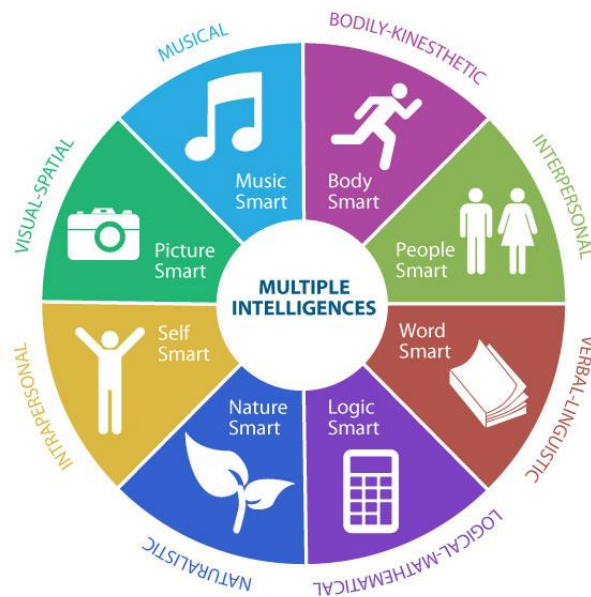


STUDENT PERFORMANCE ASSESSMENT PROFILE

Student Performance Assessment Profile													
Teacher						Student							
Grading Period													
Subject						Date							
Test		Quiz		Classwork		Homework		Projects		Class Participation*			
Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
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	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
	0		0		0		0		0		0		0
Enter Modified Grades Here													
Totals	0	0	0	0	0	0	0	0	0	0	0	Total Points Possible	0
Percentage	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		
% of total points	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		
*Classroom Participation as defined by the teacher													

Electronic Version Located at:





SECTION VI: STRATEGIES TO INDIVIDUALIZE LEARNING

Teaching students what they don't know, when you find out they don't know it, and teach it in a way that they will understand.

- Differentiated Instruction (DI)

EXECUTIVE SUMMARY

1. Know students learning styles – CTGM-Student Learning Style Inventory, IEP, 504.
2. Utilize pre-assessment techniques to know students beginning skill sets.
3. Recognize the need to use multiple instructional strategies to meet the various student learning styles (linguistic/language, musical, bodily kinesthetic, intrapersonal, logical/mathematical, spatial/visual, interpersonal and naturalist)
4. Utilize different teaching strategies (direct instruction, inquiry-based learning, cooperative learning, and information processing models).
5. Engage students in a variety of instructional activities that make sense to them
6. Employ different grouping formats for instruction (e.g., whole-class, small groups, independent instruction) and use flexible grouping.
7. Implement Rigor/Relevance Framework to broaden student's knowledge of key concepts.
8. Provide various methods for students to demonstrate understanding (journals, graphic organizers, quizzes, presentations/portfolios, exit cards, models/structures).

SUCCESSFUL DIFFERENTIATED INSTRUCTION STRATEGIES

Differentiated instruction (DI) is not a one-size-fits-all approach but a framework for effective teaching that involves providing students with different avenues to acquire content; to process, construct or make sense of ideas; and to develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Planning for Differentiated Instruction:

- Know your students. Using previous student data and student learning style inventory to determine what type of learning style your students have ie: linguistic/language, musical, bodily kinesthetic, intrapersonal, logical/mathematical, spatial/visual, interpersonal and naturalist. It is also important to know what their interests are and what level of knowledge they already have in content areas.
- Utilize different teaching strategies ie: direct instruction, inquiry-based learning, cooperative learning, and information processing models.
- Implement a variety of instructional activities. Engaging students with instructional activities will challenge and motivate students to apply what they have learned in ways that make sense to them.

Some challenges for teachers planning DI:

- Some students' needs vary across content areas (ex. some students may do well in reading but struggle in math).
- Some students' needs vary within content area (ex. some students do well with addition but struggle with fractions).
- Some students' needs vary across the school year (ex. at the beginning of the year, some students may struggle with reading but improve as a result of instruction).
- Consideration must be given, in the initial planning stages, for meeting the potential broad range of physical, emotional, intellectual and functional needs of individual students as related to basic principles of Universal Design for Learning.

