

Marilyn Friend: Coteaching do's and don'ts, nuts and bolts. That's me. And then if we go to the biography page just so you know, I suspect that I know a few of the people who are listening. Those of you who don't know me, my name is Marilyn Friend as I was introduced and there's a picture of me just so you know what I look like and yes I am chair and professor at UNCG Department of Specialized Education Services. I have been working in the area of collaboration which I affectionately call [inaudible 00:33] when we get the adults in schools acting like grownups for a very long time.

That led me to inclusion because I find inclusive practices are mostly about the grownups. They really have little to do with kids and not surprisingly, coteaching and differentiation came along in terms of inclusive schooling.

I am a university person but I've always had one foot in school districts. I've worked pretty extensively in North Carolina in the Charlotte Mecklenburg schools. I'm doing some work with Union County. I work with Durham Public Schools but I've also worked in other places, Baltimore and Sacramento and all kinds of other big, small and in between. Don't come with an age of kids. Don't come with a disability type. What I'm really interested in how the adults work together to make things work for kids and so we kind of get launched by saying how could something, go ahead with the slide, how could something so intuitively appealing as coteaching be so very fraught with complexity because it does seem to be and I'm hoping this afternoon what we can do is just hit on a bunch of different topics. Of course we can't do a day or two days of discussion in an hour and a half webinar especially when it's kind of a one way communication but what I'd like to do today is highlight some different aspects of working on coteaching in your schools including these things. I want to do a couple of minutes on what coteaching is and what it is not. Too often the mere presence of two teachers is being called coteaching. Then talk a little bit about expectations and support. What should we expect of people and what do they need to make it happen? Look at what coteaching should look like. That is the approaches that we should see with coteaching. After that, look a little bit at the logistics and pragmatics, at least mention some of those issues. We can't solve them all but we'll try to highlight a few. Talk for just a minute about how do you judge whether what your program is doing with coteaching is actually a good quality coteaching and then depending on time we can deal with some other questions and concerns. I suspect that may not be a reality this afternoon.

And so I start with a cartoon by saying do I get partial credit for simply having the courage to get out of bed and face the world again today and the answer is no. You may get partial credit but the problem is right now we have a huge number of expectations and we really do have to make this work for kids and so that means that what we have to do is figure out how coteaching can be one element of a successful inclusive school. So let's get started. We'll do just a few minutes on what coteaching is and what it is not and you'll notice that the slide that's in front of you right now is a divider slide. Each of the major topics that I've mentioned will have a divider like that so you know we're starting on a new topic.

So here we go. What is coteaching? Well, in an increasingly complex world, sometimes old questions require new answers. I hate to admit it but my first publication on coteaching was actually twenty years ago but at that time coteaching was really a luxury. It was nothing that we were serious about in terms of raising achievement. It was a more philosophical approach to trying to say kids are members of their community. Now we've gotten much more technical and we have much higher expectations for it. So a formal definition would include these elements; when we say coteaching, we're really talking about two or more people who have equivalent licensure. Just a quick caution, today we don't really have the opportunity to go into it but parent professionals or teaching assistants, bright line do not coteach and I'd encourage not using that vocabulary related to them. There are a couple of national presenters on this topic who say oh yeah parents coteach with teachers and I think we've got enough complexity on our hands getting two teachers to be partners in a classroom without confounding the picture by suggesting that someone who's in a different category of personnel would have that same partnership role. It's further compounded by the fact that parents work under the direction of special educators and so it's really hard for me to say, or general educators, and it's hard to say that they are partners in the process. They're great people. I don't put parents down in any way, shape or form. I do think they have very important roles in classrooms but it's not the same as coteaching. It's actually support for the classroom, not coteaching.

So the second part is, this is for real instruction and I mention this because one of the problems we have is that too often in coteaching there is one teacher and one helper in the room and we really can't afford that. That's not just me saying that. That's not just my friends, my friends around the country who also supervise coteaching. Most of us agree that there is far too much of a one teacher classroom with really good quality assistants and not a two teacher classroom. Coteaching is intended to be a two teacher classroom. The metaphor that's used most often for it is that coteaching is a professional marriage but it needs to be a twenty-first century marriage based on parody, deliberation, conversation, shared roles and responsibilities and not a 1950s marriage where we have kind of stereotypical roles where we assume the general ed teacher is always the deliverer of all content and that the special education or UC teacher really is mostly the instructional Red Cross. That's not really where we want to be.

The next piece of it; this is primarily for a single group of students. For all the administrators out there, I would ask you please to start paying attention. Are people still saying my kids, your kids among staff members? If that's the case, that's a pretty serious indicator that we're not talking about kids being welcomed members of classroom communities. It says we're still dividing and we're still assigning responsibility. This also occurs in a single classroom. Once in awhile, we'll have part of the students in the media center because that's where the computers are while the other part are in the classroom and the next day we switch groups. Once in awhile we'll have some reason. Some kids are working on a project. Some kids are reading from the textbook. We have them in two classrooms but coteaching presumes that we are mostly in a single classroom. The goal is to integrate kids so that they have access to the general curriculum. This is joint accountability. We really need to make it clear that in a co-

taught classroom there are two teachers that we share the responsibility and we share the outcomes related to kids and in North Carolina we have a challenge because it's tough to get both teachers' names indicated on things like schedules and report cards. If we can't do that, at least in the interim we need both names on the board so that kids know there are two teachers in the room. Little kids, elementary, we need that beginning of the year bulletin board where the teachers are introduced that show both teachers who are in the room even if it's only for forty-five minutes a day. At the secondary level, we need to see both names on the syllabus, any place we can communicate that it is joint accountability.

And finally in coteaching, I don't want to communicate that this means everybody shares everything. Participation is not completely equal. Sometimes one person will do more. Sometimes the other person will do less. If we have special educators in a high school environment, we may find that some of them are really not comfortable with some of the subject matter. There may be certain topics that they cannot address in the way the other teacher can. But on the other hand, EC teachers often know many, many, many strategies that general ed teachers may never have heard of and so sometimes when we need to facilitate the learning process, it will be the special educator who's kind of in the loop.

Now, that's what it is and we need to move on and go to what coteaching is not and there are three terms of there. I'll get them all three up. Coteaching is not the same as collaboration, not the same as inclusion and it's not the same as team teaching. Now I'm going to fly through this just with a couple of highlights for you but I do it for a point because coteaching is very unique.

