

Designing and Delivering Co-teaching Units Using Standards

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Introductions

Background

- RSU 2: Proficiency-based
- Team teaching
 - Model still used throughout several changes
- Schedule
 - Common planning time
 - Special ed teacher scheduled into labs
 - Group and regroup as needed
- Academic Assistance

OBJECTIVE

Participants will be able to:

Design (or support teachers in designing) and deliver a standards-based unit that implements IEP goals and universal designs within a co-taught setting.

Know your learners.

- Academic learning levels
- Learning styles
- Executive functioning skills
- PLAPS

Know your content.

- Level above, level below
- Interdisciplinary connections
- Applied Learning model

ACCOMMODATIONS	INSTRUCTIONAL LEVEL/LEARNING TARGETS
APPLIED LEARNING MODEL <i>WORKSHOPS, SEMINARS, INTERNSHIPS</i>	INTERVENTION VS. RETEACHING
ASSESSMENT	HABITS OF WORK (MAINE GUIDING PRINCIPLES)
CLASSROOM CULTURE <i>ENGAGEMENT, EXPECTATIONS, COLLABORATION</i>	PLANNING (CO-PLANNING)
CLASSROOM MANAGEMENT <i>LAYOUT, CLASSROOM TOOLS, ROUTINES, STANDARD OPERATING PROCEDURES</i>	REFLECTION/FEEDBACK
COMMUNICATION	RIGOR
DELIVERY OF INSTRUCTION (CO-TEACHING)	SAMPLE STANDARDS-BASED CO-TAUGHT UNIT
GROUPING/REGROUPING	STUDENT/TEACHER PACE

Reflective Questions

What do you want from your learners?

What do you want from your teachers?

What strategies and ideas would be most useful to you and your teachers moving forward?

Next, we will use the power vote strategy to determine the needs of our group.

Add electronically or share out

goo.gl/ZtqxV0

IF YOU ASK ME, THESE ASSIGNMENTS DON'T TEACH YOU HOW TO WRITE. THEY TEACH YOU HOW TO HATE TO WRITE.



DEADLINES, RULES HOW TO DO IT, GRADES... HOW CAN YOU BE CREATIVE WHEN SOMEONE'S BREATHING DOWN YOUR NECK?



I GUESS YOU SHOULD TRY NOT TO THINK ABOUT THE END RESULT TOO MUCH AND JUST HAVE FUN WITH THE PROCESS OF CREATING.



EVERY TIME I DO THAT, I END UP IN THE SCHOOL PSYCHOLOGIST'S OFFICE.



WELL, MAYBE NOT THAT MUCH FUN.

General Steps: Design and Delivery of a Co-Taught, Standards-Based Unit

1. Establish learner needs.
2. Choose unit content/objectives.
3. Make a plan together.
4. Prepare to adapt along the way.
5. Assessment is ongoing and individualized.

Three guiding questions to ask:

1a. What is the learner's assigned grade?

1b. What is the grade equivalent of the learner's skill level? (instructional level)

What are the learner's strengths?

What are the learner's needs?

RSU 2 Learning Target

Proficiency Level	Proficiency Level Description	Taxonomy Level	The Learner is able to:
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught		
3.0	Understands the relationship and interactions between theme, characters, setting, and plot.	Analysis	Analyze how the author develops the theme using characters, setting, and plot.
2.0	Knows theme.	Retrieval	Describe theme.
1.0	With help.....has the 2.0 content.		

Taxonomy

Adapted from: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)

USING KNOWLEDGE: Generating & Testing Hypotheses to...

...Address Situations & Issues			...Clarify Phenomena & Events		
<p style="text-align: center;">Decision Making <i>Select from among seemingly equal alternatives</i></p> <ul style="list-style-type: none"> • Select the best alternative • Generate criteria to select • What is the best way • Which has the most suitable 	<p style="text-align: center;">Situational Problem Solving <i>Accomplish a goal for which obstacles exist</i></p> <ul style="list-style-type: none"> • Figure out a way to • Given the conditions/obstacles, how will you reach your goal 	<p style="text-align: center;">Invention <i>Develop a new product/process that fulfills a perceived need</i></p> <ul style="list-style-type: none"> • Create a new way to • Devise something that will • Change the way • Improve this situation with a new 	<p style="text-align: center;">Experimental Inquiry <i>Offer and test explanations for what is observed</i></p> <ul style="list-style-type: none"> • If....then... • What can be predicted • What would happen if • How would you determine if • How can this be explained 	<p style="text-align: center;">Investigation <i>Historical-Projective-Definitional Resolve confusions related to concepts or events</i></p> <ul style="list-style-type: none"> • What actually happened when • What would have happened if • Resolve the confusion about • What will happen if • Construct a definition of 	<p style="text-align: center;">Systems Analysis <i>Explain parts of a system and how changing one part influences others</i></p> <ul style="list-style-type: none"> • Explain purpose of system • Describe how parts affect each other • What would happen if this part changes

ANALYZING KNOWLEDGE: Examining & Generating....

