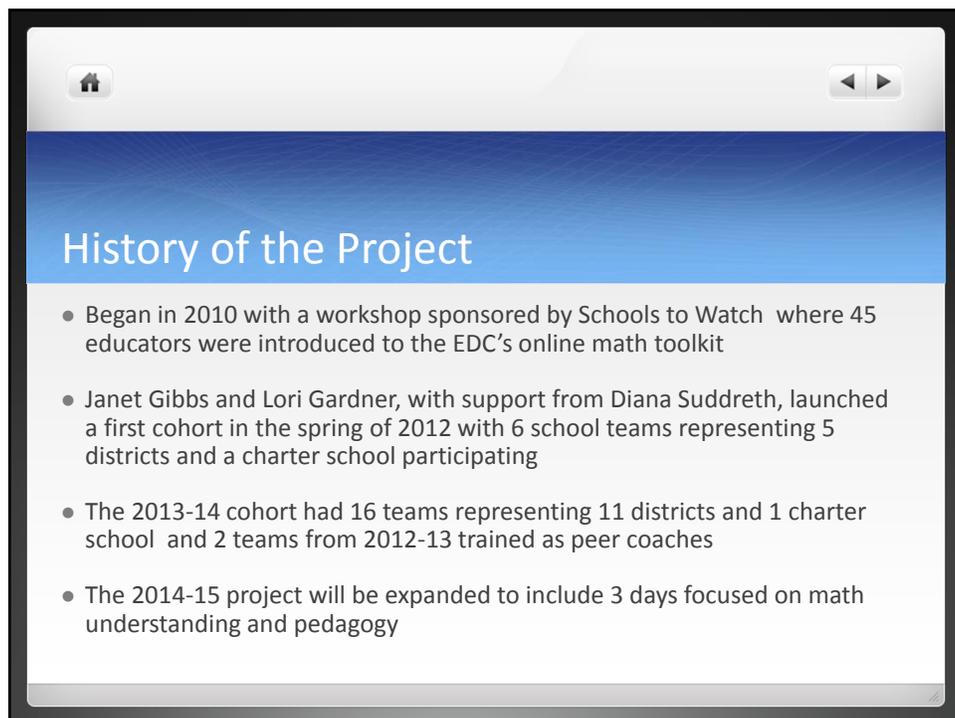


Utah Co-Teaching Project

April 24, 2014
Sponsored by
USOE Special Education
Utah Schools to Watch



History of the Project

- Began in 2010 with a workshop sponsored by Schools to Watch where 45 educators were introduced to the EDC's online math toolkit
- Janet Gibbs and Lori Gardner, with support from Diana Suddreth, launched a first cohort in the spring of 2012 with 6 school teams representing 5 districts and a charter school participating
- The 2013-14 cohort had 16 teams representing 11 districts and 1 charter school and 2 teams from 2012-13 trained as peer coaches
- The 2014-15 project will be expanded to include 3 days focused on math understanding and pedagogy

The Moral Imperative: *“Illiteracy or low literacy is a passport to poverty”*



CORE CRT MATHEMATICS TESTING, 2013

Demographic	# Students Tested	Percentage Passing
Total	330,246	72.9
Female	161,476	73.4
Male	168,770	72.4
African American	4,595	50.2
Asian	5,758	75.0
Caucasian	251,865	77.7
Hispanic	53,289	54.7
Native American	3,946	50.7
Pacific Islander	5,232	60.6
Econ. Disadvantaged	131,912	62.9
Non-Economically Disadvantaged	198,334	79.6
English Lang. Learners	17,017	31.7
Native English Ability	313,229	75.1
Students With Disabilities	50,963	47.8
Students Without Disabilities	279,283	77.5

Evidence of Effectiveness: Post Scores from two different classes 2012-2013

Basic Skills Test No Calc.			Knowledge and Application to the Core (Calc.Allowed)	
Total SWD	20		20	
Increased	14	70%	13	65%
Decreased	5	25%	6	30%
No Change	1	5%	1	5%
Total students w/o disabilities	46		46	
Increase	38	83%	38	83%
Decrease	5	11%	5	11%
No Change	3	7%	2	4.3%
	Post Scores		Post Scores	

Data from a Junior High who participated in Cohort 1

7 th Increased Scores	2011-12 CRT data	Average Increase for students on IEP's	8 th Increased Scores	Average Increase for students on IEP's
All Students	28/33		19/24	
Students with disabilities	13/14	8.85	7/7	6.65




Motivation + Effort + Support = SUCCESS

Early adolescence also marks the time when many students have a major decline in engagement and effort. Once this decline gets started it is very hard to reverse once the student reaches high school.

- Can I do the task?
- Do I want to do it?






Why Co-Teaching?

Co-Teaching is considered an effective way to provide students access to the regular curriculum.

It can create an environment where students with disabilities and other groups of students can achieve academic success.

Students with disabilities benefit from the thinking of general education students.

Students benefit from 2 teachers in the classroom.

Students are taught by a highly qualified teacher.



How do we define co-teaching?

It is a service delivery option.

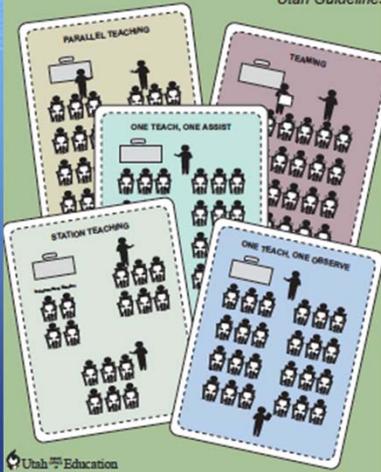
Two teachers with equal status sharing a classroom.