First, collaboration is the basic and the message that we need for schools is "Collaborate or Die". That's actually out of "Business Week" magazine and what we have to be sure of is that we have people working together and being able to have disagreements in a respectful way. Coteaching should be collaborative but so should lots of other things in schools and the dilemma is if we only focus on coteaching, we're missing the boat because we need a collaborative school culture. [?Roland Bark 09:50?] calls collaboration the elephant in the room for education. We all say it's important but it's something we're still learning how to address and by the way, it's nobody's fault unless it's higher ed and, of course, that's where I'm from because if you think about it, most teachers when they become teachers what they learn is that when they are really skilled they are allowed to teach by themselves. From student teaching to the end of teacher preparation, it's a gradual process of increasing independence. It's so funny. In other professions, part of professional preparation is learning to work with colleagues and we're still fairly new at that in education. So collaboration is how we work together. It's needed for coteaching but for lots of other things.

The second term on there was inclusion.
Do that slide.

There's just one picture there. I just cannot do everything we should do about inclusion. With a click it will say inclusion. What we need to do is just say that inclusiveness is the

belief system. Inclusion is not just putting kids with special needs into general ed classrooms. Many kids have been placed in general ed and they're no more included than they were twenty years ago. We need collaborative basis inclusive philosophy. For general ed teachers, what inclusion means is when a kid walks through my door I say I'm so glad you're here. My job is to take you from wherever you are as far as I can get you because a team decided this was the best place for you. So that inclusiveness is our belief system and that's big. It's much, much bigger than coteaching.

We can move again please and move again. Now, team teaching is one I really need to mention. Team teaching I can give you some examples first. It used to be we had open concept elementary schools and they have those accordion walls. I'm sure you know what I mean and so you'll have maybe two fifth grade teachers and they slide that wall open and they float kids back and forth. Two teachers, fifty kids; that's team teaching. Another example, middle school. Most middle school literature now if you say team teaching that's what comes up so we may have four teachers and they share a hundred students. They don't teach together but they share ownership. They may do interdisciplinary units. That's team teaching.

The third piece; high school examples. Some high schools have offered a course called American Study. It's where you have a section of a literature class blended with a section of a history class, two sets of students, maybe sixty kids, two teachers. That's team teaching.

All of those examples are different from coteaching for these two reasons; first of all on the next slide, it's the unique student/teacher relationship. In coteaching, what we get instead of one to twenty-five or one to thirty, all the team teaching examples keep that ratio. In coteaching, we have two teachers for approximately the same number of students and that's considered an ideal ratio for maximizing student achievement. The problem is we have to be sure both people are teaching. So coteaching is unique first of all because of teacher/student ratio. You don't get it in team teaching. The second reason it's unique compared to what I said about team teaching is the expertise of the teachers.

First general ed teachers, they bring four parts to the picture of what it is they contribute. They are first of all the experts in the curriculum and that's appropriate that they should have that part.

You can bring that up. I think it's the next click. There you go.

They are the experts in curriculum and content. It's not that special educators don't know any of that but it's the first area for general ed teachers. The second thing they bring is classroom management. They're the ones who deal with groups. The third thing, they know typical and that is they're the ones who know which kids are kind of within the parameters of expectation versus those way outside and the last thing they bring is that they are the masters of pacing. Get through that curriculum and they have to.

Now in contrast, the special educators, the EC teachers bring to the picture, first of all their first area is the process of learning. Look at that. General ed first brings curriculum and content. Special ed first brings process of learning. We put the two of those together and we've got classrooms that cannot be beat. Content and process together. They overlap. When I do this in a workshop, I show a Venn diagram but it is okay for each one to have a primary area to hold. Special educators bring the notion of individualization. They know everything about every kid they're responsible for. It's the nature of their training. It's the nature of the profession. They also bring, of course, the huge accountability related to paperwork. That's a different responsibility they have that's unique to them and finally, special educators tend to be trained in a mastery learning model. That is they would rather keep at it and if the kid didn't learn it this year, we'll do it again next year. That is all mastery learning and so they sometimes are very annoyed by pacing that says we've got to get through the material. Special educators will say but wait. We didn't master it this year. We have to continue it next year.

Ultimately, coteaching is unique because of what is on your screen right now. You can get with coteaching something that's not available in any other combination of professionals that we have and it is so powerful not when coteachers always agree but rather when their differences lead to heated discussions and we create classrooms that are instructionally richer, deeper, more intense and lead to better student outcomes.

Now we're going to do just one minute on how come we are doing this so much and so this is going to be sort of a speed explanation. Certainly current law and anticipated legislation with the reauthorization of the Elementary and Secondary Education Act as well as IBEA, those both stress student outcomes and they're going to continue to stress student outcomes. That requires curriculum access and so, you can bring the bullet point up, that means that one way we're going to have to do that is to make sure we're supporting kids in classrooms. We can't do this with kids not accessing the same curriculum and when they're in separate settings, it's very difficult to recreate the curriculum and if we could the question is why would we do that?

The second issue, of course, is because we know that students who receive separate services tend not to do as well and I know individuals take exception with that but overall and over many years what we know is that kids who receive separate setting services didn't succeed as well and then the other part of the data is that more than eight out of ten of all kids who receive special ed services do not have intellectual disabilities and so they should be able to do the same curriculum and then, of course, finally the issue is highly qualified teachers. I'll just mention this.

I have teaching credentials that are not North Carolina credentials that are current but I have them in another state and they're current and I could be assigned to teach any subject in a high school core curriculum if you have a disability. That is I could have been up until four years. Well one of my examples is that I've never had a class in biology but up until the law changed and we had to have highly qualified teachers, I was considered a perfectly good biology teacher as long as you had a disability. That's one of the reasons we have a problem today in terms of kids accessing content. They're able to

do it with really good teachers and the blend of coteaching is a unique opportunity to do that.

Alright. We need to move on. Time for our second big topic of expectations and support and I want to start by saying this; please remember, moving on to the next slide that coteaching alone is not what an inclusive school is. It's not what everything is about. It is not everything that we need to do. What we have to have to make this work is a set of several things. The big picture, next slide, is first we have to start with that collaborative school community. We have to have everybody on board. We have to be able to have hard conversations. Then we need to have second, an understanding of inclusive practices. We need to be sure that we all understand what an inclusive school is, the acceptance of kids, and the expectations for teachers. Third we need to create service delivery models that will really help all students succeed at the school and today we're talking about coteaching but coteaching is only one of the options that needs to be in place.

A quick example; I am a pretty big proponent of things like study skills and learning strategies' courses in high schools for some of the kids with LD who really need them. Highly intensive, very focused remedial reading instruction across the grade levels that's data driven and whose data suggests it's really accelerating the students' learning curve and then, of course, good practices for behavior management, positive behavior supports, whatever model you like and whatever approach you use. In other words, we have to get all these pieces in place in order to make everything work. It's not just coteaching. That's an important but it's not the only part.

So some of the other pieces that have to go into this expectation; oh and I'm sorry, I forgot a point. This all has to be embedded in a school improvement plan and most of you know this I'm sure. This can't stand on its own on the side. This is about school. This is just integral to everything schools are trying to accomplish and I have found and I'm sure many of you have as well, the more this is embedded into the overall school improvement plan, the better it is.

