

Before we begin...

**Please review the definitions
on the front page of your
handout.**

Middle Schoolers

Meeting Standards with Co-teaching, Collaboration, and Differentiation

— Eric Palleschi and Mel Burnham Barter —

GOALS

- Provide background about Monmouth Middle School co-teaching structure (general education and special education)
- Share working experiences of a middle school setting where students are meeting standards across grade levels.
- Share successful instructional strategies addressed to standards at the level of complexity designed to support students towards meeting proficiency.

Agenda

- 1.) Introduction
- 2.) Topic 1: Proficiency-based Education
- 3.) Topic 2: Co-Teaching
- 4.) Topic 3: Monmouth Middle School Model

Monmouth Middle School

5 years proficiency based

140 students total in grades 6-8, 15% identified

Full co-taught with some direct instruction to meet IEP needs

2-YEAR DATA

F'13: A group of 6 students enters 7th grade from a resource room setting. They are placed in a co-taught class for both ELA and math.

Math: Have not met L5, L6, and L7 learning targets.

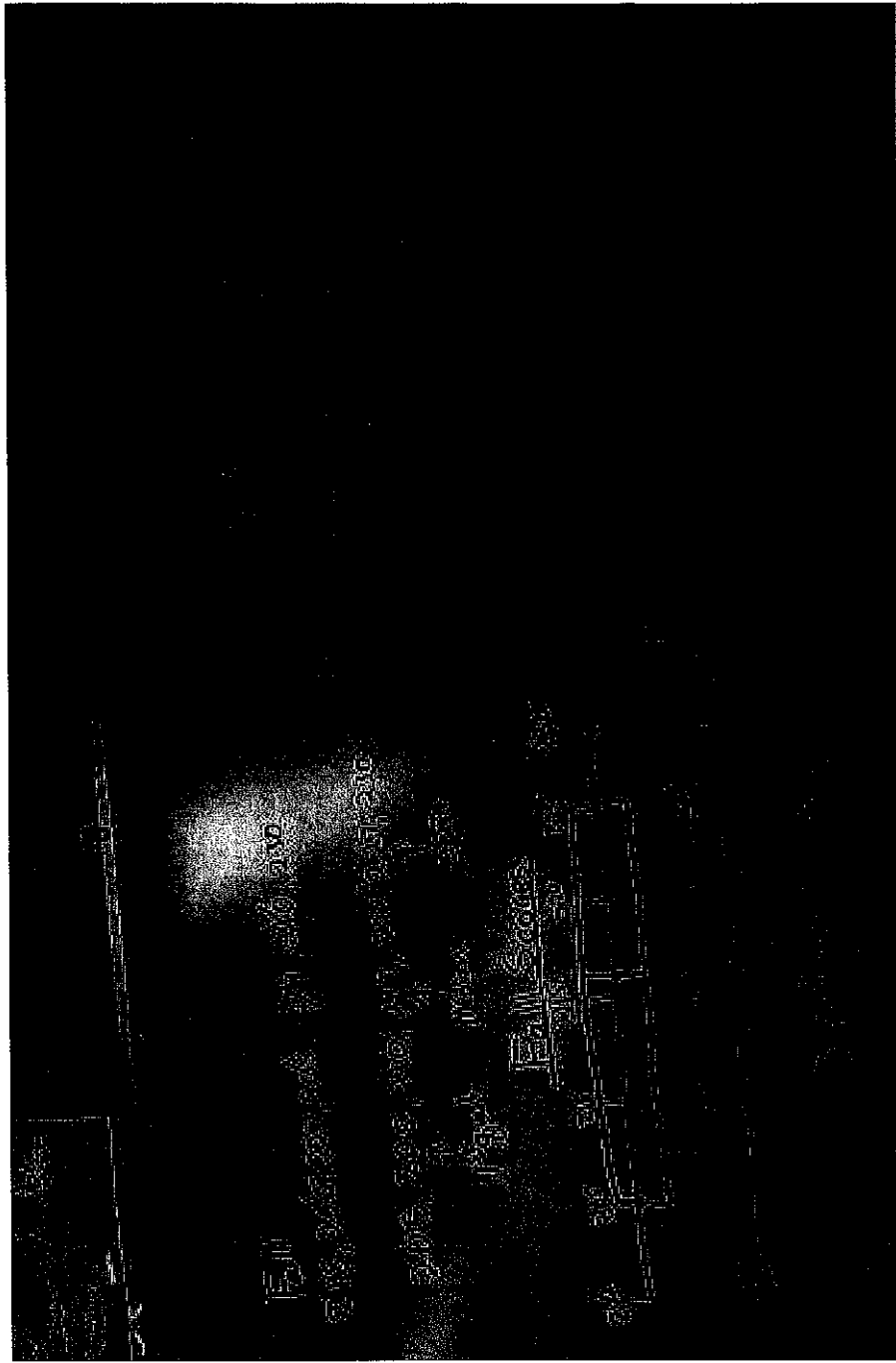
ELA: Have not met L6 and L7 learning targets.

