



District Wide Co-teaching Initiative

This multi-year initiative represents a dedicated and extended effort aimed at advancing the development, implementation, and district-wide expansion of co-teaching. The core objective is to enhance the overall effectiveness of co-teaching practices where co-teaching becomes an integral and sustainable component of the district’s pedagogical approach. There will be a focus on monitoring and evaluation ensuring that the efforts remain aligned with overarching educational goals. Ultimately, the initiative aims to establish a sustainable and scalable model for co-teaching that positively influences the educational experience and outcomes for all students.

DESCRIPTION

- Multi-year strategic planning and professional development for co-teaching
- Development of model sites
- Comprehensive district wide professional development from introductory to advanced level for administrators, teachers, and paraprofessionals
- On-going coaching and technical assistance

OBJECTIVES

- Learn the impact co-teaching has on the success of all students, including students classified as multilingual, special education, and those with diverse needs.
 - » Increase knowledge of research, including co-teaching best practices.
 - » Support co-teaching partnerships as they navigate successes and challenges.
 - » Implement all co-teaching approaches to address varied learning styles and preferences.
 - » Develop strategies to differentiate instruction to accommodate diverse learning abilities and increased access.
- Utilize assessment data to inform instructional decisions.
 - » Collaboratively analyze student performance data to adjust teaching strategies.
 - » Implement feedback loops to refine instructional approaches.
- Develop a plan for sustainability and scale of inclusionary practices.

CO-TEACHING LEARNING & COACHING SERIES

This is a multi-year initiative

DIRECT LEADERSHIP

TASK	OUTCOMES
Identification of Model Sites	Identify up to 4 sites that will participate to become model sites for the district.
Co-teaching for Coaches	Training for district coaches, TOSAs, etc. to support co-teaching efforts district wide.

SCHOOL SITE ADMINISTRATORS

TASK	OUTCOMES
Co-teaching for Administrators	Understand how co-teaching can enhance and increase inclusion, learn key components of successful co-teaching, review tools for administrators to support, monitor, and evaluate successful co-teaching.
Coaching for Model Sites	Site planning with the leadership team, access to tailored resources, development of feedback cycles and implementation of learning walks
Strategic Planning with Administrators	Identifying goals and areas of focus around inclusion, action planning, support with master scheduling, guided co-teaching observations and feedback sessions, access to a repository of co-teaching resources
Development/Refinement of Learning Walks	Development of a feedback loop to support informed instructional decisions, analysis of student data and the effectiveness of co-teaching strategies, and refinement of teaching approaches.

TEACHERS

TASK	OUTCOMES
Co-teaching 1.0 + 2.0	District wide professional development for novice and advanced co-teaching partnerships on developing parody, co-planning, co-teaching, and co-assessing.
Co-teaching in the Content Areas	Site specific tailored training to support students in particular content areas. To include teacher planning time.

PARAEDUCATORS

TASK	OUTCOMES
Paraeducator Training Series	Co-teaching training for paraeducators to support the education and behavior of students in general education classrooms.

PROGRAM EVALUATION

TASK	OUTCOMES
Needs Assessment and Baseline	Identify current district practices and understand the specific needs, challenges, and opportunities for quality co-teaching.
Ongoing Data Collection	Utilize assessment data to inform instructional decisions.
Final Assessment and Development of Sustainability Plan	Consider the sustainability of the co-teaching programming at model sites long term. Evaluate factors that contribute to the ongoing success and effectiveness of co-teaching models. Embed a trainer model for TOSAs and/or leadership to support sustainability of practices.

DISTRICT COMMITMENTS

Leadership Support

- Demonstrate commitment from district and site-based leadership for this co-teaching initiative.
- Allocation of necessary resources, including personnel and financial, to support this initiative.
- School administrators engage in strategic planning focused on increasing the amount of co-taught classrooms and improving the fidelity of co-teaching across the site/district.
- Monthly (site) or quarterly (district) check-ins with the Thompson Policy Institute.

Professional Development

- Provide time for professional development.
- Identify schools and teams to engage in this multi-year initiative and participate in professional development.

Data Collection

- Collect and analyze data related to student achievement, behavior, and student engagement in co-taught classrooms.
- Use data to inform decision-making to improve the effectiveness of co-teaching practices.
- Complete all surveys after each professional development.
- Provide any necessary data documentation concerning the student-level datasets that will assist in the analysis of data.

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