

Co-Teach Solutions System (CTSS) Report

Team Strengths and Weaknesses

School Name: Chaparral Elementary

School Term: 2015-16

Observation Start: 2/4/2016 8:40:00 AM

Observation End: 2/4/2016 9:40:00 AM

Teacher 1: CA

Teacher 2: VM

Grade: 4

Period/Room: 8:40

Content Area: Math

Observer: Dr. Wendy Murawski

Based on your Observation Scores, please refer to Dr. Murawski's Co-Teaching in the Inclusive Classroom - Resource Handbook for best practices and practical solutions.

Team Proficiency Rating: 42

Team Growth Ranges:

Not Yet Co-Teaching 0-29

Emergent Co-Teaching 30-45

Developing Co-Teaching 46-52

Proficient Co-Teaching 53-59

Master Co-Teaching 60-66

Rating Score: 3 Rock on! Seems you've got this area solid.

11.6 Both teachers begin and end class together and remain in the room the entire time.

2.7 Both teachers engage in appropriate behavior management and are consistent.

Rating Score: 2 Cool. You've got this; now finesse it.

4.5 Two or more professionals working together in the same physical space.

9.5 Class environment demonstrates parity and collaboration.

8.6 During instruction, both teachers assist students with and without special needs.

9.6 The class moves smoothly with evidence of co-planning between co-teachers.

8.8 Instruction and activities proactively utilize UDL guidelines.

3.7 Differentiated strategies are used to meet the range of learning needs.

8.13 Technology (to include Assistive Technology) is used to enhance accessibility and learning.

11.6 It is difficult to tell the students with special needs from the general education students.

9.10 Co-Teachers use language ("we") that demonstrates true collaboration and shared responsibility.

5.9 Communication (both verbal and non-verbal) between co-teachers is clear and positive.

1.8 Co-Teachers phrase questions and statements so that all students in the class are included.

1.9 Students' conversations are inclusive of peers with disabilities and from diverse backgrounds.

8.16 Co-Teachers ask questions at a variety of levels (basic recall to higher order thinking).

7.2 The team co-plans and utilizes both teachers expertise.

8.5 Teachers are comfortable in any role and clearly able to switch as needed.

8.1 Whole group and regrouping approaches are used to match learning needs.

Rating Score: 1 You have a start on this one. Let's show even more next time.

5.7 Multiple approaches (5 co-teaching approaches) are used, include regrouping students.

11.3 It is difficult to tell the specialist from the general educator.

1.2 Teachers regularly include differentiated instruction, content, and assessments.

6.1 Teachers share responsibility for creating assessments, grading, and for students' overall success.

Rating Score: 0 Well, good thing we have a place to improve, eh?

Did not observe it today, maybe next time.

Notes to help you improve:

Look For Notes

Both teachers and student teacher used One Teach-One Support through the lesson. They ensured that each adult had a "voice" in the class, but I look forward to seeing them continue to progress in their use of co-teaching and differentiation strategies.

Listen For Notes

All kids were involved in the activity but they kept in their own seats and there wasn't any cross-tables discourse. Questions were fairly straight forward and predominantly asking closed answer questions.

Ask For Notes

These scores are based solely on a one-hour observation and not on any permanent product data that was asked for or received.

Obs Narrative:

2/4/16 8:40am

Alexander/Miles/Student Teacher

Chapparral Elem

When I arrived, Teacher B met me at the front office and walked me to the room. She explained that she used to do pull-out but now works with Teacher A for an hour and then pulls a few students to her room for independent practice. She also let me know that there is a Student Teacher in the room this semester. For this observation, Student Teacher will be referred to as ST.

Teacher B showed me her room. It is directly across from Teacher A's and is very large. This is the perfect set-up for true co-teaching, in which teachers can frequently use regrouping approaches (Parallel, Station, Alternative) to meet students' needs. I look forward to talking to teachers about how they use the space and how they might continue to augment their current use.

I'm also excited to see how the ST is used. There is increasingly literature and research on co-teaching with student teachers (see Bacharach & Heck). Many schools are now encouraging master teachers to co-teach with STs, rather than the traditional method. What a great experience for this ST!

When we entered the 4th grade room, Teacher B was immediately greeted by a student. She started circulating and helping students as they worked on a math problem on the board. The math problem was on the white board and was a word problem. The problem had to do with Ed buying a piece of salmon. Perhaps the special educators could rephrase questions to be more meaningful and interesting to 4th graders (e.g., bought gold or chocolate or Pokemon).

Teacher A pulled a stick and said she was going to call on that student.