Now a few other points just to talk about expectations. I think that if you are an administrator, one of the big things you do first is to create a foundation that has a common vocabulary and common understanding. Many times people have all over the board understandings of what is inclusive practice, what is coteaching, which kids are we talking about, do we really need this? That's a beginning point. I'm trying to be practical as well as conceptual here.

The next piece I would tell you is that we have to be sure that we have a flexible implementation but unbending beliefs that need support at all administrative levels. This is best when it is not a bottom up. It is best when it starts with the top down, a very clear understanding from superintendents all the way through to principals that we have unbending beliefs about what we will accomplish with kids. Principals day to day are by far sorry I can't take it away. You are the make it/break people on this and when we have principals who understand this and who exude belief that kids can succeed, then we have

kids who succeed. When we have administrators who aren't sure themselves if they support an inclusive model of education including coteaching, then we find more problems.

For example, in the next slide I just have a few things that can cause some of the beliefs that lead to disbeliefs when we hear things like this: the kids really can't do the work or the pace is too fast so we have to have other options or we hear things like the kids aren't motivated so we can't have them in general education. What are we going to do if the kids aren't motivated? Of course my little facetious comment on that is well they can be not motivated in general ed or not motivated in special ed. We can work on the motivation but I vote they stay in general ed but that's just me. I wish I could see your faces. We need to talk about that one. Kids have behavior problems therefore they should have something different. Certainly we have some students whose needs are so high in the area of behavior and emotional needs that the general ed setting and/or coteaching is not appropriate but we really have to look at that carefully. We have to be sure we've done the supports first before we make that decision. We have to be sure we have data that shows that those supports have been implemented. Another one, this is only for volunteers, people shouldn't be "forced" to coteach. I'll talk about that a little bit later but if we say we only provide this sort of service delivery to kids where we have teachers volunteering, boy wouldn't you love to kind of have a little conversation with someone about that. Could you imagine saying to a parent well gee we can't serve you kid through coteaching because no one wants to do it? I don't understand how that would be a viable option. And then the other one is that I hear all the time, especially in North Carolina, we all know it's bad, we need more staff and my comments to teachers and principals is yeah, you know, we do. We don't have the best arrangement in terms of staffing in North Carolina and there are other states too that have our staffing pattern and so it's not a criticism. It's just we can spend our time saying we need more staff or we can spend our time saying how do we make this work and that means we prioritize where we coteach. It's very understandable that's about all we can do in North Carolina. It means we're not going to coteach everywhere. We're going to have to set priorities. A lot of places are looking at setting priorities in the testing grade so we don't usually coteach in K1 and 2. If you have enough staff, I'm not opposed to it but if we have to make a choice, we're going to do more coteaching when we hit third through eighth. In high school, obviously we coteach in the big five EOC classes and chances are we won't do much more than that. Understood if our staffing pattern ever changes, we'll change it but that's just not the way it is right now.

Now in addition, I'm talking about expectations and supports, there is one other thing that I will mention that we do have to be sure that people need to have professional development. They need support so that they can do this the way it's supposed to be done. Could you imagine in another field like in business or let's do medicine or law, could you imagine people being asked to do something new that they've got no experience in that they've never had training in and we just kind of slam people into a room and say hi, go ahead and do that new activity. I think sometimes we assume because teachers are wonderful caring people that if we simply put them together, they should figure out how to work together in a classroom and some do intuitively but many

don't do it particularly well and I can't criticize them because most teachers have no history and they've got no preparation for this so I'm pretty adamant that we need to provide professional development. We need to have people have a chance to reflect on their practice, discuss it, they could use some coaching on it so that someone helps them talk about what they're doing, what they're not and kind of helps nudge them along so they don't stagnate in what they're doing, that we have occasional meetings so that the teachers can support each other, they visit each other's classrooms. We need to do the right kind of PD so that we're sure that we have people who can carry this out.

Then one more point on the support issue. I do think, especially this year coming up because many districts are going to change radically what some of their service delivery options are, I think we also all have to take a deep breath and acknowledge the fact that this is iterative. It's very tough to set up coteaching in the school completely correctly the first time out. Even places with the luxury of a lot more time to plan and a lot more history and all the PD done and a lot more generous staffing than we have as a state here, there are still changes. Some people may find that they'll have to do change at the quarter. Some schools will find they decide they need to make some changes at the semester. Others will say well we learned a lot of things for next year but next year we are going to do some things differently. That's part of this and I don't think it should be a source of frustration or a reason to say this doesn't work. We're doing this for kids. We have to be sure we match services to IEPs. I'm not forgetting any of that but we also have to be sure that we create coteaching approaches, create coteaching programs that also can be integrated long term into school structures and that often will take more than one try. I really have. I've worked with principals who by the end of the first nine weeks are saying oh man; I know exactly what we didn't do the way it should have been. I know exactly what to do to fix this particular problem for the next year. That to me is a very healthy way to look at this. Now, that was a very quick run through expectations and support.

Now let me blast on into our next topic which is what you should see and what you should expect in terms of coteaching approaches. What we don't want to see is what's on this next slide. I hope you're laughing. I think too often coteaching has a little bit of a dragging someone to the altar and that marriage relationship don't you love, look at the guy's fingernails in the frosting. I think that's just absolutely hilarious and we don't want this to feel like some people have been dragged into it. We really want this to be partnership and we want it to be a partnership that really says we have two equal partners. They recognize what each one brings to the table and the redesign instruction so that kids get an education that's not otherwise possible.

Now there are six approaches to coteaching and it's interesting, I was in a school district actually yesterday and what they've done; I think we'll go ahead and put all six up. It will be a little bit easier to talk about it. The six approaches are: one teach/one observe, station teaching, parallel teaching, alternative teaching, teaming and one teach, one assist. This is kind of the heart of coteaching. It is how do you arrange the teachers and the kids? I started to say, I was actually in a school district yesterday not in our state I'll tell you that and it's great. They do walkthroughs as part of their general program of

instructional improvement and they use station teaching, parallel teaching, alternative teaching and teaming are on their walkthrough checklist because they are actively fostering coteaching and they want to be sure when principals are going into classrooms and other supervisors that they're not just looking at oh yes this is a classroom with two teachers. They're trying to ramp it up and help administrators and others who go into classrooms know what they're looking for.

