Co-Teaching:  
A Collaborative Approach to Engage All Students in the Paramount Unified School District

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CSBA Annual Education Conference
Purpose of Presentation

- Share insights, best practices and learning related to a co-teaching approach
- Share our approach in being proactive to meet the needs of all students in the least restrictive environment
- Serve as a resource to other districts
Who are we?

District’s Mission Statement
The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.

Vision Statement
Paramount Unified School District strives to be an exemplary district. In order to achieve this, all stakeholders of the District must have a clear sense of its goals. They must seek out, understand, and emulate the characteristics of exemplary schools and be ready to contribute their knowledge and talents to transform this vision into a reality.
Who are we?

- Paramount is a city in Los Angeles County with an approximate total population of 54,098; Paramount Unified School District is part of the Greater Los Angeles area and serves all of Paramount and portions of Bellflower, Lakewood, Long Beach and South Gate.

- Paramount Unified School District serves 15,495 students and has one high school, four middle schools, ten elementary schools and one K-12 school.

- 8% of our student population is designated as students with disabilities.
Who are we?

Paramount Unified School District Racial/Ethnic Makeup

- 87.8% Hispanic or Latino
- 0.7% African American not Hispanic
- 0.7% American Indian or Alaskan Native
- 0.7% Asian
- 0.5% Filipino
- 1.1% White not Hispanic
- 0.1% Two or More Races
- 8.4% Pacific Islander
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Who are we?

District

• 34% English Language Learners
• 26% Redesignated English Language Learners
• 31% English Only
• 95% Free and Reduced Lunch Program
What was our past practice?

The typical kindergarten through 8th grade service delivery model for most districts is the push in or the pull out service model. The push-in model for serving students’ needs is best described as a resource teacher who supports students in a general education classroom by checking in with each identified student in their seat or in a small group in the back of the classroom. In this model it is difficult to discern the resource teacher from the resource aide. The pull out model is described as a program where students leave their classroom to receive services in a separate classroom known as the resource room. At the High School level students in the resource program are often in self-contained resource classes up to five periods per day.
Least Restrictive Environment
Students with Disabilities

LEAST RESTRICTIVE

Resource Specialist Program (RSP)
Special Day Class (SDC)
County Office of Education
Non-Public School (NPS)
Home Hospital (HH)
Residential Treatment Center (RTC)

MOST RESTRICTIVE
Co-Teaching

Why Co-Teaching?

The District’s co-teaching service delivery model for providing resource services for students with disabilities is:

- The Kindergarten through 5th grade co-teaching program consists of the resource and general education teachers planning and teaching language arts or math together 4-5 days per week.

- The Middle School co-teaching program consists of the resource and general education teachers planning and teaching one to two core content periods together 4-5 days per week.

- The 9-12 co-teaching program consists of the resource and general education teachers planning and teaching 4 periods 5 days per week.
**What is co-teaching and why is it important?**

The definition of co-teaching is:
- Two equally-qualified individuals delivering instruction.
- A General Education teacher and a Special Education teacher share responsibility for classroom management and instruction.

**Co-Teaching models used to support students with resource services:**
- **One Teach, One Support** – Example, one teacher presents the lesson while the other checks work, distributes materials or checks students’ seat work.
- **Parallel Teaching** – Example, both teachers explain the same math problem-solving lesson in two different parts of the room.
- **Station Teaching** – Example, three or more science stations, each containing a different experiment could be organized with the teachers working with the stations with greatest need for support.
- **Alternative Teaching** – Example, one teacher can work with a small group for remedial or extended challenging work.
- **Team Teaching** – Example, both teachers are actively involved in the management of the lesson.

*Co-Teaching models are interchangeable throughout a given lesson based on the needs of the students.*
What are the benefits for students of co-teaching?

Â Positive social outcomes for students with and without disabilities.

Â Increased student engagement and increased use of strategies by students.

Â More individual attention and more interaction with teachers.

Â Increased self-confidence and self-esteem, enhanced academic performance, increased social skills, and stronger peer relations.

Â Students with disabilities have a more positive attitude, are provided with role models for behavior and learning and are exposed to higher level concepts and discussions.
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California High School Exit Exam

10th Grade RSP CAHSEE Results

<table>
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<tr>
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<tbody>
<tr>
<td>Math</td>
<td>N=80 26.3%</td>
<td>N=65 46.2%</td>
</tr>
<tr>
<td>ELA</td>
<td>N=80 23.8%</td>
<td>N=65 27.7%</td>
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</table>

N=Number

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Percent of RSP Students Receiving Grades A-C

Two Year Geometry A
(Grades 10th, 11th & 12th)

Language Arts 3
(Grade 11th)

Before Co-Teaching

N=54 59%
N=19 79%

2008-2009

N=45 64%
N=55 78%

2013-2014

Before Co-Teaching

After Co-Teaching
What are the benefits for teachers of co-teaching?

- Increased professional satisfaction and opportunities for professional growth.

- Special education teachers gain insight into the realities of the general classroom while general educators learn valuable lessons in planning, accommodating and instructing students with learning or behavioral difficulties.

- Encourages teachers to share expertise, providing one another with valuable feedback.

- More individual attention for students, more on-task student behavior and more interaction with teachers.
What are the benefits of co-teaching for general education students in English Language Arts?