A student barged in to ask about a backpack. He spoke to Teacher A at the front of the room. I would like to see Teacher B or the ST intercept the student and ask the student to think about how he enters a room.

Teacher A asked students "who's your focal point?" Students said "Walker" (student name) and she said "this is your opportunity to learn from someone else. And Walker, you need to explain what you did." She asked him to turn and explain what he did. I love the way she is helping students learn to pay attention to their peers and to students to give eye contact and explain. Teacher A said "does anyone way to Inquire? Look at the inquire strategy." Again, beautiful. Love how Teacher A is using content language and encouraging students to ask

questions. Lots of students are raising their hands to participate; Teacher A called on another stick.

Right now , both Teacher B and ST are just standing at the back of the room with their arms crossed. They are just waiting. Always ask yourselves, "What am I contributing to this lesson/classroom?" It would be just as easy for one of them to pull the sticks, rather than Teacher A controlling the entire lesson right now. Teacher B did go up to another student and squat down next to him.

Another student joined Walker at the front board and was allowed to use the Smart Board to write his problem. I appreciate that they are using technology and that the kids have clearly used it in the past. As the second student was writing, Walker finished his work and other kids were allowed to say if they agreed or disagreed with Walker. They clearly knew this drill and started with "I agree with Walker because...." Teacher A gave Walker a high-five. The second student explained his problem and Teacher A reminded him to talk to his classmates. When he was done, a student disagreed with his answer. When she explained, she talked about pieces of "salami" or "sall mon". Do these kids know what salmon is? I would love it if Teacher B brought in a (fake/real) fish and maybe even brought in a scale. As kids do their work and explain their answers, she could be showing this in real time. This would help give it context and put it in the real world. Special educators should always be thinking how to provide more access to concrete learners and those who might struggle with concepts.

So far, at 9:01am, both Teacher B and ST are just in the role of paraprofessionals. They are walking around a bit but don't even appear to need to help many students. Teacher A is clearly in charge and leading the lesson. She even just said "Mrs. Alexander (meaning herself) sometimes needs to draw a visual because it helps me." This is definitely in the purview of the special educator too! Teacher B could have been drawing the visuals as Teacher A explained.

Teacher A said "We've learned so many strategies in Math this year. It's hard to remember them all." Again, this is a great example of how Teacher B could be helping; where are the visuals for each strategy? It would be great to have all those visuals and strategies on different pieces of paper up around the room to help teach kids to refer to their environment.

Teacher A said "This wasn't even today's lesson. This was just to get your brain warmed up." Teacher A asked a student to remind them what they did yesterday. The student had a very unique affect in her speech but was able to explain what to do. After she explained, Teacher B said "That's a great way to do it Sydney. That's an efficient strategy." It is 9:05am and that's the first time I've heard Teacher B speak. Teacher A asked how kids would write that in decimal form? Students have mini white boards to write on; I love that they have this kinesthetic strategy to help them all participate. Teacher A asked all kids to show boards and she looked at them. Teacher B & ST are now sitting near two students, helping them.

I've noticed Teacher B near a particular student a few times. Does this student struggle with the math? Is there anything you could do proactively to help him understand it better when it is first presented, rather than waiting until after it is presented to accommodate/re-explain?

There are 24 students in the room. they are sitting at pods of 3-5 students. The room is colorful and has student work posted. There is a small library corner and 4 computers. There is a teacher desk, as well as a small desk at the back where Teacher B can keep her stuff.

Teacher A asked Andres to come to the board to explain his strategy from going to fractions to decimals. He did a stellar job and she used his explanation ("a very astute explanation") to continue to encourage students to apply that strategy.

Teacher A said "Are we ready for the lesson? We want to represent mixed numbers and

expand them. We will be working with number lines." Her objective is on the board. ST was at the powerpoint and closed the problem and changed it to the Elmo. Teacher A said ST would explain what they would do. ST explained that there were bowls of numbers on their desks. She showed the numbers on the Elmo. She asked kids to work together in dyads or triads; Teacher A moved a couple kids so there could be partnerships. She thanked students for moving. Teacher A is very respectful of the students without talking down to them.

ST asked kids for 21 units of $\frac{1}{10}$. This seems like a big number to start with. Perhaps she could have shown one first and then asked kids for one like that. Another option is to get away from "I do/We do/You do" constantly and let kids explore more with the manipulatives. Letting them play with them and create their own categories and numbers and explain what they did might engage them more and even build interest in listening to you teach about them later. During this time, Teacher A is clarifying and circulating; Teacher B is circulating as well. Teacher B asked ST about something and ST said "Yes, I will talk about it." ST asked kids to do thumbs up if the table was ready to show 21 units of $\frac{1}{10}$. Many kids put thumbs up. ST asked if kids organized it in any way; one kid said he did it in groups of 5. I like that kids are doing something that is concrete to help students understand the concept; this will likely be helpful to kids with special needs.

