

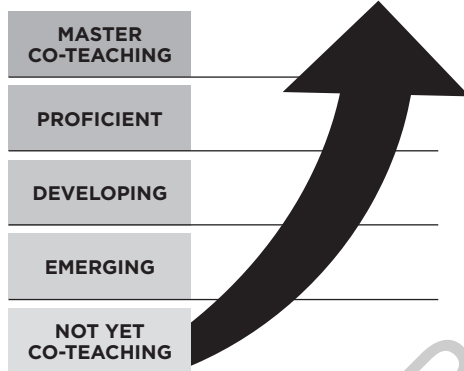
# Beyond CO-TEACHING Basics

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# 1

## An Introduction to CTIME and PDSA

### Welcome to CTIME! The Collaborative Teaching Improvement Model of Excellence<sup>®</sup>



A Data-Driven Continuous Improvement Model

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

—William Durant (1991)

The Collaborative Teaching Improvement Model of Excellence (CTIME) is a continuous improvement model that embraces personalized professional learning to ensure teachers meet the core competencies for co-teaching without burning out along the way. (We'll introduce those competencies in Chapter 2.) Co-teachers do not have to sit through hours of professional development that may give them little to take back to the classroom. The CTIME process helps the teachers themselves determine what is needed

### Take-Aways

- This book is for those who are ready to move beyond the question: What is collaborative teaching?
- CTIME is a continuous improvement model designed to help schools and co-teaching teams analyze data to determine how to improve practices.
- The PDSA cycle is a recursive loop that will be applied to co-teaching to help educators plan, act, reflect, and make changes based on that data.

for their co-teaching team, addresses the competencies in the most time-efficient manner possible, and provides an opportunity for them to improve upon those competencies by receiving collegial feedback and support. CTIME allows schools to see immediate results in their co-teaching programs and makes it easy to generalize the improvements to the classroom level.

CTIME is the culmination of the best research in the field. It incorporates a systematic and systemic application of data analysis, feedback, collegial support, microteaching, and collaborative grouping. In this book, we describe each of the aspects of the CTIME process in detail, with a discussion of the supporting research. In a nutshell, co-teachers will spend more of their time focused specifically on their own situation and needs, which will accelerate and sustain improvement, and less of their time in a room away from students learning about strategies that they may or may not implement.

Note that we emphasize both the co-teaching teams at the classroom level and the overall systemic changes that might be made at a school level to help build capacity and lead to institutionalization of the process. That means we have written this book with both teachers and administrators in mind. We talk directly to all of you using second-person narrative, rather than using a more formal voice. Depending on your role, you may focus on some aspects of the process over others, but we feel that it is important for everyone to know about the whole CTIME protocol. Thus, if you are an administrator at the central office, you will read about what co-teachers should be doing at the classroom level and with their communities of practice. Similarly, classroom teachers will be able to read about what we tell administrators and those in school leadership positions that they can do to support this process. For the many of you who have a foot in both areas, please bear with us as we write to “you,” regardless of whether your role is administrator or teacher. We believe all of you are important to this process!

We hope that you are intrigued by the CTIME process by now and would like to bring it to your own school. What exactly would you be bringing? The CTIME Professional Learning Expectations in Figure 1.1 describe what co-teachers and schools implementing co-teaching as a service delivery option for students should be able to do if they use the process with fidelity.

## Getting Started

If you truly are ready to change co-teaching practices—and outcomes—at your site, then this is the book for you. If you choose (1) not to collect data or (2) to do nothing with your co-teaching observation results, then this will

be a very short read; this is not the book for you. We plan to walk you from point A to point B step by step for co-teaching improvement, but this process does require the use of data. What do we need from you? Simple. We require teachers and administrators who want to get better at their craft of implementing true co-teaching. We know that most teachers want that and all students deserve it.

**FIGURE 1.1**

### ***CTIME Professional Learning Expectations***

Schools and teams engaged in the CTIME process will be able to

1. Identify individual and team strengths and limitations in co-teaching knowledge, skills, and actions.
2. Describe co-teaching domains, strands, and competencies and recognize the co-teaching core competencies.
3. Collaborate with colleagues in providing and receiving feedback on co-teaching practices.
4. Systematically analyze practice data using quality improvement methods and implement changes based on those data.
5. Incorporate observation feedback into the daily execution of co-teaching.
6. Make data-driven decisions on co-teaching at the school and team levels based on root cause and trend analyses.