S'15:

Math: Four of six performing at grade level (L9). Remaining two reached grade level but had not yet completed it.

ELA: All leave at grade level.

NWEA DATA



Topic 1: Proficiency-based Education

**What does it mean
to be “Proficient?”**

Proficiency Expectations

All students must “work to proficiency.”

RSU2 Proficiency Definition:

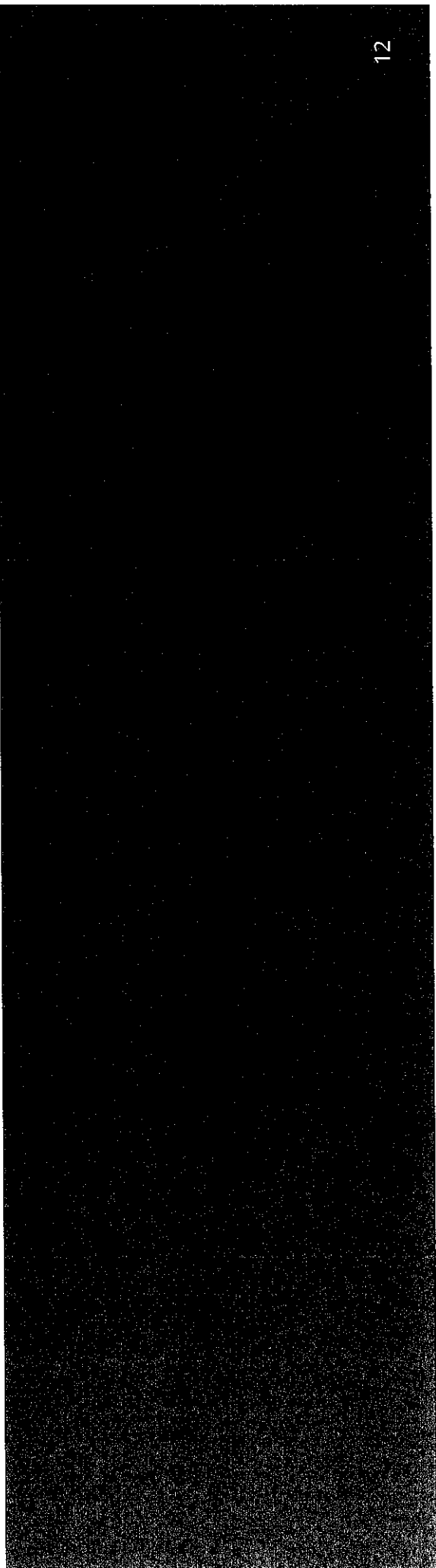
Students have mastered all the complex knowledge of a learning target.

What's a learning target? How did we get there?

| Proficiency Level | Proficiency Level Description | Taxonomy Level | Assessment Items |
|-------------------|--|-----------------------|--|
| 4.0 | Is skilled at predicting what would happen if different conflicts altered the plot. | Knowledge Utilization | Write a short story where different conflicts dictate the plot and alter the outcome (Person vs machine, fate/destiny, unknown) Create a new conflict that significant changes an existing story and describe how the events would change the outcome of the story. |
| 3.0 | Understands the types of conflict. | Comprehension | Trace the development of the conflict in the plot using the four types of conflict. |
| 2.0 | Knows the types of conflicts such as person vs person, self, nature, society, person vs unknown, person vs technology/machine, person vs fate/destiny. Knows subplot. | Retrieval | Define conflict in relationship to person versus person, self, nature, or society. |
| 1.0 | With help.....has the 2.0 content. | | |

Most students in our co-taught class have not met at least one standard from a lower level.

Topic 2: Co-Teaching



**Co-Teaching is defined as two teachers...
working together with groups of students;
sharing the planning, organization, delivery,
and assessment of instruction, as well as
the physical space (Bacharach, Heck &
Dank, 2004).**

Co-Teaching is about the learning.

It's not about the label of the teacher or the student.