It is clear that there are a couple kids who are getting this concept quickly. Are there any strategies in place to challenge them further? For every objective, I would suggest that the special educator take on the role of making sure both teachers are prepared for an adaptation that supports learners who struggle with concepts, behavior, attention, direction, and academics, as well as an adaptation for learners who "already know it" or can master the concept quickly and may get bored. Using manipulatives is fun and helpful for most kids, but always also be aware of the students who want to "move on." For example, sometimes teachers have students draw pictures to show understanding ("to help visual learners"), but

keep in mind that not all students need that.

ST asked the class if they'd really want to draw 21 $\frac{1}{10}$ chips. They said "no!" She asked, "What's an easier way to show $\frac{1}{10}$?" A few students provided different answers and she was able to show the Elmo to display it ("and it only took a few seconds" said a student). Rather than always asking the answer to the question, which is what the ST is currently doing, Teacher B might also want to chime in and check comprehension (e.g., "Bob, what did Claire just say we could do?" or "Brenda, why did Van say we would use the 1's instead of the 0.1?") This helps make sure they are with the class before moving on and reduces the need for the special educator to constantly have to re-teach. ST allowed a student to come to the document camera; kids love doing that!

ST just said "Now Mrs. Miles is going to teach us something new." Kids said "Awww, more math." Teacher B used humor and said "where's my excitement?" and some kids cheered, which was cute. Teacher B said she's going to show expanded form. I've noticed that teachers in here tend to talk about themselves in third person (e.g., "Mrs. Miles has 10 chips."). Why is that? Why not use "I"? 4th grade is about the time when kids start to want to be talked to in a normal voice, not treated as "babies", and begin to have a more developed sense of humor.

Teacher B asked kids to create a number sentence (expanded view) with multiplication expression for the 4 $\frac{1}{10}$ -chips on the board. She immediately went over to a student (the same one I've seen her with a few times) to check comprehension. What adaptations do you have prepared for him? Is he able to do the writing? Does he need a Cloze problem that he can fill in? Teacher B said "who would like to come to the board to write a multiplication expression?" Many students raised their hands, but the boy Teacher B has been helping did not. Can you help prepare him so that he is able to come up sometime as well? On the side, Teacher A is having a conversation with a girl about growth mindsets and how to turn around a mistake.

ST is squatting at the front, helping a girl near the front.

As Teacher B went over the problem, Teacher A chimed in and said "remember, in spiral review, we still do expanded form." She then asked a questions to reinforce that $4 \times 10 = 40$; $4 \times 100 = 400$; she was reminding them to put it in place value. Teacher B said "I'm going to add to this; I'm going to add another place value. Can you add another multiplication expression to this one?" Because this is a multi-step direction, consider how to support some learners. Do they need a paper that says: $(10 \times \underline{\quad})$ and then $(1 \times \underline{\quad})$ with boxes for those two answers to be added together? Remember that being in the general education classroom doesn't mean just to be another voice adding to what is already excellent instruction; your job is to bring in the strategies, visuals, concrete ideas, and adaptations as needed.

Teacher B said "Eyes on me. I can tell we are struggling with this. Let me give you a strategy for this." As she explained it, Teacher A went to the board and modeled it. This was a great example of what teachers should do in One Teach-One Support! Teacher B wrote it on her side of the board so that kids on both sides could see it. Teacher B again asked kids to create another multiplication expression. ST reminded kids not to erase their work but rather to add on to it. At 9:44am, lights are off so students can see the Elmo better. One student has her head down but other kids appear to be paying attention. Teacher A clarified that some kids might not have seen the decimal point on the white board. Great catch! Maybe use bigger writing or darker markers if possible? The girl with her head down not only picked it up, but was able to answer a question asked by Teacher A. Teacher B also asked kids to explain why they are doing what they do.

At 9:53am, Teacher B gave them one more problem to practice. When kids are tired and losing energy, consider mixing it up. Turn on the lights, get them out of their seats, and make

it a challenge/competition. Have all boys against girls or Broncos vs. Panthers or put it on the board and have them run up and solve it. Something to continue to reinforce the problem but re-engage them. At 9:55am, Teacher A began to pass out papers and said "Start on the front page for me." Consider using "we" language on this. "We (ST & Teacher B and I) would like you to start on the front page to reinforce what we did today." Teacher A is circulating, passing out the paper, and answer questions. Teacher B is at the front board with a student. ST is standing and watching kids work; she could walk over and take some papers and help pass them out.