...Similarities & Differences			...Arguments & Assertions			...Logical Inferences	
<p style="text-align: center;">Comparing <i>Identify similarities & differences among items and ideas</i></p> <ul style="list-style-type: none"> • Compare • Contrast • Differentiate • Discriminate • Distinguish 	<p style="text-align: center;">Classifying <i>Group items according to similarities</i></p> <ul style="list-style-type: none"> • Sort • Categorize • Organize 	<p style="text-align: center;">Analogical Thinking <i>Show similar relationships for items across domains</i></p> <ul style="list-style-type: none"> • Create an analogy for • ___ is to ___ as ___ is to ___ • Show the same pattern in both 	<p style="text-align: center;">Analyzing Perspectives <i>Identify reasons & logic for perspectives on an issue</i></p> <ul style="list-style-type: none"> • Clarify the reasons for • Identify the logic behind • Find out why someone might think 	<p style="text-align: center;">Constructing Support <i>Build support for assertions or opinions</i></p> <ul style="list-style-type: none"> • Take a position on • Defend your position on • Explain your reasons • Offer arguments for 	<p style="text-align: center;">Analyzing Errors in Reasoning <i>Identify logical or factual errors</i></p> <ul style="list-style-type: none"> • Question the validity of • Listen to insure • Assess • Expose fallacies in 	<p style="text-align: center;">Deductive Reasoning <i>Apply general statements to specifics; draw conclusions</i></p> <ul style="list-style-type: none"> • Make and defend • Predict what will happen • Complete: If...then • Because this is A, what do you know 	<p style="text-align: center;">Inductive Reasoning <i>Draw general conclusions from multiple specifics</i></p> <ul style="list-style-type: none"> • Create a principle • Create a rule • What conclusions can be drawn

COMPREHENDING KNOWLEDGE

Symbolizing: <i>Construct symbolic representations of information</i>	Integrating: <i>Identify basic elements/structure of knowledge</i>
<ul style="list-style-type: none"> • Symbolize • Represent • Draw/Illustrate 	<ul style="list-style-type: none"> • Show the organizational patterns in • Diagram to highlight • Chart

RETRIEVING KNOWLEDGE

Recognizing: <i>Identify information related to targeted knowledge</i>	Recalling: <i>Produce information related to targeted knowledge</i>	Executing: <i>Carry out a mental or physical procedure</i>
<ul style="list-style-type: none"> • Select • True, False • Match 	<ul style="list-style-type: none"> • Identify • Point to 	<ul style="list-style-type: none"> • State • Describe • Explain the major • Who, what, when where • How, why • List, name • Read • Write • Demonstrate • Add, Subtract • Multiply, Divide • Solve for • Complete • Use • Perform

K-12 Developmental Map/Target Browser

Reading: Foundational Skills: Fluency Score Topic	1	2	3	18	19	20																								
Reading: Foundational Skills: Print Concepts Score Topic	1	2	3	4	5	6	18	19	20	21	22	23	24	25	26	27	28	29	30											
Reading: Foundations: Phonics Score Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Reading: Foundations: Phonological Awareness Score Topic	1	2	3	4	5	6	18	19	20	21	22	23	24	25	26	27	28	29	30											
Reading: Foundations: Word Recognition Score Topic	1	2	3	4	5	6	18	19	20	21	22	23	24	25	26	27	28	29	30											
Reading: Informational: Craft and Structure: Author's Purpose Score Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Reading: Informational: Craft and Structure: Structures Score Topic	1	2	3	4	5	6	7	18	19	20	21	22	23	24	25	26	27	28	29	30										
Reading: Informational: Key Ideas and Details: Central Idea Score Topic	1	2	3	4	5	6	7	18	19	20	21	22	23	24	25	26	27	28	29	30										
Reading: Literature: Craft and Structure Score Topic	1	2	3	4	5	6	18	19	20	21	22	23	24	25	26	27	28	29	30											
Reading: Literature: Craft and Structure: Plot Score Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Reading: Literature: Key Ideas and Details: Characters Score Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Reading: Literature: Key Ideas and Score Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Progression Of Learning Targets- Student View

Select All
Early Elementary
Elementary
Middle

Some MeasureMent Topic rows have been hidden, because all Learning Targets in a row do r

MEASUREMENT TOPIC	LEARNING TARGETS					
Language: Conventions: Punctuation						
Language: Conventions: Sentence Structure		2.0				
Language: Conventions: Spelling					3.0	
Reading: Foundations: Phonics	2.5	2.5				
Reading: Foundations: Word Recognition	2.5	3.0				
Reading: Informational: Craft and Structure: Author's Purpose		3.0		3.0		
Reading: Informational: Craft and Structure: Structures		3.0	3.0	3.0		



Re-Teaching vs Interventions

Presents the information using the same instructional strategies implemented during the initial instruction

Review the worksheet, quiz, or test

Assigns additional written work for the student to complete

Additional, targeted, and intensive instruction provided to students who continue to struggle with learning despite conventional instruction

Did we meet our objective?

Participants will be able to:

Design (or support teachers in designing) and deliver a standards-based unit that implements IEP goals and universal designs within a co-taught setting.

Parking Lot:

goo.gl/q13M7M

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