Other books provide more detailed information on what co-teaching is or is not, how to schedule it in schools, how to address personality conflicts, and even strategies to use for engaging in differentiated instruction in a co-taught class (e.g., Conderman, Bresnahan, Teacher, & Pedersen, 2008; Murawski, 2009, 2010; Murawski & Spencer, 2011; Villa, Thousand, & Nevin, 2013). This is a different book. This book is designed to help schools and teams that are looking for a systematic way of building, honing, and institutionalizing co-teaching practices. It is not a Co-Teaching 101 book. It is perhaps a Co-Teaching 301 book. Is it for you? Let's find out. Start by answering the nine simple questions in Figure 1.2.

Our goal is to help you and your partner, school, district, or even your state move the needle on co-teaching implementation. Having worked with thousands of schools on their inclusive practices, we know that many schools are lamenting their lack of progress. We hear things like, "We did co-teaching years ago, but it went away for a while" and "We call it co-teaching, but it's really just 'one teach, one support' only" and "We have what we think is really good co-teaching, but we have no data to show what the teachers are doing in those classes." We have worked with teams that are strong but want to get better, and with teams that are weak and simply do not know where to start in order to improve. That is where this book comes in.

The CTIME process combines the best of what we know about professional learning and growth as educators with the best of what we know

FIGURE 1.2

### Is This the Book for You?

1. Are you trying to find out what co-teaching is as a basic introduction?
  - Yes? We recommend you read *Co-Teaching: A Simple Solution That Isn't So Simple After All* (Friend, 2008).
  - No? If you already feel comfortable with what co-teaching is, read on.
2. Are you trying to get some practical strategies for co-teachers to use to improve their daily practices with students?
  - Yes? We recommend you read *Collaborative Teaching in Elementary Schools* (Murawski, 2010) or *Collaborative Teaching in Secondary Schools* (Murawski, 2009).
  - No? If you already feel comfortable with co-teaching strategies, read on.
3. Are you trying to learn more about scheduling and managing co-teaching logistics from an administrative perspective?
  - Yes? We recommend you read *Leading the Co-Teaching Dance: Leadership Strategies to Enhance Team Outcomes* (Murawski & Dieker, 2013).
  - No? If you already feel comfortable with co-teaching logistics, read on.
4. Are you hoping to learn the specific competencies required for true co-teaching and have a framework of expectations?
  - Yes? Read on.
  - No? Why not?
5. Are you looking for a way to collect meaningful data on co-teaching?
  - Yes? Read on.
  - No? Why not?
6. Are you looking for a step-by-step guide to help support and coach co-teaching teams?
  - Yes? Read on.
  - No? Why not?
7. Do you want to know how to set up professional learning communities (PLCs) and communities of practice (CoPs) to facilitate professional learning around co-teaching?
  - Yes? Read on.
  - No? Why not?
8. Are you looking for a systematic way to help teams at different levels improve their own co-planning, co-instructing, and co-assessing?
  - Yes? Read on.
  - No? Why not?
9. Do you want students to be in classrooms where their co-teachers have a “no-fail” mindset and are continuously working on improving their practices?
  - Yes? Read on.
  - No? Why not? Seriously . . . why not???

about co-teaching. The consolidation of a variety of best practices in professional growth led to the creation of a process geared to help teachers and teams effectively and efficiently build on their co-teaching skills in the classroom. The CTIME process is a way to avoid long, drawn-out professional development sessions that are general or broad in nature. It is a way

to minimize the gap that often results between what we know we should be doing in schools related to collaborative teaching and what we are doing in daily practice (Pfeffer & Sutton, 2000). It is a way to sidestep hours of “marriage counseling” between two teachers who are unable to share the inclusive classroom (Murawski, 2010). It is a way to eliminate parents or students complaining that their teachers are unskilled, demonstrating ineffective practices, or not providing accommodations or differentiation as guaranteed in a student’s individualized education program (IEP). In sum, it is a way to ensure “no-fail” co-teaching practices in the classroom.

CTIME emphasizes a process that includes teachers collaborating with, communicating with, and supporting each other in an environment that can at times be contentious and isolating. Most important, this process allows teams to make progress in co-teaching at a rapid pace because they will be focused, motivated, supported, and driven by data. So, roll up your sleeves because it’s CTIME, and we will get co-teaching teams on their way to phenomenal co-teaching!