Teacher A, B, and ST all took turns leading during One Teach-One Support. This provides different voices but I'm not sure how it was any different than if Teacher A was doing it all alone. Certainly the students benefitted from having two other adults walking around to help, but paraprofessionals could have done that as well. This lesson might have also been well served by using regrouping approaches. For example, the first warm-up problem (about salmon) could have been done in 3 groups with each educator at a separate table (perhaps based on a pre-assessment so they could be at different levels of complexity in math or in reading or even based on different topics of interest). Each table would have about 8 kids, which would easily allow teachers to check comprehension and help with understanding. One group could stay in this room and two groups could go to Teacher B's large room. That way there is no stigma attached. After the warmup, teachers could do a very quick overview of the three aspects of the lesson coming up using One Teach-One Support with each of them taking lead for 2 minutes to show their own parts. Then break the class into Parallel Teaching with 1/2 the class going into Teacher B's room and 1/2 staying in Teacher A's room. Either Teacher A or the ST could teach a group and the other person would bounce between the two rooms helping with explanation and circulating. Having only 12-13 kids in a room would definitely help teachers see who is getting it, who is not, and why. They could move more quickly through the direct instruction, adding in strategies for comprehension. Finally, at the end of

the lesson, teachers could use Alternative teaching with 3 groups (1 large group and 2 small groups). The large group could be led by the ST with the typical learners, who would do independent practice on the expanded form at the typical 4th grade level. A small group of kids who are able to move on could work with Teacher A in the other room, as she adds complexity, moves up Blooms Taxonomy, or connects to real-world situations that challenge the students' thinking. Finally, a third small group who is still struggling with the concept could work with Teacher B (also in her room) as she helps solidify the understanding using realia and repetition. The fact that the kids who "get it" and the kids "who don't get it" are all moving into the other room helps reduce any potential stigma and allows for both enrichment and reteaching as needed. I believe this regrouping would not only keep students' attention and engagement, but it would also provide more opportunities for differentiation and would more actively engage and use the skills of all 3 educators.

There was excellent instruction in this class. Teachers were respectful of kids and one another. They all used positive behavior support strategies to get student attention and reinforce appropriate behavior. Some students were able to get up and work on the board or Elmo; however for the rest of the time period, students were all expected to sit in their seats the whole time. At the end of lesson, Teacher A said, "I can see that you guys are just hanging in there. Just a few more questions and we'll take some of this to tomorrow since we need to." She also encouraged kids to use their chips to help them see their work. It is evident that all educators are amenable to using a variety of strategies to help students learn and remember. This will be a great class to involve more differentiation strategies as it appears Teacher A and B are extremely capable and open. The more teachers have the opportunity to co-plan and truly work together on a consistent basis, the more true co-teaching will come into place. I'm also very excited that the ST will have the opportunity to see what true co-teaching can look like; what I wouldn't like is if the ST leaves the situation thinking that special educators just come in and do a support role. There is so much incredible expertise in this room!!

Debrief with Co-teachers & Student Teacher:

Teacher B - This wasn't really a typical lesson; I usually pull kids during independent practice but we didn't get to that today. In this class we had too many kids so we switched some kids to the other 4th grade. There are 2 kids in the other 4th grade class and 5 in this one. It's tricky because I only pull them for 1/2 hour to do independent practice. Sometimes I can work on other things (IEP goals, mostly aligned with grade level standards) but other days I don't have any time like today.

I have 12 3rd graders coming up in ELA alone. That would be a great time for inclusion. 3 are from autism program and we are trying to level it and use a paraprofessional. We can't put 12 kids in one class. [Wendy note: 30% is the preferred amount.] Because I have them leveled, I could put the "orange" team with the higher group; they are border-line 'got it." Can be successful in the class with support and co-teaching, but pull the lower group. Hard to find time to do two different groups (would be 2 hours). Masters in Ed Leadership in Assessment class.

I love the co-teaching aspect of this because I get a break from teaching kids with disabilities and get to teach a general ed class and I get to see where typical learners are. And the other teachers work with "my" kids constantly too. And the kids are doing way more grade level work and its not fair to pull them to work on things they did a few days ago.

"All inclusion" for 5th & 6th grade classes with a brand new teacher (long-term sub).

