

Improving Student Outcomes through Co-Teaching and Co-Planning Inclusive Service Delivery Model

Heather Chase, Mary Douthitt, Sue Rees &
RinaMarie Leon-Guerrero

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Presenters



Heather Chase
Principal Chase
MS, Spokane
Public Schools

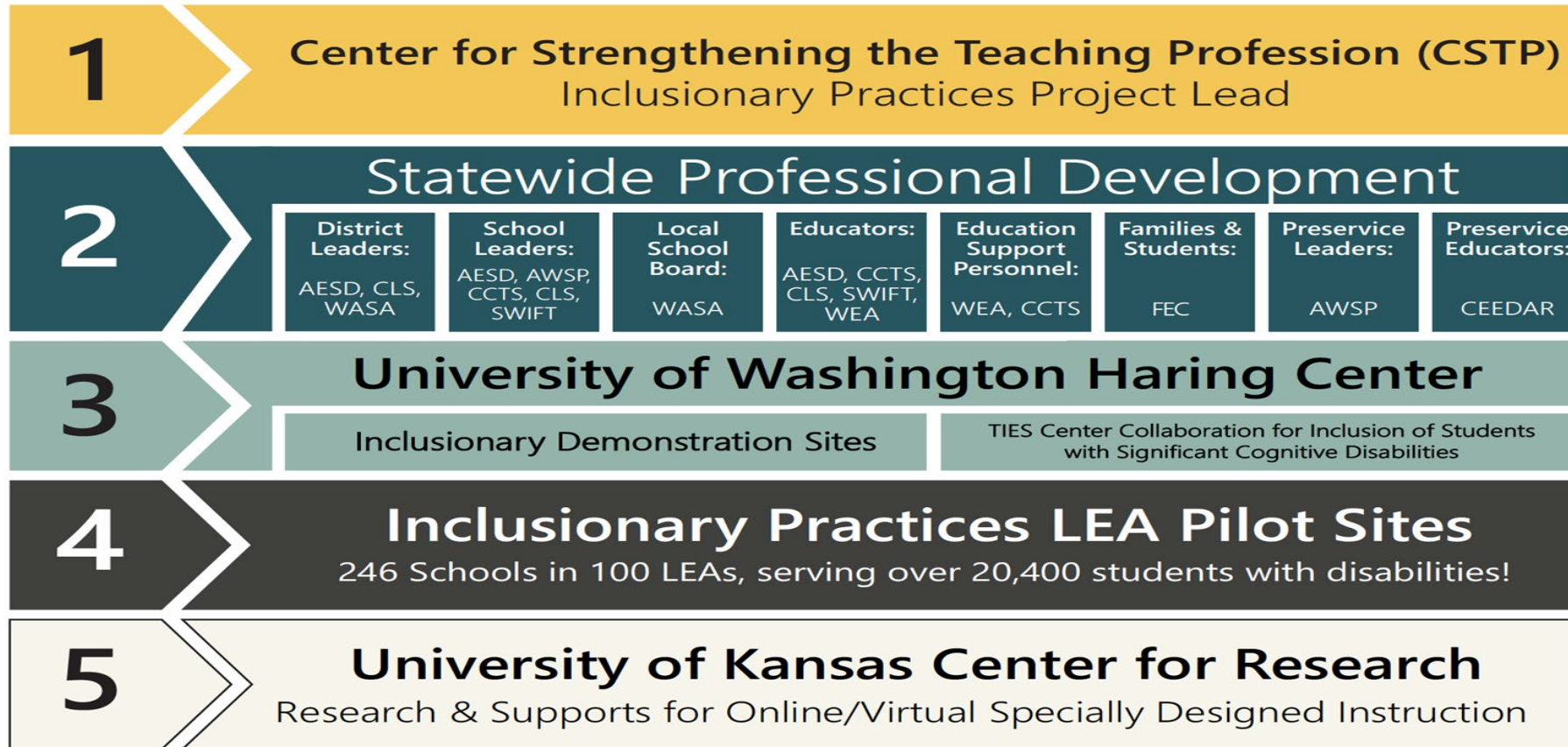
Sue Rees
Math Teacher,
Chase MS
Spokane Public
Schools