Now I'm going to be talking about those. There's another slide, the next slide that shows this visually and maybe we could put that one up and I can talk from it. It's labeled. The print is a little small but what you can see is here's what you should be watching. First of all, one teach/one observe is in that upper left hand corner. Thank you. In one teach/one observe, one of the teachers leads instruction while the other teacher gathers data and this can be something teachers can do early in the year so that they check to see which kids raised their hands. So the teacher in the back, the little oval in the back of the room is gathering data. The teacher in front is the leader and maybe the first few days of school, sometimes I lead and you gather data of which kids raised their hands. Sometimes we switch the role. The teachers both lead sometimes and both gather data.

Something else the teachers can gather data on is the behavior plan. If there is a student in the class who has a behavior intervention plan, maybe we could be charting the behavior that that student displays. Maybe for younger children we could almost do a running record of skill development. The teacher who is the leader would have the kids on the reading rug. The teacher behind would be gathering data on whether or not students know their blends and they might have a list of kids' names and across the top they would have the blends and they would check kids off as the kids are naming the blends and using a word with a blends in the sentence.

I had a set of teachers who in the secondary level, they correlated which kids raised their hands with weekly quiz scores and what they did was they made it that you had to be back row eligible to sit in the back of their class. Older kids like to sit in the back and what they did every week is they would spot check who was participating in class and then they would check quiz scores and to sit in the back row, you had to both pass your weekly quiz score and you had to be raising your hand during class; in other words, showing that you were interested in participating. I just loved it. Great data use.

If you have some experienced coteachers, they might gather data on each other but if this is a new area for you and you've not had a lot of coteaching, I recommend that be delayed. If they do gather data on each other, we might collect data on who do they call on? Kids raise their hands. Are some kids being called on disproportionately? We might gather data on where we stand in the classroom when we teach. The key to this is gather useful data for planning instruction knowing how to deal with kids. The second key is both people have the role of leader and data gatherer.

The second one is station teaching. The picture shows the classic model. In station, the classic model is station number one has a teacher. The kids are doing one activity. Station number two has another teacher, the other teacher doing a different activity.

Station number three the kids are working independently. During a single instructional period, all kids would go through all three stations. There are lots of variations to this. If teachers are working with groups of kids where an independent station is just not possible at the beginning, they can split kids in half and only have two stations with two teachers and then switch the kids or switch the teachers. The kids don't have to move. The teachers could move. If there is an assistant like a title reading assistant, there could be four groups. If it's in a traditionally scheduled high school, maybe we can't do three groups in one instructional period. It's too much so what we do is we turn it into a two day lesson. Day one there's a little lecturette. The kids get into three stations and they do the first configuration. The next day, they do the next two activities.

There are lots of things to use with this. I see lots of it in algebra. I see one teacher teaching a new skill. I see the other teacher either reviewing a skill or doing real world applications of skills they've been working on. The kids independently are either doing review work or they may be doing their famous mathematician report or some other kind of activity. A lot of partnered paper/pencil kinds of activities in that third station. I see it in social studies; one group working with the textbook, one group doing maybe reading across the curriculum doing a piece of literature related to the social studies' topic. The third group the kids are doing a writing activity. Elementaries often use this in their language arts' programs. Lots of use. Station teaching should be a high use option. It has many, many, many uses. I actually have seen teachers give their kids an assessment, group kids by their highest skill needs and then one teacher does the skill need for each group so the instruction is different. The other teacher is presenting a skill to each group that they've decided all the kids need and then independently the kids have yet another assignment. Station teaching is an incredibly intensive, wonderful way to reach kids in a co-taught class.

The third approach is parallel teaching. That's in that upper right corner. Parallel teaching the basic approach is you have two teachers, two groups of kids. Maybe they're doing something like reviewing and so they've divided the kids in half and they're just reviewing material. The discussion is run twice to raise participation but a second use of parallel teaching is to tier instruction. Maybe one group of kids; all the kids are doing the same problem but the kid I'm working with works with calculators and the other kids don't use calculators. Maybe one group of kids is applying whatever the literature concept is, mood, theme, tone, with a simpler short story. The other kids are doing a more complex short story. Maybe we've taught the kids about global warming. One group of kids is going to create a poster about global warming. The other group of kids is going to do Internet research on global warming. In other words, parallel teaching can be for different ways to instruct. It's not just doubling the instruction.

A third use of this is for controversy or point of view. Anybody who has, when you have teachers who are doing social studies, whenever there's a war one group can learn one side, one group can learn the other side and then we come back and debate about the causes of a war. I always talk about the Civil War, north and south and the differences that we can bring out but think about it, even in science, you know, is there global warming? One group says yes. One group says no. We lead those two discussions and

then we come back and we have a debate. We have in literature protagonists, antagonists; two different characters. There's a problem. What would the antagonists say about today's issue of whether kids should use cell phones in school? And we take the contemporary problem and we have one group of kids look at what the protagonists would say, one group of kids with the antagonists from the literature would say. So lots of things. So parallel teaching is to increase engagement or participation, to tier instruction and also to have a unique way of presenting perspectives or points of view.

The fourth coteaching approach is alternative teaching. This is where you have one teacher with most of the kids and the other teacher has a small group in the back over on the side and alternative teaching is okay as long as that little group is not always the remedial group. My very, very, very strong advice is that that little group we vary which teacher takes it, we vary which kids are in it and we vary what that little group is doing. Purpose is the most important of those three. The other two are obvious. That little group could be remediation but it could also be enrichment. It could be assessment. It could be the flu make-up group so when kids have been absent. It could be a pre-teaching group where we get some kids started. Alternative teaching is best if we use it more than just for remediation. It's a good approach. We don't want to use it too much because when it's used too much, I almost always see the abuse being too much remediation.

Teaming is the next approach. Teaming is when the two teachers sort of jump around together. Some people call it one brain in two bodies. It has very good entertainment value. What it's not as good for is kind of the divide and conquer of some of the other approaches because when there's two of us and we're leading instruction together, we really don't get the intensity that the approaches give us and so my advice is yes it's fine and especially in middle school and high school when people are really comfortable. Somehow some people think this is what they're supposed to do and I caution against that because if we have the great luxury of two people in a classroom, we should be dividing students into groups, more carefully and surgically designing the instruction so that we can move the achievement along. When people use teaming, what they really need to be careful to do is to do more than be just two talking heads. They can debate a topic. Think about how much more interesting it is if one teacher takes the point of view of one side of a war and the other teacher takes the other point of view and they have a meeting and have a discussion about it. I see elementary teachers do role plays. I tell teachers they really should try to use who they are to help kids remember difficult concepts or things that kids confuse. For example, kids confuse antagonist and protagonist so we have the protagonist wear a white ball cap and the antagonist wear a black ball cap and they always do that when they're discussing that material. I saw a couple of teachers in the Charlotte Mecklenburg schools, they were great, they were middle schools doing rhythm and rhyme and one teacher had a little placard on that says rhythm and one has a placard on that says rhyme and they teach each of those separately and they never exchange those placards. One is always rhythm. One is always rhyme. You've got to love it.