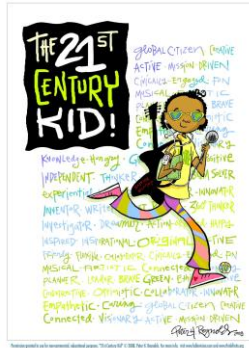
4 Ways to differentiate instruction:

- Content—the knowledge and skills students need to master the content.
 - The same content and skills are taught to all students however the curriculum to teach the content may be different for each student.
- Process—the activities students use to master the content.

- The same content and skills are taught to all students but varying activities should be used to teach the content. Teachers should understand students' interest, readiness and learning profile to determine activities.
- Product—the method students use to demonstrate learning of the content.
 - The teacher will assess content knowledge for each student at the end of a unit but provide students with different ways to demonstrate that knowledge.
- Learning Environment – the way the classroom accommodates individual learning styles.

DI Strategies:

- Use a variety of instructional strategies (i.e. incorporation technology, summarizing and note-taking, cooperative learning).
- Provide students with options to the same material (i.e. visual, auditory, kinesthetic).
- Assess students on an ongoing basis to determine their readiness levels (i.e. teacher-made probing questions, quizzes).
- Use formative assessment results to adjust instruction as needed either real-time or planned.
- Provide a variety of options for how students can learn and demonstrate their knowledge (i. e. presentations, narrative).
- Strive to make lessons engaging and meaningful (i.e. learning styles inventory).
- Employ different grouping formats for instruction (i.e. whole-class, small groups, independent instruction) and use flexible grouping.
- Recognize students' strengths and weaknesses as learners (i.e. student learning styles inventory).
- Refer to Section IV for student learning styles inventory.



SECTION VII: PHYSICAL CLASSROOM LAYOUT

Creating the appropriate environment enhances student learning and productivity.

- Classroom physical arrangement and desk arrangement

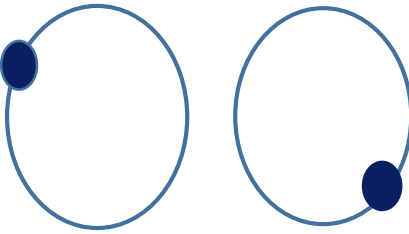
PHYSICAL CLASSROOM ARRANGEMENT

OPTIMIZE YOUR INSTRUCTIONAL SPACE

Review the physical environment of each room to eliminate unnecessary material/equipment to expand the learning space to accommodate the variety of Co-teaching styles. Consideration must be given, in the initial planning stages, for meeting the potential broad range of physical, emotional, intellectual and functional needs of individual students as related to the physical environment and the basic principles of Universal Design for Learning.

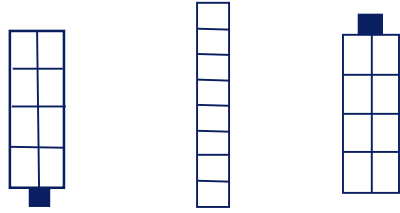
As an example: Create space for students to move. Shaded shapes indicate teachers' seats.

"In The Round" – Students move desks into circles. Teachers take a space facing each other at opposite sides of the room, near a board, writing surface or display.



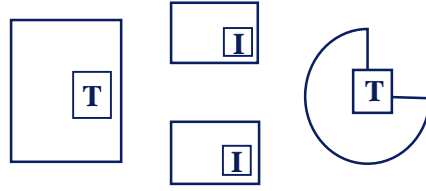
The diagram shows two large circles representing student desks. At the leftmost point of the first circle is a solid dark blue circle representing a teacher's seat. At the rightmost point of the second circle is another solid dark blue circle representing a teacher's seat.

"Banquet Style"– Quickly move rows into banquet tables with an independent station in the middle. Teachers sit at opposite ends of the banquet table, facing each other. Use with three groups as shown below, or just two.



The diagram shows three rows of desks. The left row is a 3x3 grid with a teacher seat (solid dark blue square) at the bottom. The middle row is a single column of 8 desks. The right row is a 3x3 grid with a teacher seat (solid dark blue square) at the top.