Mary Douthitt
Special Education
Teacher, Spokane
Public Schools

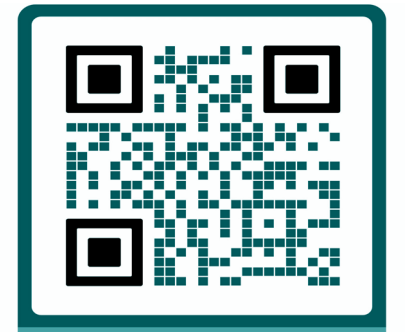


RinaMarie Leon-Guerrero,
PhD, BCBA-D
UW Haring Center
Lead Demo Sites Project

About the Inclusionary Practices Professional Development Project (IPP)



IPP Demo Sites



OSPI IPP Project



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Demonstration Sites Project Overview

- 16 demonstration sites across the state of WA were selected over the course of two years.
- Demonstration sites:
 - Serve as model inclusion sites
 - Showcase implementation of high leverage practices
 - Invite and host members of the community to see practices in action
 - Continue to build inclusive culture by refining practices
 - Increase equitable learning for all students



16 IPP Demonstration Sites (4 preschool, 1 E-E, 6 elementary, 3 middle school & 2 high school)

Founding Principles

Inclusive education is a cultural shift. We all have a role to play in dismantling the barriers to creating inclusive schools.

Inclusion is NOT a special education initiative.

- **We prioritize:**

- Transforming how we engage in teaching and learning to ensure every student is a valued member of their school community.
- Asset-based approaches to organizational and systems change.
- Sharing our stories about inclusive education to provide transformational learning experiences.
- Cycles of continuous improvement on the journey towards inclusive schools.
- Collaboration and diverse contributions to strengthen outcomes for all students.
- Innovative leadership across our system.

Impact in Washington State

- > Demonstration sites engage in continuous improvement by:
 - Building professional networks
 - Sharing inclusive school journeys and next steps
 - Engaging in ongoing reflection and action
- > Districts learn from Demonstration Sites by:
 - Understanding the ways barriers were recognized and removed across a demonstration site's journey
 - Apply lessons to create systemic change throughout the district
 - Connect with districts across the state to share lessons and engage in ongoing growth and transformation state-wide

Presentation Description:

- > The IPP Demonstration Sites highlight how schools are creating transformational learning for visiting schools and districts. Demonstration sites are on their own path of continuous growth. Chase Middle School has reimaged service delivery for students and improved student outcomes. Through multi-year planning, Chase has created an inclusive service delivery model by expanding co-teaching/planning and co-assessing. Students once segregated are now included in their general education context and receive instruction on grade level core content.

**ALL BELONG
ALL LEARN
ALL LEAD**



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2017-2018 Data
Pull-Out Resource Classes
Not Teaching Common Core State Standards

ELA students
with IEPs .53
years growth

Math students
with IEPs .19
years growth.

WHY: What does the research say?



LaRock and Chiang surveyed special education teachers about their beliefs of teaching common core state standards.

“The results showed that while the majority of these teachers echoed the general belief that the Common Core State Standards are beneficial for students without disabilities, they did not believe that they are beneficial for students with disabilities” (LaRock & Chiang, 2018, p. 1-2).



This mindset leads to teachers not exposing students with IEPs to the Common Core State Standards.



How can we expect students to pass SBAC when they haven't been exposed to the curriculum?

WHY: Teacher View



Current IEPs have 2nd, 3rd, & 4th grade goals. Teachers focus on goals instead of exposing students to grade level standards.



Solution: Rewrite the goals to reflect grade level content.

2018-2019 Solution:

Have all Special Education Teachers teach the Common Core State Standards in the pull-out resource classes.

Required a shifting of mindsets. Not every teacher believed their students should or could learn the grade level state standards.

