Co-teaching Implementation at White Plains Middle School

July 10, 2018
WPMS Demographics

*Rural school with approximately 440 students

*Composed of 5th-8th grades

*Part of the Calhoun County School System in Northeast Alabama

*47% free and reduced lunch

*Large academic achievement gap between general education and special education populations

*Beginning year 4 of co-teaching implementation
Our Team

*Chase Cotton, 7th Grade Math
*Christan Green, 5th Grade Reading
*Chasity Worthy, 5th and 6th Grade Collaborative
*Two other members of co-teaching team at WPMS
*Three co-teaching dyads declared demonstration sites by State Systematic Improvement Plan (SSIP)
A Glimpse Into Our Co-Taught Classes

*24 to 30 students in most classrooms

*2 certified teachers - one GE and one SE, para in some dyads

*co-taught instruction in 5th grade Reading, 6th and 7th grades Math

*some students with IEP’s and others with data supporting need for greater academic interventions

*high structure and consistency in instructional approaches

*greater focus on varied instructional activities
Student Data: 2016-2017

*5th Grade Reading*: (27 students - 89% showed growth)
- 6 students with greater than 2 years growth (2.7, 3.3)
- 10 students with greater than 1 year growth

*6th Grade Math*: (22 students - 91% showed growth)
- 12 students with greater than 2 years growth (6.3, 7.5)
- 3 students with greater than 1 year growth

*7th Grade Math*: (17 students - 76% showed growth)
- 2 students greater than 2 years growth (4.2, 7.3)
- 3 students with greater than 1 year growth
Our Student Data: 2017-2018

*5th Grade Reading*: (25 students - 72% showed growth)
- 3 students with greater than 2 years growth (2.6)
- 2 students with greater than 1 year growth

*6th Grade Math*: (26 students - 69% showed growth)
- 4 students with greater than 2 years growth (3.6, 3.9)
- 6 students with greater than 1 year growth

*7th Grade Math*: (22 students - 77% showed growth)
- 2 students greater than 2 years growth (4.9)
- 5 students with greater than 1 year growth
This graph shows the percentage of students in co-taught classrooms who demonstrated any amount of gain. Our goal is 45% for progress monitoring and the state assessment, so WPMS has well-exceeded that target.

-Provided by Jocelyn Cooleedge
Additional Data: 2017-2018 Co-Taught Classes

This graph shows that while more SWOD are making a positive gain, the SWD are making larger gains.

-Provided by Jocelyn Cooledge
Additional Data: 2017-2018 Co-Taught Classes

There was a non-significant difference between the two groups, which is great to see.

-Provided by Jocelyn Cooledge
Research Supporting Co-teaching

*Research has proven co-teaching to have positive academic, behavioral, and social impacts on students.

**Academic Impacts**

~**All** students in co-taught classes generally outperformed students in solo-taught classes on unit tests and cumulative post-tests (McDuffie, Mastropieri, & Scruggs, 2009).

~SWD in co-taught classes **significantly increased** in achievement on standardized tests from their performance prior to co-teaching (Hang & Raben, 2009).

~SWD (grades 3-8) improved in reading and math on statewide assessments over several years (Walsh, 2011).
Research Supporting Co-teaching

**Behavioral Impacts**

~All students demonstrated more individual attention, on-task behaviors, and interactions with teachers (Murawski, 2000; Zigmond, Magiera, & Matta, 2003).

**Social Impacts**

~SWD had more positive attitudes and interactions with typical peers, were provided role models for behavior and learning, and were exposed to higher level concepts (Murawski, 2006).
The Evolution of Our Process - Struggles and Successes

Initial Concerns -

* Commitment to planning time
* Teacher buy-in
* Consistency in instructional/behavioral vocabulary (CHAMPS)
* Use of varied co-teaching approaches
* Maintaining appropriate academic rigor
* Meeting needs of large population of students identified with various learning needs
The Evolution of Our Process - Struggles and Successes

Initial Successes -

* Increased student engagement

* Equal partnership as teachers in classroom (student perception)

* Greater opportunity for small group instruction and other varied approaches (parallel, team, stations and alternative are most common)

* Closing the achievement gap between general education and special education populations
General Educator Perspectives

Pros:

- Making a large class smaller with additional teacher support
- Greater ability to scaffold instruction in various ways
- Easier to conduct ongoing assessment of content mastery

Cons:

- Making time to “regroup” with co-teacher to adapt plan based on student progress
- Additional time needed for prep of co-teaching class in addition to other content
Special Educator Perspectives

Pros:

- Flexibility as needed with individual students (instruction and assessment)
- Opportunity to share teaching strategies with general education teachers
- Greater opportunity for collaboration with general education teachers

Cons:

- Managing materials for multiple dyads
- Building knowledge of new content
- Additional time needed for prep of co-teaching class in addition to managing caseload
Impact on Individual Students in the Classroom

*PW (5th grade male) - Student with IEP - dyslexic tendencies; reading comprehension is greatest deficit; no retention of previous content

- Supports given in co-teaching: Small group instruction, one-on-one assessment, focus on building confidence, reading comprehension (chunking and summarizing texts aloud), sentence-starters for open-ended responses, test-taking strategies

- Gains through co-teaching: huge increase in confidence, greater comprehension of text student read orally, increased ability to verbally summarize chunks of text, increased ability to write about text after discussion, feeling of academic success and equivalence to peers, eventual movement back into alternative group for assessments
Impact on Individual Students in the Classroom

*BS (7th grade female)- student with IEP- no retention of previously learned content, began 7th grade on a first grade level in math, major deficits in reading comprehension

- Supports given in co-teaching: small group instruction, oral assessments and read-aloud assessments given, small group focus was to build confidence by sharpening basic arithmetic skills.

- Gains through co-teaching: Student earned 2 years growth in math, increased engagement in the classroom, participation increased, student was able to use basic knowledge of arithmetic to construct some justification of answers given.
Importance of Planning Process

* Dedicated weekly planning session of 50 minutes with both co-teachers
* Administrator commitment to protecting teacher planning sessions
* Use of decision-making matrix for individual student accommodations
* Both teachers with access to instructional materials
* Purposeful planning of co-teaching approaches to best meet instructional objective
* Integration of GE vision with SE expertise of individual student needs and approaches
* Focus on parity between teachers during all aspects of lesson
How Does Foundations/CHAMPS Assist with Co-teaching Process?

* Provides a common language for co-teachers in the same classroom.

* Ease of transitioning from one approach to another.
  - Voice Levels
  - Movement

* Greater structure due to well-established expectations. (Modeled by teachers and anchored with charts for reinforcement)
Questions?

Thank you for allowing us to share our experiences!