"Four Stations"– Each teacher instructs one group (T) and two groups work independently (I).



The diagram shows four stations. On the left is a large square labeled 'T'. In the center are two smaller squares, each labeled 'I'. On the right is a large semi-circle labeled 'T'.

Configure your own desk arrangements.

Desk Arrangement: Copyright 2014 A. M. Benninghof



SECTIONS VIII: PARENT ENGAGEMENT

Parent communication, participation and engagement are critical components in the life-long learning process of students.

- Sample Parent Letter
- Parent Survey



SAMPLE

Dear Parents,

We will be co-teaching your child's class this semester/year and want to share some information with you about the class. Co-teaching is an approach that involves two professionals teaching the same class together by sharing their expertise with the students. Co-teaching is being used in classrooms across the country as a way to meet the students' diverse needs that range from students who may need some extra support to those who may need additional challenges to stay engaged.

Each of the teachers in co-taught classrooms possess differing areas of expertise and collaborate to ensure that individual student's needs are met. Co-teachers will use a multitude of instructional strategies to address the variety of student learning styles in the classroom. Co-teachers equally share responsibility for classroom management while working together to assess student learning and to make grading decisions. A couple examples of instructional techniques that may be used include two teachers sharing instruction in the front of the room or one teacher leading instruction while the other teacher circulates the classroom to assist individual students. This allows for the individualization of instruction for all students.

We are excited about the opportunities co-teaching will provide to all students in this class. If you have any questions about co-teaching or specific questions about your child, feel free to contact either of us by phone or email. Our contact information is listed below.

Sincerely,

Co-teacher A

Phone:

Email:

Co-teacher B

Phone:

Email:

PARENT SURVEY

Directions: We would like your feedback on the co-taught class(es) in which your child has participated. Please take a moment to circle the number that best describes your opinion, and return the survey in the envelope provided.

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

1. My child enjoyed having two teachers in class.	1	2	3	4	5
2. My child received more assistance by having two teachers in class.	1	2	3	4	5
3. My child's academic performance improved by having two teachers in class.	1	2	3	4	5
4. I was adequately informed about the Co-teaching program.	1	2	3	4	5
5. Communication with the teachers in the Co-taught class was sufficient.	1	2	3	4	5
6. My child accomplished more in a Co-taught class.	1	2	3	4	5

Do you have anything else you want to say about your child's experience in a Co-taught class?