Most Special Education teacher **have not** been trained in the grade level standards in math and ELA – they are not a content specialist.

2018-2019 Data

Expectation that CCSS were being taught in pull-out resource classes.

ELA students with
IEPs 1.31 years
growth

- Students were taught the common core state standards

Math students with
IEPs .43 years growth.

- Students were not regularly taught the common core state standard.

2019-2020 Solution: Co-Taught ELA & Math Classes

- > Provided a continuum of services for all students.
- > The Special Education teacher was co-teaching the grade level standards in the co-taught general education class.
- > The Special Education teacher would teach the same standard with appropriate modification to their pull-out resource class.
- > Provided an opportunity for special education teachers to learn the curriculum alongside a content specialist.
- > Provided a special education teacher to modify grade level curriculum when needed.

Master Schedule

- > What are the needs of our students?
 - How many students receiving IEP services receive those services in resource pull-out classes?
 - How many students receiving IEP services receive those services in co-taught classes?

CHASE MIDDLE SCHOOL – Master Schedule 2019-20

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Clausen					7 MATH TARGETED	LEARN CTR
Cronin	MS MATH 1 (CO) REES	PREP	MS MATH 1 (CO) REES	MS MATH 2 (CO) MORRIS	MS MATH 2 (CO) MORRIS	8 MATH TARGETED
Harris	ENGLISH 8 (CO) MCLAUGHLIN	ENGLISH 8 (CO) MCLAUGHLIN	ENGLISH TARGETED 8	PREP	LEARNING CENTER	ENGLISH TARGETD 8
McLaughlin	ENGLISH 8 (CO) HARRIS	ENGLISH 8 (CO) HARRIS	ENGLISH 8	PREP	ENGLISH 8	ENGLISH 8
Morris	MS MATH 2	PREP	MS MATH 2	MS MATH 2 (CO) CRONIN	MS MATH 2 (CO) CRONIN	ALGEBRA
Rees	MS MATH 1 (CO) CRONIN	PREP	MS MATH 1 (CO) CRONIN	7 ACC MATH	7 ACC MATH	7 ACC MATH
Wederspahn	PCOP	ENGLISH 7 (CO) WHITSETT	ENGLISH 7 (CO) WHITSETT	LEARN CENTER	PREP	7 ELA TARGETED
Whitsett	ACC ENGLISH 7	ENGLISH 7(CO) WEDERSPAHN	ENGLISH 7(CO) WEDERSPAHN	ACC ENGLISH 8	PREP	ACC ENGLISH 8

What does co-planning look like?

We try to meet at least once a week during our shared prep and plan out what the next week or two will look like and who is in charge of what areas. We do meet every class day in between our classes and discuss modifications and changes to assignments. We discuss our students and how class went and what we will change the next period.

Same prep, working through a lesson to dive deeper into roles, questioning techniques, accommodations and modifications to make.

What does co-teaching look like?



We have gotten into a rhythm where one of us teaches, the other is checking on student work one day and then we switch the next day.



Seamlessly dancing around the room. Sometimes taking the lead, sometimes just knowing the steps to follow. Learning how to read each other on when to slow down, when to speed up, when to practice the steps again, when to take your bow and move on to the next song. It's all a dance.

What does co-assessing look like?



We seem to assess what work we have assigned - but both of us look at the assignments and how we assessed them - we talk about the changes that need to be made with certain kids.



Both continually monitoring progress, both have access to gradebook, if we see a target that has been mastered, we improve standards-based grade. Small group, whole group, individual work time, we trust each other that if a grade is changed, we saw that that target has been reached.

2021-2022 Plan & 2022-2023 Plan



Co-Teaching in math, ELA, and 7th grade science.



Common Prep by grade and content (7th grade math, 8th ELA).