I just saw recently some high school teachers reading part of a novel out loud. One was the narrator. One was doing all the parts and these were two gentlemen and so at one point it was a female character and he just slipped right into the voice. He went from talking like this about one character to, it was actually "*Of Mice and Men*" if you're curious, to talking as Curley's wife and all of a sudden this guy is going well Lennie what are you talking about and the kids were just so with them and it's minor but it's them doing more than just talking.

The final one is one teach/one assist. Back up one please. One teach/one assist if I could I would make that say danger, danger, danger, danger. This is what we know through research is the most used and the most abused of the coteaching approaches and I would tell you that in my perfect world, this is the one that we really don't want people to use. It will happen once in awhile. I'd prefer it be less than ten percent of coteaching. If you get it under twenty, I'll live with it. I have very facetious comments for this approach. I call it the rump on the radiator model. I call it the kid whisperer model. What we really have to do is help teachers understand that we can't afford two salaries in a classroom for this level of support. It's just not good enough and administrators this is the one that is the bright flag for me. I just can't justify this and there's not any data that supports this as an approach to really be helpful for kids.

If you're really looking for what to do to try to make this successful in your school, where do you want to head people early on? If they're kind of overwhelmed, you can start them with parallel teaching; simple, two groups, no big deal. Then I would add in station teaching because that also lets each teacher have a small part. We don't have to worry so much about teaching styles. Then I would add in a little alternative teaching and then as they get comfortable, some will team but one teach/one assistant that's when you hear kids saying to EC teachers I don't have to listen to you, you're not the real teacher. Ultimately what we want and the reason I stress the approaches and administrators what I just have to rely on you to do is on that next slide with the goldfish that we just saw. What we need is increased instructional intensity and if we're not getting that from two teachers in a classroom, we're not getting what we need.

Now that's the approaches. Whew! That was quick. Let's do a little bit on the next topic we're supposed to address which is logistic and pragmatic. Now if you'll look at the next slide, you'll see why I'm raising this. Yeah. Those details do matter and how do things like that happen? I just love that picture. By the way, a lot of my pictures that I have, come from people that give them to me from the Internet, people send me things to use. It's so very easy with good intentions to end up with kind of that kind of a mess on your hands because are trying to do this, trying to do it right but because it's a new structure, it has to be fit into all the other structures in a school and a lot of times that's kind of difficult. So let's talk about some of the logistic issues because we don't want this. Sometimes you get a brainstorm and sometimes you only get the clouds and we can't afford just the clouds so what I'd like to do is talk about three different kinds of logistics today. That's on the next slide.

I want to just mention a little bit about class composition, a little bit about planning time, a little bit about teacher partnering and I think when I did planning time, I might also have thrown in just a slide or two on scheduling just to raise some things. I know those are the really tough issues. Unfortunately, there are also the issues that it's really tough to do in a few bullet points in just a few minutes.

So let's start with class composition. There are things that I hear that I don't know, we've got to start talking about. For example, the first question is who should be in general ed classes? Are there some students, next slide, there we go, are there some students who are too low? I love it. I heard a special ed director in the State of New York one time, I love this comment, he said to his teachers "you keep telling me the kids are too low. I've got to tell you I've got no other kids to give you. These are the kids we have and so saying they're too low it sounds like you want to trade them in for other kids and there's nobody else to trade them in for." Do I think there's a need for some kids to have service in a separate setting? Yeah I do but we really have to look carefully and we have to talk about which kids need coteaching. We have to take a look at their assessed needs. You can go ahead and pull up the next bullet point and probably there's one more after that. Go ahead and pull them up. We need to say, we need to sit down with IEPs and alright, what are the assessed needs, what intensity of service, what's the best way to look at that service and then where is that service going to take place? The standard traditional been there forever IEP decision making, I see a couple of errors. I see sometimes kids with IEPs who have very mild needs are placed in co-taught classes. I would advise against that. I really generally think that coteaching should be for kids who will be successful only with that very intense support that is offered. Do I think coteaching mitigates the need for strong remedial reading and other things? No I don't. I think we do have to do those but I also am probably maybe more tolerant than some people that I don't think I'm only talking about children with mild needs. I think we have some kids with higher needs who should and who have a right to be in general education with their peers. So that's the big question.

The one that most people get caught on though is on the next slide and it says what's the class composition and guidelines and this, you know, I've been doing this for a very long time and I've seen lots of things in districts big and small. I've sat in hundreds of co-taught classrooms. I would tell you the baseline is that class size should be approximately the same as for kids who are not going; classrooms without kids with disabilities are classrooms with coteaching. If you have the luxury of a co-taught class starting with a slightly smaller class size, that helps especially in the elementary if you know you're going to have kids moving in who need to be in those classrooms. You can click on the slide. There we go.

Another issue that I see sometimes is when we have standard class sizes and then someone after the fact, I call it stapling to the bottom of the list, we have classes composed and then we add in kids with IEPs after the fact so that classes for kids that are going to be co-taught end up being significantly higher in numbers than other class sections. This especially happens at middle school and high school sometimes. That's a recipe for a failure. If you think about it, most classes are running twenty-eight kids. The

co-taught class should also have about twenty-eight kids but it will have a cluster of kids with IEPs. What we don't want to do is say the class with kids with IEPs in it, the co-taught class, is going to have the twenty-eight kids all section [?tab 48:11?] and then it's going to have another ten who would have gotten something else but now we're just going to add those ten in so that that class has thirty-eight kids. That is not a good recipe. In other words, we need to do the scheduling from the ground up and not do it after the fact. Schedulers I know are very good with their software and usually what people do, a simple way to do it, especially for secondary, is to run concurrent sections. Half each one so that the proportion comes out right so that maybe the section that should have about twenty-eight kids, we run a general ed section with twenty and tap it at twenty, a special ed section at eight and cap it at eight. We blend those after we run the scheduling software and then we have a class of twenty-eight kids, eight of whom have IEPs and we're in pretty good shape on our proportion. My rule of thumb is that classes should not have more than about a third students with disabilities. There you go. SWD is students with disabilities and those of you who have coteaching you know the reason for this. What happens is if we put too many kids with disabilities in a single section, in essence what we do is we recreate special education in a separate setting and it tends to be a failure model because we don't have enough curriculum momentum with kids who are good models.

I understand that there's a dilemma of how do you get services in the classrooms if you don't put clusters of kids. Sometimes we have to sit down and say maybe we need to pull back a little bit on some of the kids. Maybe some of these kids don't need coteaching. What if we skimmed out three kids who could fly on their own? Maybe they need a study skills' class in middle school in high school. They don't need coteaching. They need to be in typical sections with other kids. Those are some of the conversations that need to go on.