Types Of Co-Teaching

- One Teach, One Support
- Alternative Teaching
- Parallel Teaching
- Station Teaching
- Team Teaching

No Scheduled Special Education Courses

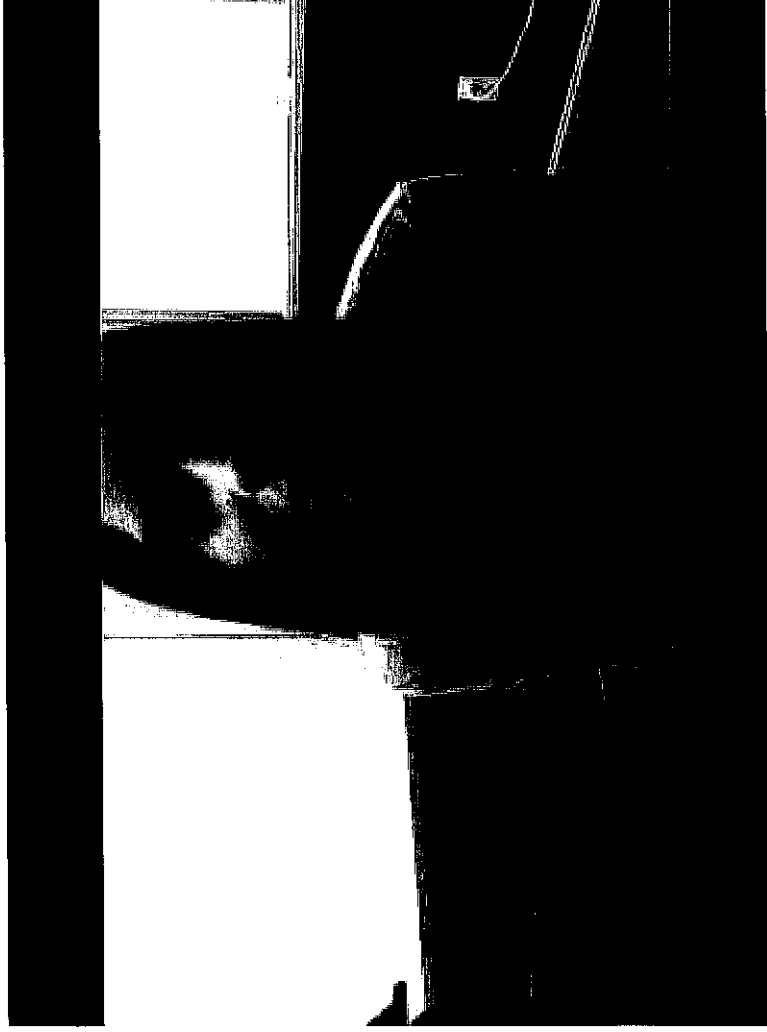
- No scheduled “special ed” classes
- We do pull kids out as needed
- Special education students are scheduled for “labs,” which provides time for IEP goals, closing gaps, pre-teaching, supporting instruction in the general ed setting.

DIFFICULTIES OF CO-TEACHING

| | |
|--|--|
| Meet personal needs, instructional needs, and student needs | |
| One person doing all the prep | “My curriculum” |
| No time for planning | Doesn't meet all needs - Support Special Ed, grow high flyers |
| Scheduling | Meeting IEP times, IEP structures |
| Personality compatibility | Reporting multiple levels at once |
| Instructional dynamics | Space |

BENEFITS OF CO-TEACHING

| | |
|--|---|
| Scoring validation | Variety of styles |
| Constantly observing and bettering yourself | Variety of strengths - Saving each others' butts |
| Smaller groupings | Creativity |
| Differentiation | More resources |
| Fill gaps | Management of levels/instructional needs |