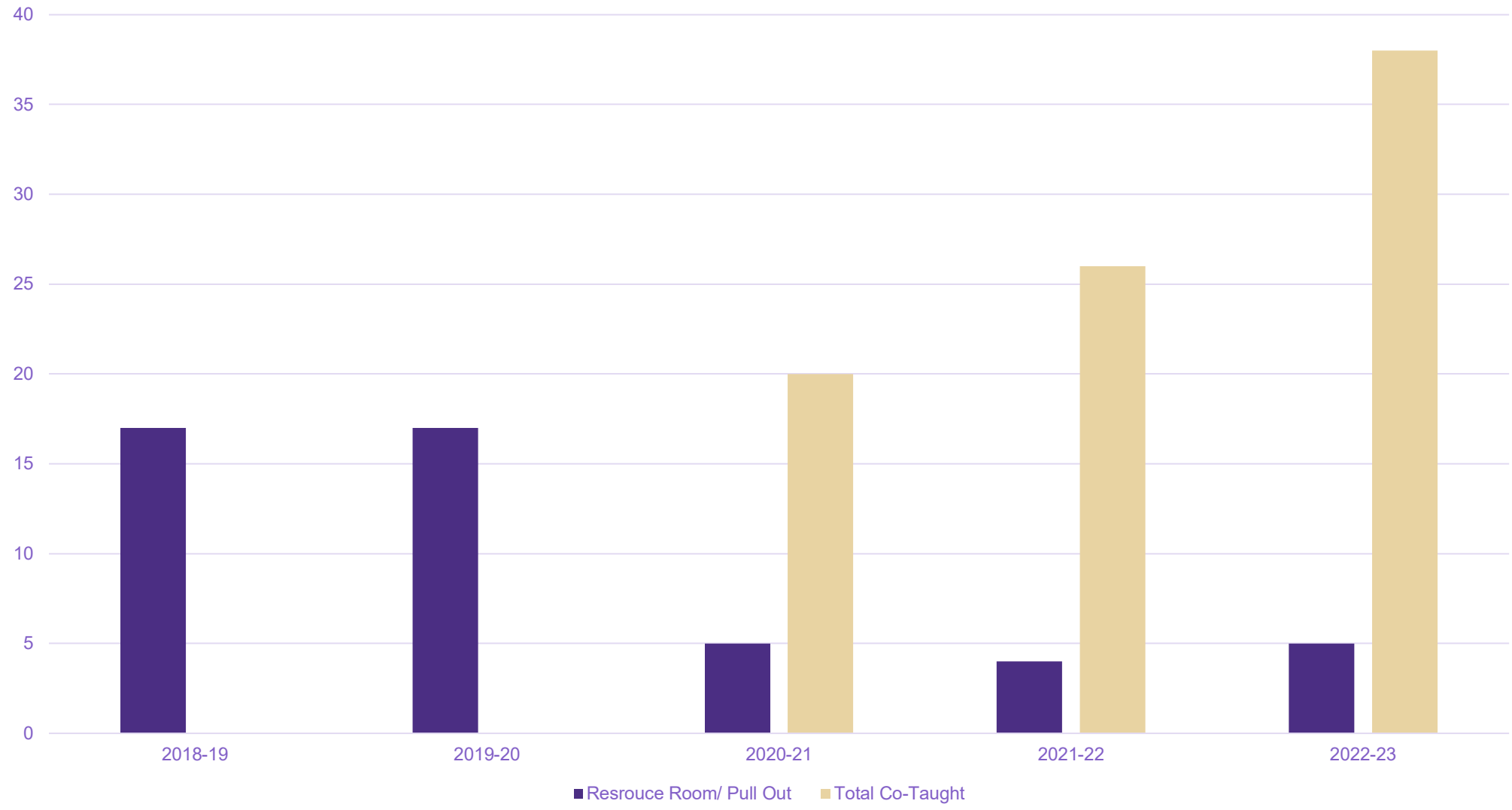


UDL Virtual Coaching.