Name (Optional): _____ Date: _____

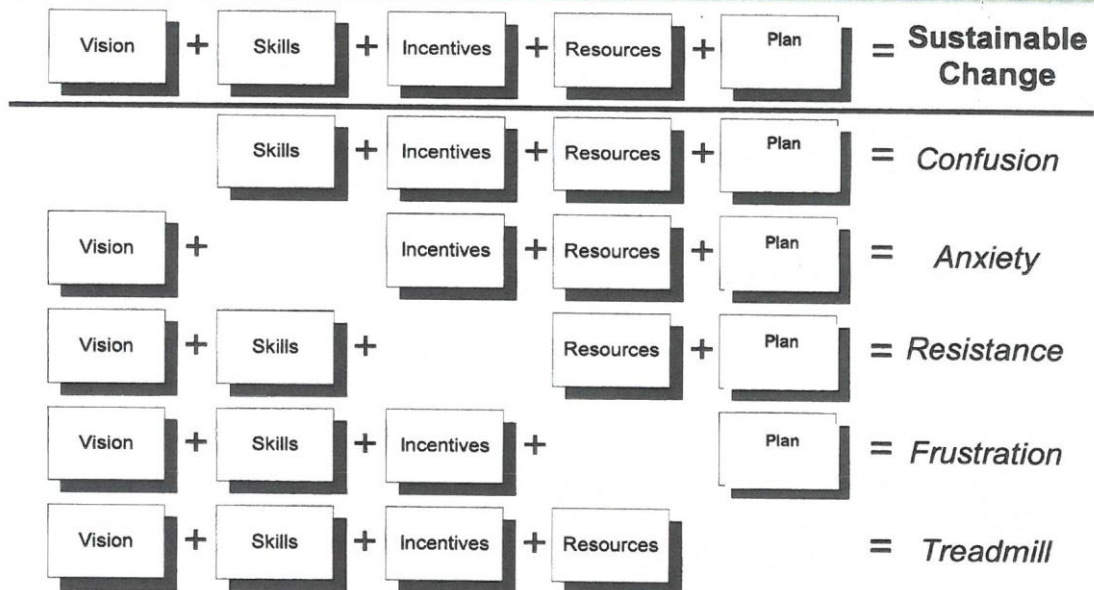


SECTIONS IV: RESOURCES

Supplementary materials and resources are essential components in the successful 21st Century learning environment:

- Conditions for Successful Implementation
 - Options/Feasibility Tool
 - Augmented Reality
 - Apps
 - Websites
- Anne Beninghof's *Easy Ideas for Engaging Students*

Conditions for Successful Implementation



Vision: The "Why are we doing this?" to combat confusion.
Skills: The skill sets needed to combat anxiety.
Incentives: Reasons, perks, advantages to combat resistance
Resources: Tools and time needed to combat frustration.

Plan: Provides the direction to eliminate the treadmill effect.

Knoster, T., Villa, R., & Thousand, J. (2000)

DIRECTIONS FOR OPTIONS RANKING TOOL

Purpose: The purpose of this tool is to resolve issues consensually at the co-teaching, grade level, and building level.

1. Construct a focus statement that specifically addresses the issue and enter it.
2. Explain to the group that they will confer and come to a consensus to a number of possible options/solutions one at a time.
3. Each option/solution statement will be recorded under the **Options** section, A-J.
4. The group will then discuss and assign two separate number values (Feasibility/Quality of Option, 1-10; 10 being the highest) to each solution. These options/solutions values will be recorded under the **Coordinate Points** section.
5. These two numerical values will be recorded as a point (x,y) on the graph. The “x” axis point on the (horizontal) will represent the Feasibility Factor of the solution. The “y” axis point will represent the Quality of the Option/Solution.
6. Once all of the solution points are recorded on the graph those points highest on the “y” Quality axis and farthest out on the “x” axis will be the best solutions that can be done immediately. Rank and record in the “Best Quality/Feasibility” Column.

OPTIONS RANKING TOOL

Focus Statement: _____

Q U A L I T Y	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
	0	1	2	3	4	5	6	7	8	9	10

Best Quality /
Feasibility
Use Letter A-J
below to
Rank

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

FEASIBILITY

Options	Coordinate Points (Feasibility, Quality)
A.	A.
B.	B.
C.	C.
D.	D.
E.	E.
F.	F.
G.	G.
H.	H.
I.	I.
	J.

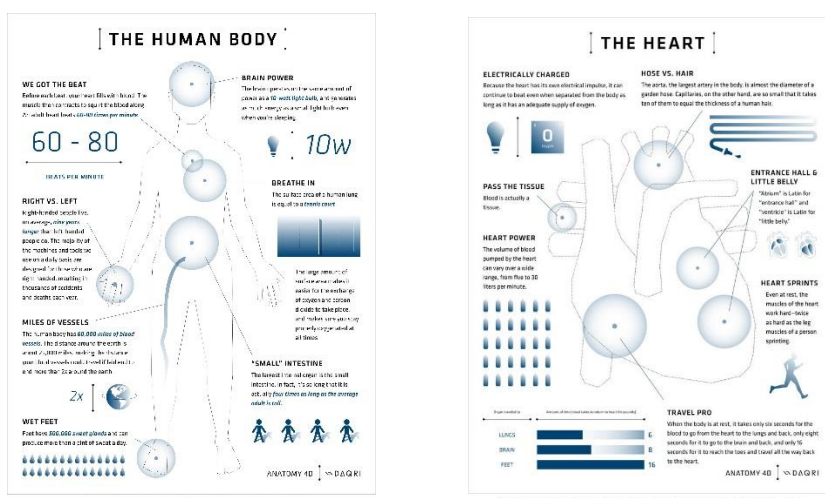
AUGMENTED REALITY

Augmented Reality (AR) is an enhanced image or environment that is viewed on a screen and is produced by overlaying computer-generated images, sounds, or other data on a real-world environment. Basically, it makes the picture look 3D/4D. The following APPs are great educational examples of this technology.