And then the last point is, who do you put around the kids with IEPs and I'm pretty adamant that we need to make sure there's a heterogeneous grouping of other kids. I have to tell you I'm so disappointed. I've heard around the state and a little bit in elementary that some principals are grouping kids like the high achievers then average and low and the kids are set up that way for their entire day and I don't know. If somebody's got research on that, I'd really like to see it because most of the research that I've ever seen says that what we need is heterogeneous grouping of kids, then we need for elementary homogeneous grouping of kids during the skill part of reading instruction and many places do that already. They move kids around. They get them into those skill groups. That's absolutely fine but we've got to watch out. We can put clusters of kids in classes but in elementary we don't really want like all the highest achieving kids in one place and the lowest achieving kids in another. I suspect that will not do a great deal to raise test scores. At the middle and high school level, this sometimes is an issue that really needs to be discussed with the counselors or the APIs who are doing the instructional, the scheduling. It's really tempting and I hear teachers laugh. I'll say I bet some of you have heard the expression that there are two of you in there and people get asked to teach every kid who's got every kind of learning need all together. A principal made a comment to me and I just love. The principal said to me "we've got teachers who

teach AP and they have the smallest groups of the highest achievers who are the most motivated kids and we say they're our best teachers and they fly along with these kids and then we take some of our brand new teachers and we give them these gigantic groups of all kids who struggle including kids with IEPs and then sometimes without training, we ask them to coteach and we wonder why they have a hard time." Whew! I think that was a pretty good insight and really something that we have to take a look at.

We want to have a heterogeneous grouping of other kids. Not all the kids who are on the edge. Not all the kids who are English language learners. I laugh. I joke with people that there is a fourteenth category of disability that lots of schools make up even though it's not really in federal law or regulation. That disability category is called SBI. Some of you know this if you know me. It's called should be in and people will say well we put these kids in here because they really should be in special education even though they're not eligible. That's not the way we should go about this. So a heterogeneous group, no more than a third of kids with IEPs. By the way, elementary, I'd prefer it be more like twenty to twenty-five percent and then we go from there. If we have that as a goal, does it get messed up once in awhile? Yes. But that's the best we can do.

Now we can go forward. Sorry. There we are. Okay. New topic; we did class composition. Let's do a few minutes on there is never enough time. Now the bad news is that's true. The good news is it's not just us. This is true in every profession. There is nobody who has enough time and I find that an awful lot of teachers really would like us to go back to the 1950s and 60s where if we needed to plan together or talk together, we would sit down around a table and really have intensive meetings and I know most of you teachers, what they really want is either daily or weekly scheduled common planning time. For you, the good news is, I don't think that's possible. I just don't. If you're a small school, maybe a small elementary and you can swing that, more power to you. I'm not saying don't do it if you can but I suspect there's a mathematical impossibility at some point, especially in a larger school to try to master schedule common planning time for everybody who might be involved in coteaching.

I think that probably a more realistic way to look at planning time is to look at this kind of thinking about it. You can go to the next slide. That we look at what I call macro-planning. It's where you give people periodic, one time for every three to four weeks, face to face macro-planning, good quality key decision making time so that we do what do we need to get through, how are we going to get it done, what does our coteaching look like, what do we need to say about kids, how are we doing together but that we're not trying to sit down and go over every single lesson. Teachers need to learn how to look at patterns in their coteaching and be sure that they can touch base quickly and then do this kind of macro-planning. If people will get in the hang of this, it's much more like what everybody else in the twenty-first century is doing. I think the companion to that is that it's time for us to bump it up about twelve notches on electronic collaboration.

Collaboration is my first area. I just this spring taught my doctoral seminar on collaboration and in doing that, I always go out and I'm looking to see what's going on in other fields because the education scholarly literature on the topic is pretty limited and I

will tell you electronic collaboration is the direction in almost every other field that I kind of keep up with and for us, I would be happy if we would just help teachers use two tools; Wikis and then for those who are itinerant or on a very large high school campus where people are on opposite ends, they spend half their time they would spend planning trying to find each other, we really need to get them onto something like Skype so that they can just simply sit at their desks and their computers and talk to each other and be able to plan without even moving. I know many places are starting to use Moodle and Ming and some places have Blackboard and you've got other platforms. Google Groups if you allow people to use Google, there are dozens of ways to get people onto Wiki but I would suggest a very specific topic for professional development for your coteachers is how to do electronic planning. One of your tech people could help them set up coteaching Wiki. Then they could put their lesson plans out there. They could put their assignment sheet. They could work on editing tests that way and it would help them see that we can have an a synchronic but very useful tool and deal with a lot of the planning issues and then the third piece of planning is that, of course, we supplement with planning on the fly. If people will do periodic really good planning, do a little electronic planning in the interim then they can touch base right at the beginning of class, right at the end of the day but I really wish for you that if planning time is one of your big issues that you really look at these three components of planning as a way to design it.

We spend so much energy with people complaining about planning time and I keep thinking that if we really made a commitment to just saying okay look, let's take weekly or daily planning time off the table, and by the way, if people have that and you've done that in the schedules, congratulations but I wished they'd use it no more than once every other week. They all have lots of other things to do but if we can get that off the table for someplace and say let's set up some good quality periodic planning. Here are a few ideas you could use and I'm just going to really run through these. How about things like this? How about maybe too late for this but I really wish people would give teachers who will coteach maybe the week before their contract begins, just a little bit of planning time. Two hours. Stipend them. Half the day if you can swing it. Not for everybody. People in their first two years of their partnership. Most coteachers find that's the best time they get.

Another idea; see if you could work to have after school sessions where teachers get their continuing ed, their professional development credit. Set it up as PD. It's very good, job embedded PD and you can do like a calendar for a year. You can only come with your partner. You bring your planning materials. This is helpful because teachers don't leave school during the day so you're not dealing with subs, they're not missing instruction but they're getting something for their planning time because coteachers have more planning than other teachers.

Another idea; in some places when they have district professional development days, teachers who coteach get part of that day for planning. If there are scheduled sessions for other teachers, there's a scheduled session for coteachers but it's dedicated to job embedded professional development so that they can do some planning.

Another idea is some form of subbing and I know people who laugh. I know subs cost money and they're a pain and it's difficult to get them but what if we get creative on subs? If you've got the budget, that's great, use subs, really good subs who free up pre-partnerships during the course of one day or maybe even four but what if administrators did a little subbing to free up teachers to plan? What if counselors, media specialists, anybody else in the school, reading coaches, I don't know who all you have, what if some people just once or twice a month freed up one of the partnerships? If everybody did a little tiny amount, then we can actually get quite a bit of planning done.