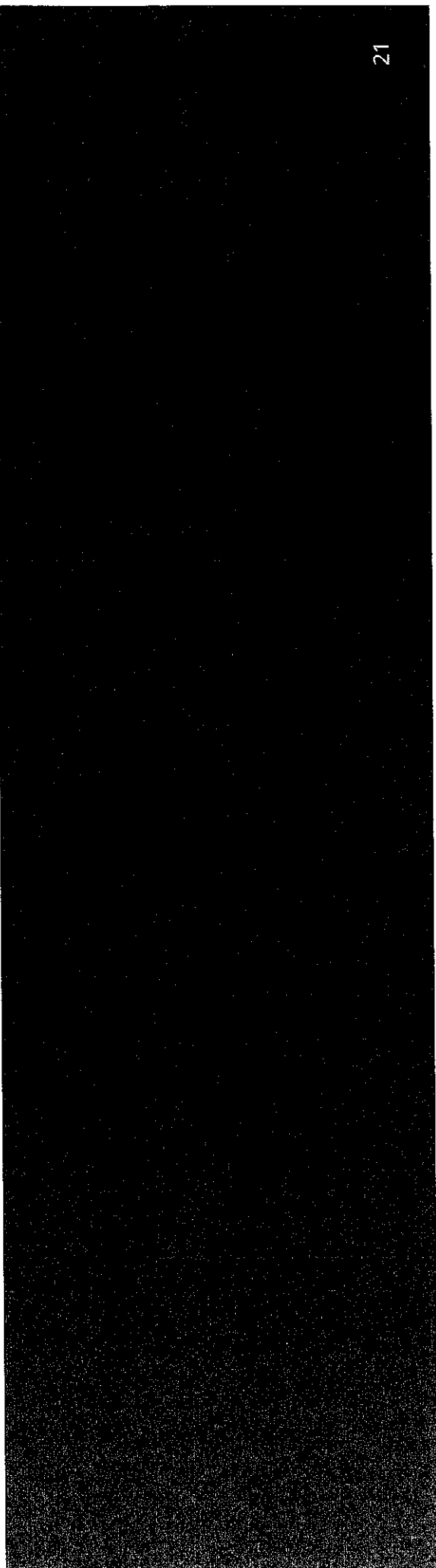


Video: Student Interviews

Think-Pair-Share

Think of times when one style of co-teaching may be more effective than another.

Topic 3: Monmouth Middle School Model



Ahead of Time

Scheduling

- Flexible
- Grouped, not tracked
- Labs

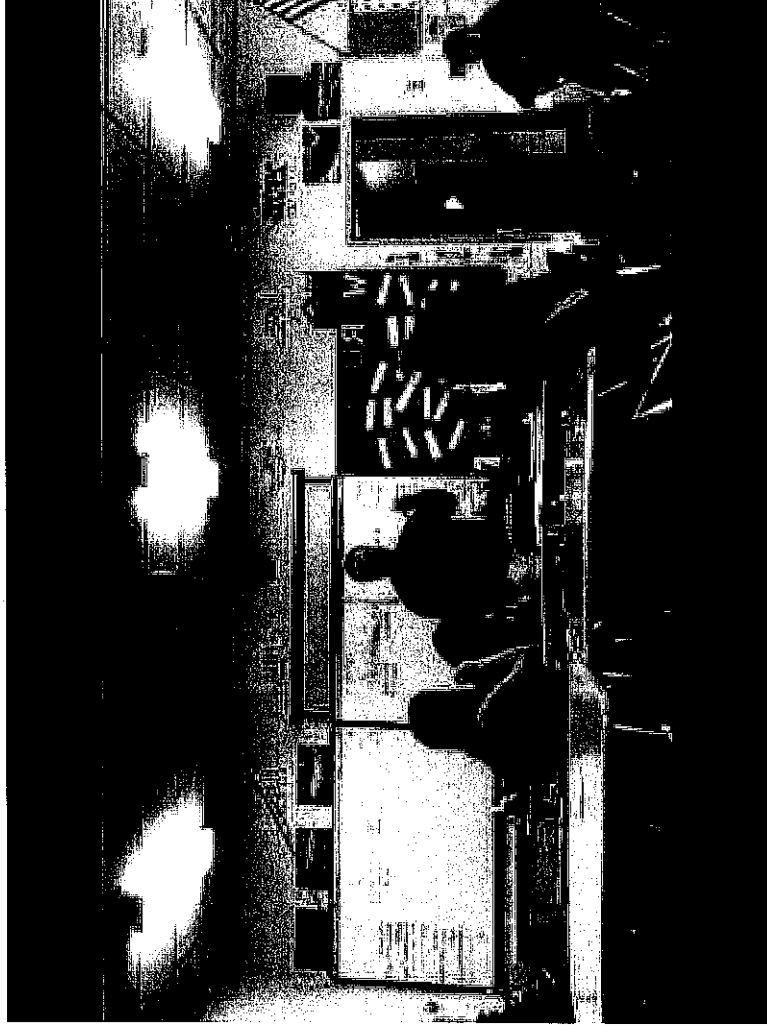
Planning

- It's about the student learning, not the teaching
- There's always a plan, but the plan might change

LESSONS - Scaffolding

**Please see the Learning
Target Handout at the back
of your presentation notes.**

Video: Classroom Snapshot



Assessment

- Historical data
- Taxonomy/rubrics
- Validation when needed

**This is where Special
Education is headed.**

**This is where Education in
general is headed.**

GOAL REVIEW

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