Daqri

Anatomy 4-D (<http://daqri.com/project/anatomy-4d/#.Vh6xE IVhBf>)

This free APP allows the user to view and study the various systems of the human body. The beating heart looks and sounds like a real heart.



Elements 4-D (<http://elements4d.daqri.com/>)

This free APP brings the study of chemistry to life and enhances the study of chemistry exponentially. Print the patterns to make the cubes or order the wooden set. This site has great lesson plans for elementary, middle, and high school.



Quiver formerly *coLAR* (<http://quivervision.com/>)

This free APP turns coloring into an “interactive” 3D rendering tailored with the colors incorporated by the student. Some of the coloring sheets have a cost, but many are free.



AR Flashcards (www.arflashcards.com)

Learning the alphabet was never this much fun. AR Flashcards have all the letters of the alphabet along with an animal that begins with each letter. When the 3D animal on the screen is touched, the letter and the name of the animal is pronounced. There are APPs available for Space and Shapes/Colors for \$2.99 each.





TECHNOLOGY APPs AND SITES

HOUR OF CODE: “Hour of Code is a global movement by Computer Science Education Week and Code.org reaching tens of millions of students in 180+ countries through a one-hour introduction to computer science and computer programming.”

Name	URL	
Hour of Code	www.code.org	Anybody can learn computer coding.
Scratch	https://scratch.mit.edu/	Create games, stories, and animations – share around the world!
Scratch Jr.	http://www.scratchjr.org/about.html	Introductory programming language that allows young children (ages 5-7) to create their own interactive games and stories.
Run Marco!	http://marco.allcancode.com/ iPad, Android, and Chrome app	Free App to learn coding. 
Alice	http://www.alice.org/index.php	Turns abstract into animation.
Code Studio	https://studio.code.org	
Codesters	www.codester.com	
Girls Who Code	www.girlswhocode.org	
Grok Learning	www.groklearning.com	Learn to code – first two modules are free
Intel’s Code for Good	https://software.intel.com/en-us/codeforgood	
Raspberry Pi Foundations	www.raspberrypi.org	
Thinkersmith	http://thinkersmith.org	
Wonder Workshop	https://www.makewonder.com	


APPs:


Name	URL	
My Script Calculator App	https://itunes.apple.com/us/app/myscript-calculator/id578979413?mt=8	 <p>Fast and simple editing</p> <p>Turns handwriting into results</p>
Geometry Pad App	https://itunes.apple.com/md/app/geometry-pad/id517461177?mt=8	Similar to My Script Calculator
Number Pieces App	https://itunes.apple.com/au/app/number-pieces-by-math-learning/id605433778?mt=8	Place Value App
The Evolution of the Web	http://www.evolutionoftheweb.com/	Interactive Chart show how the Web evolved
Google Earth Flight Simulator	http://www.gearthblog.com/blog/archives/2014/04/using-google-earth-flight-simulator.html	Fly a plane around Earth!
Curiosity	https://curiosity.com/	Quality videos
lpacking	iTunes	
Duolingo	https://en.duolingo.com/	Learn a language for free forever – many languages available.

WEBSITES:

Name	URL	
Google Earth Flight Simulator	http://www.gearthblog.com/blog/archives/2014/04/using-google-earth-flight-simulator.html	Fly a plane around Earth!
Curiosity	https://curiosity.com/	Quality videos
Parapara	http://parapara-editor.mozlabs.jp/sandbox	Simple animation drawing tool
Sketchlot	http://www.sketchlot.com/	Web whiteboard
Photos for Class	http://photosforclass.com/	Classroom appropriate images, automatically sites the author
Vocaroo	http://vocaroo.com/	Voice recorder
Zoom WV	http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp	Data to assist in education decision making
Open Library	https://openlibrary.org/	Borrow and read books
Google Public Data	http://www.google.com/publicdata/directory	Find information on anything
Seesaw	http://web.seesaw.me/	Student driven digital portfolios
My Maps by Google	https://www.google.com/maps/d/home	Create maps
Pecha flickr	http://pechaflickr.net/	"Enter a tag, press play, and see how well you can communicate a coherent message illustrated by 20 random photos, each one on screen for 20 seconds."
Google World Wonders	https://www.google.com/culturalinstitute/project/world-wonders	"By using our Street View technology, Google has a unique opportunity to make world heritage sites available to users across the globe."