This is our 2nd year of working with Mrs. Alexander but its different this year. Last year I was only there for 30 minutes and I kind of just did a Station in the room of my kids for independent practice. It was good but this is better. Right now, we just do "you take this part and I'll take that part." I like having the student teacher there too. Mrs. A is definitely a math expert and 4th grade; I learn so much. I tell her "you do the problem first and then I'll do it"; sometimes I feel intimidated. She's very open to doing this. I don't think she's had any PD in

co-teaching, but she has in special ed and autism. She might teach the gifted class next year because she has gifted training, but she's very good at all of it. I learn from her so it's a benefit for me as well. She was gone last week, but I was able to do it all because I knew what to do. The sub thought I was a helper but I explained I'm the teacher. When I'm in there every day and for the whole lesson, I feel so prepared. The district gives us from 1-3:30 every Wednesday to plan together and it's made the biggest difference. They didn't give me a teacher text for math last year (this year I stole one from another teacher, they still didn't get me one.)

Barriers are: having kids in different classes. The kids in her class get so much more of me than the kids in the other class. Every time a kid qualifies, we can't just move him into the class or it'll get too big. One girl has more of an emotional need than a math need and the other one is also higher in math. I can also tell we are on different pages or doing it differently because of the different teachers. Makes it more difficult to help them.

I modify assessments and homework for many kids but not all of them. I don't change what we are doing, but I change how much we are doing or how complex they are (e.g., 2 digit instead of 4 digit). There is one student (who was in SDC) so I have to modify more for him and wish I had more time for him. But now I write IEP goals that are more useful in a gen ed classroom; this has been helpful as we are adapting.

Teacher A: Going well - Ms. Miles is a great presence and she's equal. Last year, it was more push-in support position to take a group. This group sees us as a united front which is the biggest success; they see us both as teachers. When Tori teaches, I get a different perspective. When I say something they listen differently. She'll use a strategy or tone of voice and kids pay attention differently. We talk a lot! Last year wasn't the perfect dynamic but we communicate a lot. Being in the same hallway and communicating a lot helps. Having planning time is a huge help; and that she has the materials (book) and the planning time. This is propelling this forward at a much better rate (planning & materials); district needs to know

that! It's going really well. There are hiccups but I can't name them. We are in the groove; some days I have a dominant voice and we are working on that. People can come in and say anything; I want to get to where we are finished each other's thoughts. I know we are in the Toddler phase. It'll get there and it takes time.

ST: As a student teacher, I love to see both. They are similar but use examples in a different way. I can take it to the next class and jump in too. Good to see both.

Recommendations for Chapparel Elementary Administration:

- * Keep teams together. It takes a lot of work to co-teach and build rapport. This is a team who could do very well next year! They have made such a strong start.
- * More Professional development. Both teachers should attend PD/webinars together to ensure they both learn co-teaching strategies.
- * Help with scheduling. The special educator needs to be able to stay in a class for the entire time if possible and needs to not be pulled for anything during that time. This may take looking at the way IEPs are written so they can be implemented more easily in an inclusive environment. I appreciate that they have already changed the schedule since last year so the special educator isn't as spread among grades/teachers.
- * Encourage special educators to teach strategies to their colleagues. Remind them that they are there to bring in a different perspective and to be teachers, not aides. We WANT them to do a different kind of instruction, not just a piece of what the general educator would do.
- * Continue to take student teachers and encourage master teachers to CO-TEACH with their student teachers. This is an excellent resource.
- * Keep building teams slowly. Encourage special educators to work with general educators and other specialists (speech, OT, PT) to provide more support IN the general education classroom, instead of through pull-out.

- * Get co-teachers copies of the teacher's text for the classes they are co-teaching. Ask the publishers for it; tell them you need 2 per classes that are co-taught.
- * Encourage grade level teams to use similar strategies & terms which will really help the special educator help across classrooms. Also encourage the special educator to be able to be at grade level planning meetings or PLCs. That way, the input she gives related to differentiation can be used in classes with kids with special needs, even if she can't be in there. Encourage teachers to learn about, and implement, Universal Design for Learning (UDL).
- * Encourage teams to try new co-teaching approaches - most especially regrouping approaches (Alternative, Station, Parallel). Using the rooms of the special educators is ideal to help with space and noise.
- * Continue to collect data on co-teaching teams. This data was collected on the CTSS (www.coteachsolutions.com) to provide a benchmark assessment for you. You can also get a hard copy of the competencies I look for, listen for, and ask for in a published article (Murawski & Lochner, 2011 in Intervention in School and Clinic).

Great start!

Respectfully submitted, Dr. Wendy Murawski

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