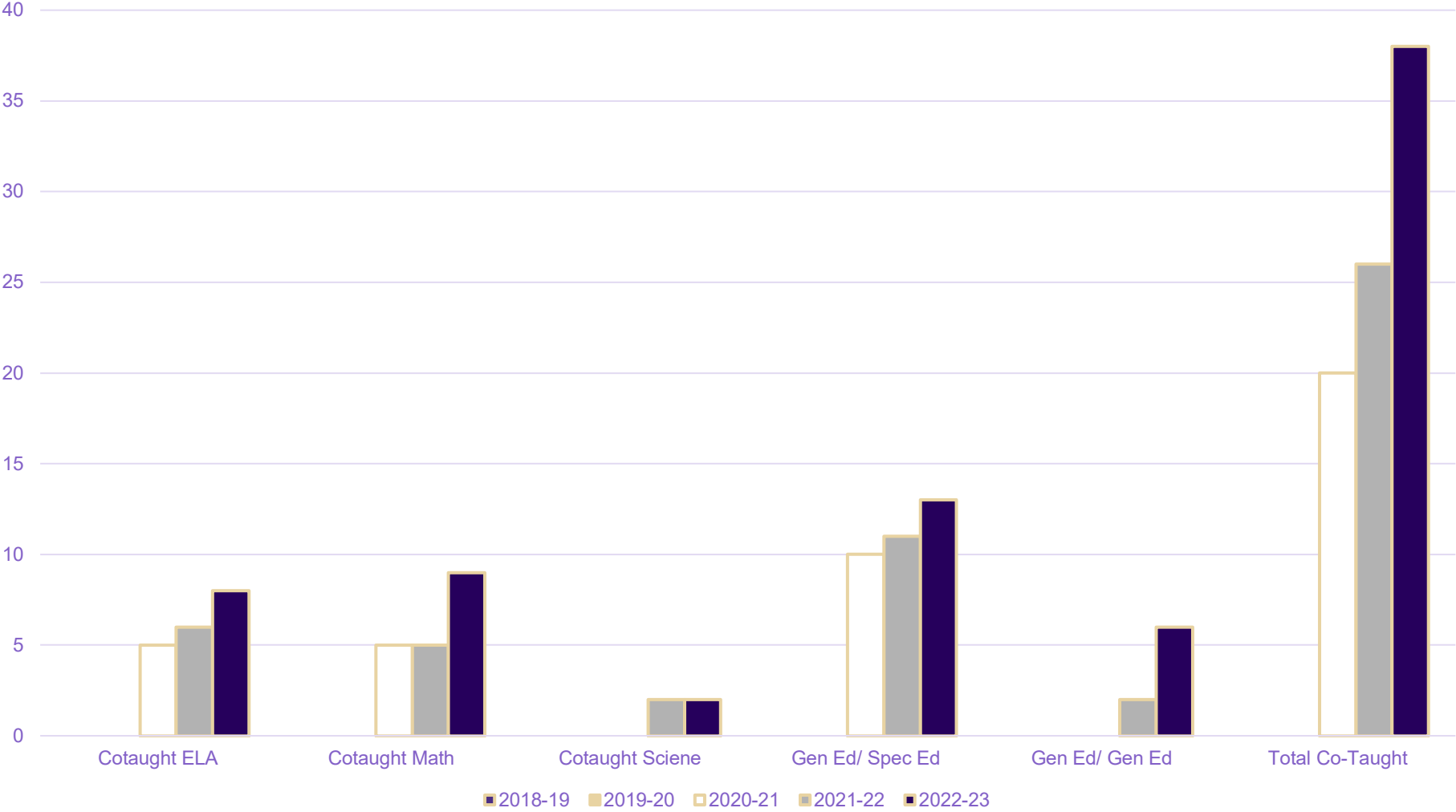


Grading for Equity Book Study.