One other idea for subbing is if you have more than one EC teacher in your school, just stay on subbing for a minute, if you have more than one EC teacher in the school, if they're working with different teachers, what we can do is have one partnership, one of the two teachers free, the other partnership to plan and then they reciprocate. The other partnerships, one of them, frees the first partnership to plan. In other words, teachers reciprocally sub for each other just once a month. So there are lots of creative ways to do subs if we could just get our heads around it.

Okay. The last one is sometimes if nothing else can be arranged, you can really make people feel like they're valued and they're hard work is value by planning is in lieu of some other assignment. If we can't give them time or make time during the day, can we say we know it takes time so we'll take something else off your plate? Just a thought.

Alright. So do you get partial credit for getting out of bed today? Nope. You actually don't. There's my cartoon again. Alright. Let's move on to scheduling. There are, wow, when I help schools with scheduling, usually we sit down and we take like a lot of time because we have to figure out a lot of different questions and for today I'm just going to do a couple of quick things. I would tell you that we first have to say who are the kids that you anticipate will be in coteaching? Obviously that's driven by IEPs. The next thing we have to do is say what are their assessed needs? Then we have to say what intensity do we need the services to be? We don't need coteaching in every subject. The biggest mistake I see in middle school, all the kids are assigned to one section on a team. They travel together through all four core areas. We've got coteaching in every subject area and it's just, it's too much service. It's too much of a good thing.

Then after we decide service intensity, we say how many co-taught sections do we need and then what else. Do we need resource sections? Do we have the right people to do that? Do we need other courses like electives or intensive remediation? Do we have services set up where we have an intervention clock or an intervention period in a middle school and then we talk about the paraprofessionals and when we have classrooms where what's mostly needed is support, that's where we put parents in. We don't put teachers in who just provide support. We never have a teacher do something like taking notes for a kid. Whoa! I don't know about you. I don't know who can afford a salary for a note taker. Likewise, if all we need is someone to be there because we have a kid who gets off path, we teach the para how to keep kids on path and we don't put a teacher in the classroom for [inaudible 1:02:46] teaching.

These basic questions that are up here now, I have to tell you, I've looked at like workshop materials from some people who do scheduling. Most scheduling workshops don't address coteaching. I've asked a couple of people who do those workshops how do you do this and what I've been told is that; my screen just went blank. Do we have a problem here? Nope. I'm sorry. I'm back. What they tell me is that this is the model they use. The couple of people who address this, when I look through all of the things they say, it comes down to who are the kids, what are their assessed needs, what kind of service do they need, what does that mean about how many sections.

What we have to do is take a look at things like this. Next slide. We have to say master schedule, I would tell you high schools already master schedule. Nearly all middle schools master schedule. Elementary I think we're headed towards master scheduling elementary partly because otherwise all the teachers want to do reading at the same time. It makes it impossible to deliver services. By the way, not just EC services but reading support, services for kids who are English language learners, so we have to stagger reading instruction. It's also necessary to master schedule because we have to master schedule EC teachers. When EC teachers make their own schedules, they end up running around trying to negotiate when they're going to deliver services and that seems like a rather shaky basis for making decisions. Certainly it has lots of teacher input at elementary but I don't think we can use that basic model.

Now we also have, [phone ringing], I'm sorry. That is a phone in my house ringing and I can't make it turn off. In addition to master schedules, I think we have to put coteaching on the master schedule early on. It doesn't have to be first but it can't be last because if we wait until last then it's very, very difficult to get coteaching put into the mix appropriately so it needs to be on the block on the same time that we're doing the other scheduling issues where we have to master schedule certain things. Definitely enlist help from teachers and definitely, that's another bullet point, and then definitely we integrate it with the other services that we're doing and the other things that kids need.

Now the last quick comment on logistics, I thought I would mention people. I promised a little bit about that and I will just say this, many people really deeply believe my new approach to effective team development will take a bit longer. In my plan, we raise them from birth. It's not going to happen even though it's tempting sometimes. I would tell you that in many places, I understand that people think coteaching should be voluntary. Go to the next slide. And voluntary would be nice but, whoops, okay, just stay right there. That's okay. Just go back to the next slide. It's up there now. I would tell you there's no e-Harmony for coteachers and that we cannot match people on twenty-nine core values and so we're really going to have to; when coteaching is new, do I want you to use some volunteers? Yeah. Because you don't want to like really make everything really, really harder than it needs to be and if you have people very close to retirement that's fine but eventually we look for standard of practice in school and we say if you're in our school, this is part of the job. You would not dare say you don't want to do another part of your job. This is part of it and while certainly coteaching is more fun when we're friends, it's not; we're not doing it to have fun. We're doing it because we are improving outcomes for kids and we have to help teachers get past that.

It's so funny. People are like well I only want to work with the people I like or I don't think I should have to do this. Could you imagine in the world of business someone saying I don't want to do this part of my job? I'm not sure how we have that culture in education. It's not here. It's everywhere but it's one I think we need a lot of work on.

Okay. Then let's switch gears and we have a few minutes left. Whew! I'm talking as fast as I can. For quality of coteaching and that's another piece that I want to be sure that we really mention. If you go out to the professional literature and you're looking for research based on coteaching, you are not going to find experimental and quasi-experimental studies of it. It's too complex. There are too many variables that have to be controlled. Any of you out there who love the research and statistics' life, here's one classic problem; okay, so you can find two comparable classrooms with comparable groups of kids, one solo taught, one two teacher taught and you said good, now I've got my comparison. We have two problems. The first one is just the presence of two adults in the classroom could have a halo affect so we have to figure out how to have two teachers in the classroom and not have it be co-taught. The other problem is the unit of analysis is not each student. It's not like twenty-five in one class and twenty-five in another. The data are correlated because what's happening to one kid is related to what's happening to the other kids because they've all got the same teacher or teachers and we have to take those things into account. So I mention that because when you look at how do you know if coteaching is working? What I would tell you is you need to think of it from the perspective of program evaluation and we often are looking at student by student longitudinal data as our most effective measures. So when we judge effectiveness, we have to really say what did we do? Then we have to say how do we know we did it? Then we have to say did it make a difference? And we have to look at all three of those.

Now the next two slides have a bunch of little bullet points related to what did we do and I think we're going to kind of go through those fairly quickly because I've got a couple of other things I'd like to just mention. Hang on. We have skipped slides. Can you back up a slide and see where we are? Sorry. A little glitch. You know what? Stay right there. That's absolutely perfect. Okay. This will help me out a lot because I evidentially pulled two slides after I printed mine.

Fidelity of implementation; when we look at what are we doing and how do we know it, what we have to do first is look at what you're looking at when you go in to see a co-taught class and then in that we have to take a look at, if you go to the next slide, we have to look at the instructional environment when we're in the co-taught class. That is for example did the teachers move the furniture so that they could work with two groups without tripping over each other. I'm still on environment. Did the teachers, do they have the classroom set up so the teachers are back to back so that the kids are not listening to the other conversation? Do they have the group spread out in the room? Are they using the floor? If they have some kind of a natural divider like a chart on an easel, do they use that as a natural divider of the classroom, have the teachers lowered their voices, are they using little white boards, all of those things.