**English Language Arts 2013-14**
Percent of General Education students Receiving A-C Grades
10th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Co-Taught</th>
<th>Non Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>69.7%</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>71.9%</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>51.9%</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>77.8%</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>75.0%</td>
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*Period 3 is a conference period*

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What are the benefits of co-teaching for general education students in Math?

Plane Geometry 2013-14
Percent of General Education students Receiving A-C Grades
10th, 11th, 12th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Co-Taught</th>
<th>Non Co-Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>47.6%</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>60.0%</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>40.6%</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>70.0%</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>48.0%</td>
<td></td>
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</table>

Period 4 is a conference period

Co-Taught
Non Co-Taught

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What does co-teaching look like?

Team Teaching Model
What does co-teaching look like?

Parallel Teaching Model
What does co-teaching look like?

Station Teaching Model
What is the curriculum used?

Curriculum

**Grades K-5**

*English Language Arts:* McGraw-Hill Open Court is the core reading curriculum that introduces the strategies and skills that address grade-level standards in listening, speaking, reading and writing.

*Math:* McGraw-Hill My Math is aligned to the Common Core State Standards and provides intuitive lesson format that is engaging and kid-friendly.

**Grades 6-8**

*English Language Arts:* Prentice Hall is the core Language Arts curriculum for Middle School students. Students engage in literary text, poetry, informational text and different media formats to learn the skills necessary to meet the high expectations of the Common Core State Standards.

*Math:* Glencoe Math is the core curriculum for Middle School students. This curriculum focuses on four critical areas: (1) using concepts of ratios and rate to solve problems; (2) understanding division of fractions; (3) using expressions and equations; and (4) understanding of statistical reasoning.

**Grades 9-12**

*English Language Arts:* Holt Rinehart and Winston Elements of Literature is the core curriculum for high school students. This curriculum assists students in developing reading comprehension, critical thinking skills, coherence and fluency in the expression and communication of ideas.

*Math:* Pearson Algebra 1, Geometry and Algebra 2 has been adopted this year to focus on the shifts and expectations of the Common Core Standards. This curriculum infuses the Standards for Mathematical Practice throughout every lesson.
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How does the District support co-teaching?

• On-Site Support Team
  To support the success of the co-teaching classrooms, the principal meets with
  the co-teaching team at the beginning of each year to ensure the partnership is
  strong. Teams discuss with the principal what they need regarding planning time
  and resources for the year.

• Site Administrator
  The Principal consults with department chairs to determine potential teams,
  support strategies and monitor their success.

• Collaboration with Program Specialists
  The district program specialists establish a close partnership with teams. This
  provides teachers, support staff and principals with professional development,
  modeling and feedback.

• District Presence and Participation
  District and site teams participate in classroom learning walks at the schools to
  monitor and support co-teaching instruction. In addition, the Assistant
  Superintendent visits co-teaching classes with principal during visits.
What is the Board of Education’s role?

The Board of Education:

- Selects outstanding administrators
- Makes decisions based on student needs
- Receives and reviews information through Board presentations and Board updates
- Monitors data in a timely manner to make informed decision
- Considers cost of program vs. impact on student success
- Keeps the end results in mind
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Who is our partner?

2Teach, LLC,
Consultant, Dr. Wendy Murawski

2 TEACH, LLC is an education consultant agency that provides:

Â Professional development specifically in the areas of inclusive education, collaboration and co-teaching.

Â A collaborative effort between school administration, teachers and support staff.

Â Co-teaching professional development video modules that supports in house district training for new teachers and paraprofessionals on the 5 models of co-teaching.
What professional development was provided?

- The District provided 3 professional development days in grades K-5, 6-8 and 9-12.
- General Education and Special Education teachers participated in professional development to learn how to plan and work together as a team.
- Expert consultants provided in-class modeling of co-teaching strategies for teachers and support staff.
- Consultants provided structured coaching and debriefing with each team monthly for one year.
WHAT DO OUR STUDENTS SAY ABOUT CO-TEACHING?

“Helps me think more… I have more confidence. You understand problems in different ways.” 6th grade student

“It’s way better than last year because it helps me understand math easier and I’m faster. Last year it was difficult, I hated math it was my hardest subject. Now it’s awesome, I love math, I went from a “D” to an “A”. I think every student should have an opportunity to have two teachers.” 7th grade student

“A co-taught class to me is good because you get double the help. The co-teaching class also helps me because when one teacher speaks & you don’t get it the second teacher can say it better and you get it. Also, when one teacher is helping someone and you need help the second teacher can help you.” 8th grade student

“The co-teaching model is helpful to me because with an extra teacher in the classroom I can’t drift off and forget what we are talking about. I also get the extra help I need without feeling singled out because it’s another teacher who helps everyone.” 11th grade student
What do our teachers say about co-teaching?

**Grade 6-8 Resource Teacher**

“Co-teaching is important because it allows me to interact and spend more time with each student. I really feel that I am making a difference in their education. We maximize our benefits of having two teachers in the classroom by having both teachers actively engaged. This leads to increased student engagement and increased use of strategies used by students. This is very beneficial to ALL students.”
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What do our teachers say about co-teaching?

Grade 10-12 General Education Teacher

“This is my fourth year co-teaching, I have thoroughly enjoyed every minute of it. I think that all schools should implement the co-teaching model as a standard practice because it is added support for students who have two highly qualified teachers in the classroom to maximum the benefit for students. It not only helps our special education population, but English Language Learners and students that have difficulty processing the first time they are introduced to something new. The co-teaching model is beneficial to ALL students in the classroom.”
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Resources

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