Purposeful instruction—both teachers are actively engaged.

Provides opportunities for differentiated instruction: Individual student's needs must be addressed.

Co-teaching is not for every student or every teacher.

CO-TEACHING HANDBOOK
Utah Guidelines



Utah Education

The Objectives of the Co-Teaching Project

Help teachers develop effective partnerships

Integrate researched-based effective instructional practices

Focus on developing growth mind-sets in students and teachers

Support teams through mentoring and coaching

Provide consultative service to Administrators



What does the project entail?

- 1 Day –Developing the Co-Teaching Partnership **August**
- 3days Developing Growth Mindsets and Differentiation **Oct. 1, & 2, Dec.4 Work with national consultant, Kathleen Kryza**
- 3 days on effective math instruction **Nov. 13, Jan. 15, Feb. 12,**
- 1 day on Lessons Learned **March 12**
- Classroom Observations and Peer Coaching **April/May**
- Meeting with School Principal **Teachers will administer a pre-and post test**

Utah Co-Teaching Project: Making Middle Grade Math Accessible to All Students

The Utah Co-Teaching Project is a joint venture sponsored by the Department of Special Education, USOE, and Utah Schools to Watch to support effective co-teaching in middle grade (grades 6-9) math classes. The year-long experience focuses on implementing best practices in the joint delivery of instruction, with joint accountability for a group of students.




Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space (Cook and Friend, 1995)

Overview

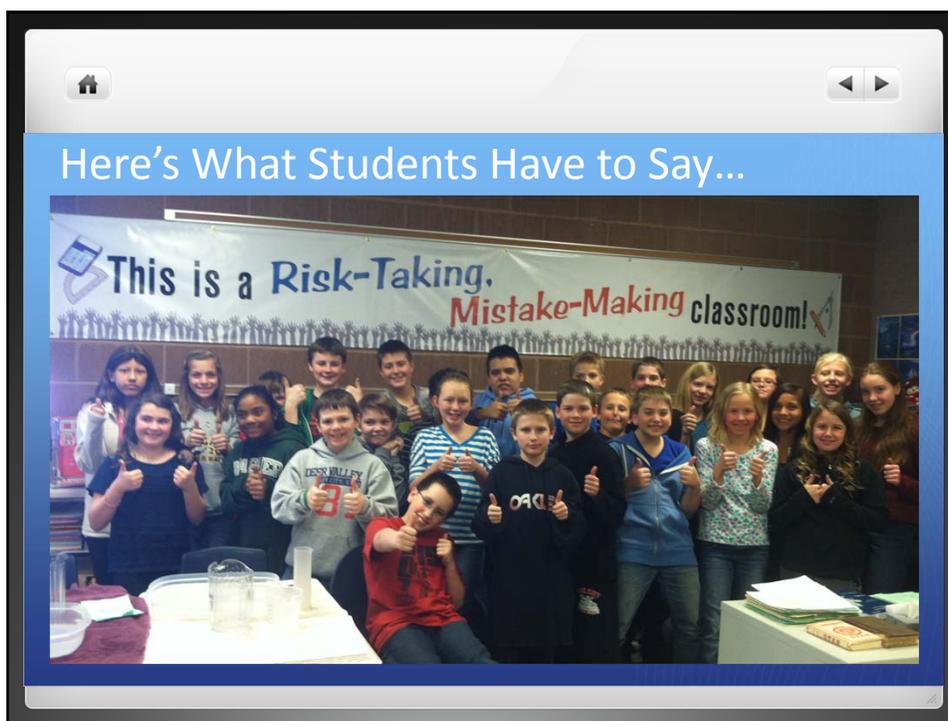
The Co-Teaching Project began in 2012 as a means of making the Utah Core in Mathematics accessible to students with special needs along with those students who struggle with math. Co-teaching is becoming one of the fastest growing inclusive school practices and has been identified as a successful instructional model to support students' academic achievement. Participants engage in 5 days of engaging professional learning focused on developing effective co-teaching and developing a classroom culture that fosters risk-taking and the development of growth mindsets. The project also provides opportunities for teacher to visit model co-teaching classrooms and to participate in peer-coaching. Kim Fratto and Lori Gardner also work with administrators to help them better understand and develop co-teaching in their schools.

School administrators must commit to scheduling at least one section of co-teaching with time for teachers to plan and collaborate. Participants must be willing to attend all sessions; administer a pre-and post test to students; engage in observations; and help in the collection of data to measure success.

Comments from Teachers:
"This workshop has been a powerful tool in improving mine and my fellow co-teachers instruction." "The students have enjoyed all of the things I have learned here used with them." "My special education students are learning up and performing at the level that their peers are." "Without this type of workshop there would be no credible foundation for our co-teaching model. Proper training allows us to be successful and have resources to lean on for our challenges."

2014-15 Dates
 August 5, October 1 & 2
 November 13, January 15
 February 12, March
 March 12

Space is Limited!
To Register Contact:
 Kim Fratto, USOE
Kim.Fratto@schools.utah.us
 OR
 Lori Gardner, Utah Schools to Watch
utahschools2owatch@gmail.com



- 😊 It is the most fun I've ever had in math
- 😊 We'll I think that this year I am understanding a lot more then last year. I feel that I am learning more and faster and I am getting the hang of it
- 😊 I like the format and I love that we are taught different methods to solve the problems.
- 😊 I think having two teachers in the class room is a lot better then one teacher because you can understand what you are doing twice as well.
- 😊 i like it cuz some one is all ways there for you
- 😊 i think that is a great idea because you can have stations where theres two groups and not have to go back and forth
- 😊 you get caught easier like i said in the very beginning of the year.