## Overview of the CTIME Process

CTIME utilizes a continuous improvement model to monitor the entire process, ensuring that co-teachers and schools are getting the results they seek. This process is called the Plan-Do-Study-Act (PDSA) model (Deming, 1950, 1993), and it has been around for a long time, getting serious results in other fields such as health care (Cleghorn & Headrick, 1996; Taylor et al., 2014), project management (Ramaprasad & Prakash, 2003), and education (Tague, 2004), as well as innovation, science, and quality control (Moen & Norman, 2010). We apply it here to co-teaching and pair it with other best practices known to elicit positive results. For example, much of the work done to increase the use of core competencies in the classroom is addressed through a microteaching framework (Cinici, 2016; Ghosh, 2016), which reduces the complexities of working on too many skills at once in a traditional classroom. Microteaching alleviates the fear often seen as a barrier in the gap between knowing and doing (Ahmadi, Vogel, & Collins, 2016) that would inhibit the implementation of the competencies. Finally, feedback and collaboration are a major part of the professional learning community and community of practice groups (Hallam, Smith, Hite, Hite, & Wilcox, 2015; Kelly & Cherkowski, 2015), allowing teachers to share their experiences and learn from each other, while providing support and creating a more collaborative culture within the school. If you’re starting to feel overwhelmed by all the jargon, research, and components, please don’t be. We plan to walk you systematically through each of these pieces, tell you

more about why they are considered evidence-based practices, and show you how to put them together into the CTIME process.

CTIME is a model that supports the acquisition of the knowledge and skills of co-teaching core competencies, which are then generalized into the classroom setting and sustained. Co-teachers are expected to execute the co-teaching competencies at a mastery level, which are monitored continually. Once the necessary skills are identified (that is, once the team determines what they need to work on based on their own data), microteaching allows them to practice and develop these essential skills. The PDSA cycle provides for continual monitoring of individual teams' progress, as well as overall improvement at the school level. CTIME was based on the premise that improvement comes from the application of knowledge—not from sitting around and chatting about what should be done, or venting about why things aren't getting done! Simply doing a “dog-and-pony” show for teachers will not change practices. A one-day professional development seminar might be motivating, but it does not result in sustained practices.

Educators need job-embedded professional learning (Shaffer & Thomas-Brown, 2015). They need to have buy-in that the change is needed and also in how change will be implemented. They need to be actively engaged in the “doing” for any real learning to stick. This is where the PDSA cycle comes into play. Let's jump into it!

## Overview of PDSA

Walter Shewhart, a physicist, engineer, and statistician, came up with the concept behind what we now know as the PDSA cycle in 1939, although he called it the PDCA cycle, using the word *check* instead of *study* (Moen & Norman, 2010). Shewhart used this model for quality control in science. Think about the scientific method. You generate a hypothesis, test the hypothesis, analyze the data, and then disseminate your results. Those of you who are science teachers, please give us some leeway on our abbreviated and simplistic version of this. Shewhart was essentially encouraging others to (P) *plan* what they were going to do, including objectives and processes; (D) *do* their experiment, statistics, creation, and so forth; (C) *check* the results for accuracy and see if there were differences from their expectations; and (A) *act* on those differences. Seems pretty simple, right? It is.

Although Shewhart may have started the whole PDCA concept, it is W. Edwards Deming who gets the credit for popularizing it. (Isn't that always the case? One person comes up with an idea, but someone else knows how to market it better.) Deming changed the C for *check* to an S for *study*, because he felt that “checking” didn't emphasize the need to analyze the



results sufficiently (Aguayo, 1991). The Deming model became popular in Japan in the 1950s, where the process was used to monitor quality control in many areas, most notably car manufacturing. Toyota is one of many companies that continue to use this process today.

We know you are fascinated by quality control for cars in the 1950s. We also imagine a few of you are wondering how this relates to you and the co-teaching process. Bear with us! It is this PDSA model that we now apply to co-teaching. PDSA is about continuous improvement. Cleghorn and Headrick (1996) wrote, “The Plan-Do-Study-Act (PDSA) cycle lies at the heart of continuous improvement and is a redefinition of the scientific method for application to the world of work” (p. 206). It is based on the premise that you’re not just done/finished/*fertig/terminado* once you have acted. You need to learn from that act—whether you learn how to improve your practice or you have a clearer understanding of why that action yielded positive results. Positive, negative, and null outcomes all have information from which we can learn.

Let’s apply the PDSA cycle methodology to collaborative teaching. Despite the real temptation to analyze how the method was applied to cars in the 1950s, we need to keep our focus on educational applications in inclusive classes. It’s tough, but we can do it.



## Plan: Establish the Objectives and Processes Necessary to Deliver Results

**What would this look like for co-teachers?** This is the time when school teams and co-teachers decide what they want to improve upon to help their students and their situations. Preferably, these decisions will be shared and will be data-driven, not just opinion-driven. Remember that PDSA is a recursive cycle, so you’ll return to the planning phase again and again.