Then we look at things like coteaching approaches and I talked about the six approaches. You've got to go in and see more than just one person teaching while the other person walks around the classroom. If that's all you see, I don't think you have coteaching going on and I'm not sure you'll get the results that you want. I know a principal who said to all of her coteachers you will not do large group instruction all day everyday in this middle school classroom. If I walk by, I expect to see kids in groups and both teachers teaching. You know what? Those are two really good coteachers. They're doing marvelous, marvelous things.

I think you should then take a look and some of you I know have good coteaching approaches set up. The third thing you look at is whether or not you have actually specialized instruction being delivered. We've got to be really careful that what we have happening is specialized instruction delivered as part of coteaching and differentiation the way it needs to be. We also look at classroom and behavior management. Are we dealing with the issues? And then finally how are the teachers doing in their own professional relationship. So fidelity of implementation has a lot of different components.

Now it's these next two slides that, Paul if you're flipping slides, I'm just going to have you bring that up, wait a minute, bring the next one up. You'll see that these are things that we know don't work with coteaching; too much ho-hum, too much large group, too much same materials for everybody and this comes from research on coteaching and then if you go to the other one which is even more important, what we know does work is when we have good understanding, a cycle of assessment instruction, various flexing of groupings of kids, not all the same, a brisk pace, people say they have a fast, lots of curriculum but the pacing is too slow during a lesson, lots of methods, lots of technology use and then good use of the special education personnel, the EC teachers, as well as the general ed and other personnel.

In other words, next slide, if what you're doing, oops, that one has a, the top line is missing. Try a click and see what happens. There we go. If it's not coteaching, would you please not call it coteaching? Call it something else because what ends up happening is when we don't implement coteaching in the way that it's really designed to be implemented and yet it's called coteaching, then people say you know we tried coteaching, we know all about that coteaching thing, it doesn't work and it just makes me want to throw things because lots of what people are calling coteaching is really a very diluted, very watered down service system that it really makes me sad that we didn't do what was possible with this because when you see some of the dynamite classrooms that I've been in in North Carolina and in other places, what you realize and what parents realize is that when you have really good coteaching going on, parents clamor for it.

We had an interview with a kid who proudly says on camera "yes, I told them," she's not a kid with a disability, she said "I requested a co-taught class. I know kids do better in those classes." Love it. Gotta love it. That's the problem that you want when kids are clamoring and their parents are clamoring for coteaching. Now the flipside of this is

we've got to have program data. So that's the evidence. Fidelity of implementation and evidence of effectiveness we use program data; next slide, we use curriculum based measures, we use surveys of all of the key people, we use some parent surveys, we use student interviews, we use other measures, things like attendance if that's valid for you, referrals for discipline out of classrooms. We've got to have data, student achievement data. [Inaudible 1:14:13] is fine. Grades is fine but we need more fine tuned, formative measures like curriculum based measures and so ultimately I would tell you if you're going to have coteaching, you should plan now for how to gather data so you know your outcomes and that you gather them and then what I hope we can do as a state is share data so we know what's working and can really move this along.

The ultimate question is the next slide says, where are your data and finally the reason that I stress that so much is, if you click, some words will come up, is that if we're going to have coteaching, back that one up, I really wish sincerely, deeply, more than I can ever tell you that you would plan from the outcome for how you're going to make this sustainable.

I helped a small school district in Ohio. It was about to be taken over by their state for low achievement. In a three year period, they went from that to making AYP and actually doing it very nicely and they did a lot of coteaching. They had a lot of commitment but it's so interesting because they taught sustainability from day one and now there's no way all of this will go away. This is part of their personnel hiring procedure. It is part of personnel evaluation. It's imbedded in student handbooks. They have it on their website. It's part of their procedures. They talk about it in documents that are district documents and if we're not going to plan for sustainability, we're not going to get it. [Paul Simbular 1:15:48] did a study that showed that that when you do something and you do it for one year and it's very person dependent, it's not going to be something that we can continue.

So I have tried. We have decided that we were not going to do questions or concerns. If we go to the next slide I'm going to just, we're getting close here; I only have about three minutes left. I will tell you that [Roland Bark] says "the relationships among the educators in the school define all relationships within that school's culture. Teachers and administrators either enrich one and other's lives and thereby they enrich or diminish their school." Just stay on that for a minute if you would. This really, coteaching is a very contemporary way of thinking about teaching. It says which most other professions say that there's too much for one person to know. That we can't possibly expect one teacher to be able to do everything and I think that coteaching gives us really truly an opportunity to have a very twenty-first century model for how to address the diversity of learners and that's a diversity that's not going to go away. It's only going to get greater and that when we allow teachers to have a primary area of expertise that's different and then have overlap in their expertise, what we do is create an opportunity to have schools that can be more responsive to diversity and that can, therefore, increase student achievement.

Ultimately, if you go to the next one, schools that succeed, [Roland Bark] is great but

sometimes all we really need is Ziggy and Ziggy said “some of us are more capable than most of us but none of us is as capable as all of us.” Principals who are with us today, I can’t tell you how important you are. I have a cartoon that is a principal’s job description. It says on one side rock, on the other side hard place and in the middle it says you are here and I know that principals are asked to do everything and virtually anything that comes up people say principals are the key. I’ll tell you in going in and out of schools for more than twenty years, actually it’s right around twenty-five, on topics related to inclusive practices and coteaching, I have not ever seen a truly successful school that is able to do this in a way that’s possible without a very strong leader. The principal role in this cannot be overemphasized. It is one that is absolutely essential and if there are central office administrators, directors, coordinators, other people listening, assistant principals and principals, I really believe deeply that principals also should be accountable for this because if there’s no accountability then other matters that do have accountability tend to take precedence and I don’t think it’s malicious. I think it’s because what counts is what we’re accountable for and if we’re not accountable for it then it may slip off our radar.

Ultimately to everybody, if you go to the next slide, it matters. It matters to each kid we reach. It matters to each kid we touch and it’s going to make a difference to kids. I had a middle school young man who is a very successful coteacher and he said “you know, I went through special ed my entire life and I hated school. I was one of those kids who never got it” and he said “I never had coteaching. I was the kid in the special ed class and I never wanted to be in special ed and I never wanted to go to school because I hated school.” He said “I’ll never teach in a school again unless it has coteaching because when we have coteaching, it matters to the kids and we don’t have kids who hate school.”

Thanks everybody for participating on a summer afternoon.

[END OF AUDIO]