Name	URL	
ArtsEdge	https://artsedge.kennedy-center.org/educators.aspx	Kennedy Center's free resource for teaching and learning in, through, and about the arts.
Biblion	http://exhibitions.nypl.org/biblion/	The Boundless Library <i>Engage.Connect.Explore.</i>
Videonot.es	http://www.videonot.es/	Synchronize notes with videos!
Purpose Games	http://www.purposegames.com/	"The #1 place for quizzes and knowledge games!" Create your own!
Watchkin	https://watchkin.com/	"WATCH YOUTUBE VIDEOS WITHOUT DISTRACTIONS IN A FAMILY-FRIENDLY ENVIRONMENT."
Pixabay	https://pixabay.com/	Many free pictures
Read, Write, Think	http://www.readwritethink.org	Great lesson plans, interactives for ELA.
This is Sand	http://thisissand.com/	Stress Reliever
Save Fred	http://www.msichicago.org/play/codefred/#.VcO2HvnzPR9	Medical-related game.
Coggle.it	https://coggle.it/	A clear way to share complex information. 
Stupeflix	https://studio.stupeflix.com/en/	Make amazing videos in seconds!
Google Smarty Pins	http://smartypins.withgoogle.com/	Google Maps based geography and trivia games.

Name	URL	
Real Time Board	https://realtimeboard.com/3/	"The simplest tool for remote collaboration."
Super Tracker	https://www.supertracker.usda.gov/	Track foods, fitness, and health.
Google Art Project	https://www.google.com/culturalinstitute/project/art-project	Google Cultural Institute
Ancestry Classroom	http://ancestryk12.com/	Free for students!
Tackk	https://tackk.com/	Connect with friends, be creative, and have fun conversations. Requires sign-up.
Adobe Education Exchange	http://edex.adobe.com/	<hr/> "FREE RESOURCES"
Digital Public Library of America	http://dp.la/	Public Library
Easly	http://www.easel.ly/	Create and share visual ideas – many templates.
Dyslexie Font	http://www.dyslexiefont.com/en/dyslexia-font/	Font for students with dyslexia. Free for students.
Instagrok	http://www.instagrok.com/	"Research any topic with an interactive concept map, which you can customize and share."
Storyline Online	http://www.storylineonline.net/	SAG Foundation – free electronic books read aloud by famous people.
News ELA	https://www.newsela.com/	Lots of news articles that can be printed at different Lexile levels!

Name	URL	
Get Pocket	https://getpocket.com/	"Save interesting articles, videos and more from the web for later enjoyment."
We Give Books	http://www.wegivebooks.org/	Free Books!
Phet	http://phet.colorado.edu/	Interactive simulations for science and math.
Bingo Baker	https://bingobaker.com/	"You can generate hundreds of random Bingo cards and print them using the printer-friendly PDF (with no ads or watermarks)."

ANNE BENINGHOF

Easy Ideas for Engaging Students

This book is available for download with iBooks on your Mac or iOS device. Multi-touch books can be read with iBooks on your Mac or iOS device. Books with interactive features may work best on an iOS device. iBooks on your Mac requires OS X 10.9 or later.

Description:

Busy teachers are always on the hunt for simple and effective ways to engage students. This collection of instructional ideas includes a wide variety of strategies for grabbing attention, involving multiple modalities and enhancing comprehension. Teachers across grade levels and content areas will quickly see how to support common core standards and still have fun with their students! Brief descriptions of strategies are accompanied by photos and links to related black line masters.