**Who would do this?** Decisions regarding what you will work on need to be shared decisions. That’s what collaboration is all about. Can’t decide? Don’t worry. There will be plenty of time to work on various components of your collaborative teaching. You can pick one co-teaching core competency for the first cycle and save another for the next. Take baby steps.

**Where and when would this occur?** During co-planning. If you were about to comment on how you and your partner never plan together, rethink that quickly. Then let us remind you that true co-teaching requires

### Tech Tip

Get some help with co-planning by using the free template at [www.2TeachLLC.com](http://www.2TeachLLC.com) or use the Co-Teaching Solutions System (CTSS) Teachers’ Toolbox software at [www.coteachsolutions.com](http://www.coteachsolutions.com) or Dieker’s The Co-Planner: Two Professionals + One Plan for Co-Teaching at [www.knowledge-by-design.com](http://www.knowledge-by-design.com).



(yes, *requires*) co-planning between partners (Murawski, 2012). If you want results, you two need to plan together and determine what needs to be done to help your diverse group of students. This is also the perfect time to talk about any areas you both think you may need to improve upon as co-teachers.

**Why would you do this?** Think about the different outcomes you had when you planned a lesson thoroughly (maybe for student teaching) and when you just were winging it. Certainly, those off-the-cuff lessons worked well some of the time, but often they were not as effective as when you walked in knowing what you were doing and what your goals were. The same holds true here. If co-teachers just keep taking every day as it comes, they aren't able to systematically improve. We have so much on our plates that knowing what we are trying to accomplish will reduce the load and help us focus when we are together.

**How would this occur?** Hold on to that question, please. We intend to walk you through the entire process once you understand each element of CTIME. In fact, for the remaining elements of the cycle, we won't refer to the "who," "why," and "how." Just refer to the responses to those questions in this section.

### **Do: Implement the Plan, Execute the Process, and Collect Data**

**What would this look like for co-teachers?** This is the time when co-teachers, well, co-teach. (Don't roll your eyes!) There is actually more to it than that. The idea here is that you two are not just teaching together as you always have. This time, you will have a plan of action. You will have a specific competency you are focused on, and both of you will focus on it at a particular time. This is the process called *microteaching* that we'll describe later. For now, just know that in the PDSA cycle, the "Do" phase is when you two engage in the particular co-teaching core competency that you jointly decided you wanted to improve upon.

**Where would this occur?** This will all depend on the competency or competencies you've selected to improve upon. It might be just the one classroom you both share, or it might be in multiple classrooms if you decide to use a regrouping approach and have students in multiple areas. For example, say you decided that using "We" language is important to you in order to demonstrate more parity between co-teachers in front of the students. Currently, one or both of you tends to say to students, "I want you

to . . .” This may not be a power play or out of spite or disrespect; it may simply be that the individual has taught in a solo class for years and is used to saying “I” instead of “we.” The data collection would then take place whenever the two teachers are teaching together during the “Do” phase of PDSA. On the other hand, if your competency of focus is the use of regrouping strategies, each of the teachers might be working with a different group of students in a different room. In that case, both venues would become the areas of observation for the “Do” phase of the PDSA cycle.

**When would this occur?** We will address microteaching and how it interplays with the PDSA cycle in Chapters 7 and 8, and this question will be addressed there more fully, especially as it relates to how often data should be collected. However, in a nutshell, this is up to you. We will give some suggestions for how often we think co-teachers should go through the PDSA cycle as a part of the CTIME process, but we also respect that teams, schools, and cultures are different. You and your partner might be veteran co-teachers who mainline caffeine and meet for two hours every night to plan; if you want to do a different competency every day, we won’t stop you! But you might be new to this whole co-teaching thing, have an infant at home, be working on your master’s degree, and take care of foster ferrets on the weekend. For you, this cycle might be daunting, and you and your partner may prefer to slow it all down a bit. Use our cycle as a guide, but work with your administrators to select a process that moves the needle forward and helps you with your students and your co-teaching relationship—but doesn’t kill you in the process. We are big fans of baby steps!

**How would this occur?** Okay, we know we said we wouldn’t address “how” again, but here it is. Though we’ll describe the data collection process when we discuss microteaching, we wanted to emphasize that this is the stage where data are collected. It is not enough to focus on a co-teaching competency for a short amount of time. You also need to have data that indicate whether there was a change based on this focused teaching. Data collection doesn’t have to be time-consuming or overwhelming—in fact, we hope that the CTIME process takes the fear right out of you—but it does need to include data. Otherwise, how do we get to that whole “data-driven decision making” thing?

### **Study: Study the Actual Results and Compare Them Against the Expected Results to Ascertain any Differences**

**What would this look like for co-teachers?** This is the time when both of you look at what you planned to accomplish and the results you