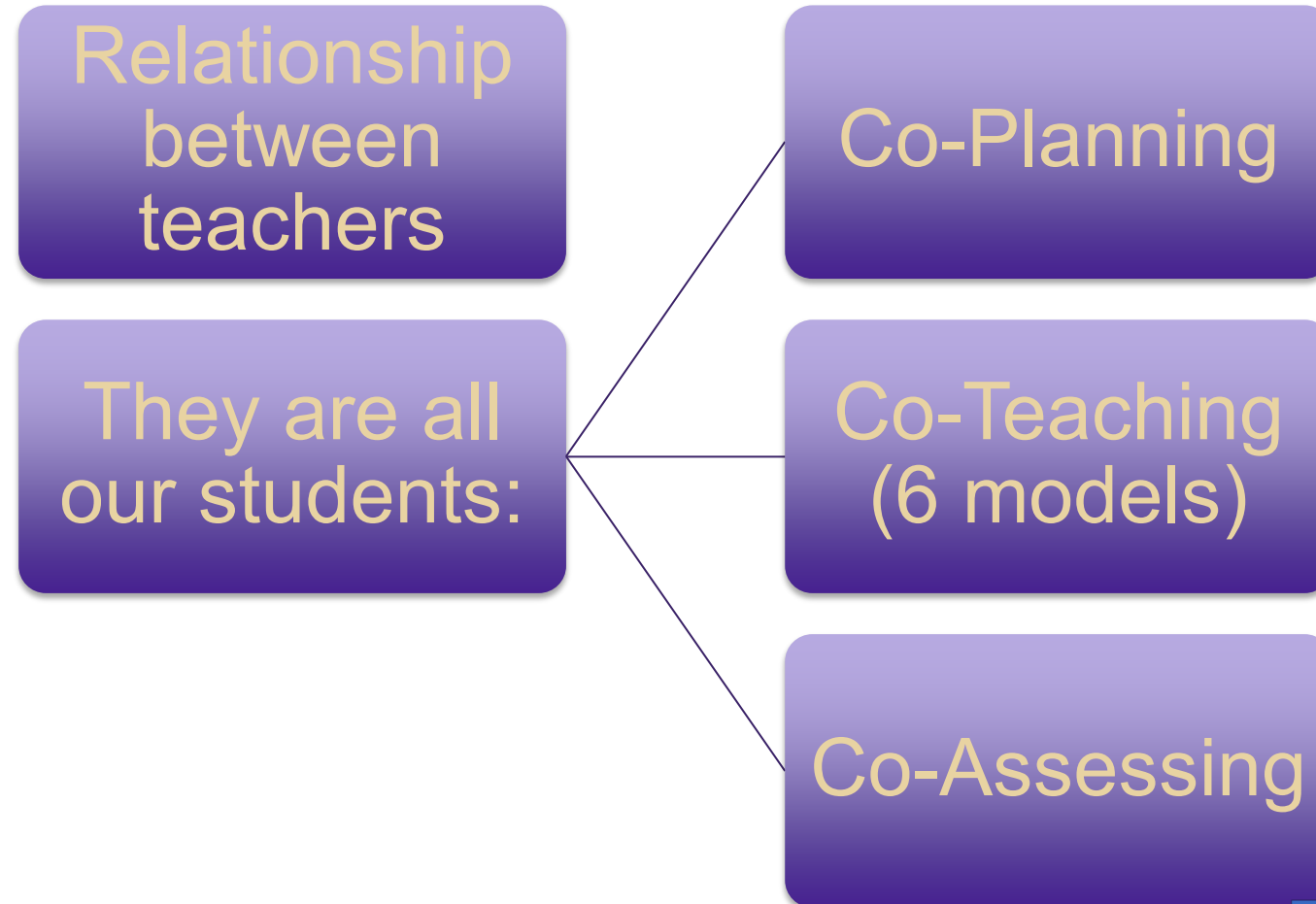
Service Delivery - Resource and Co-Taught



Service Delivery - Co-Taught Partnerships



What elements are essential for successful co-teaching in an urban middle school?



Systematic Barriers to Co-Teaching

Support of Administration

- Common Preps
- Training

Content Knowledge of Special Education Teacher

- Trainings
 - Content and how to use the curriculum

Disability awareness for general education teachers

- Slow processing doesn't mean not engaged.



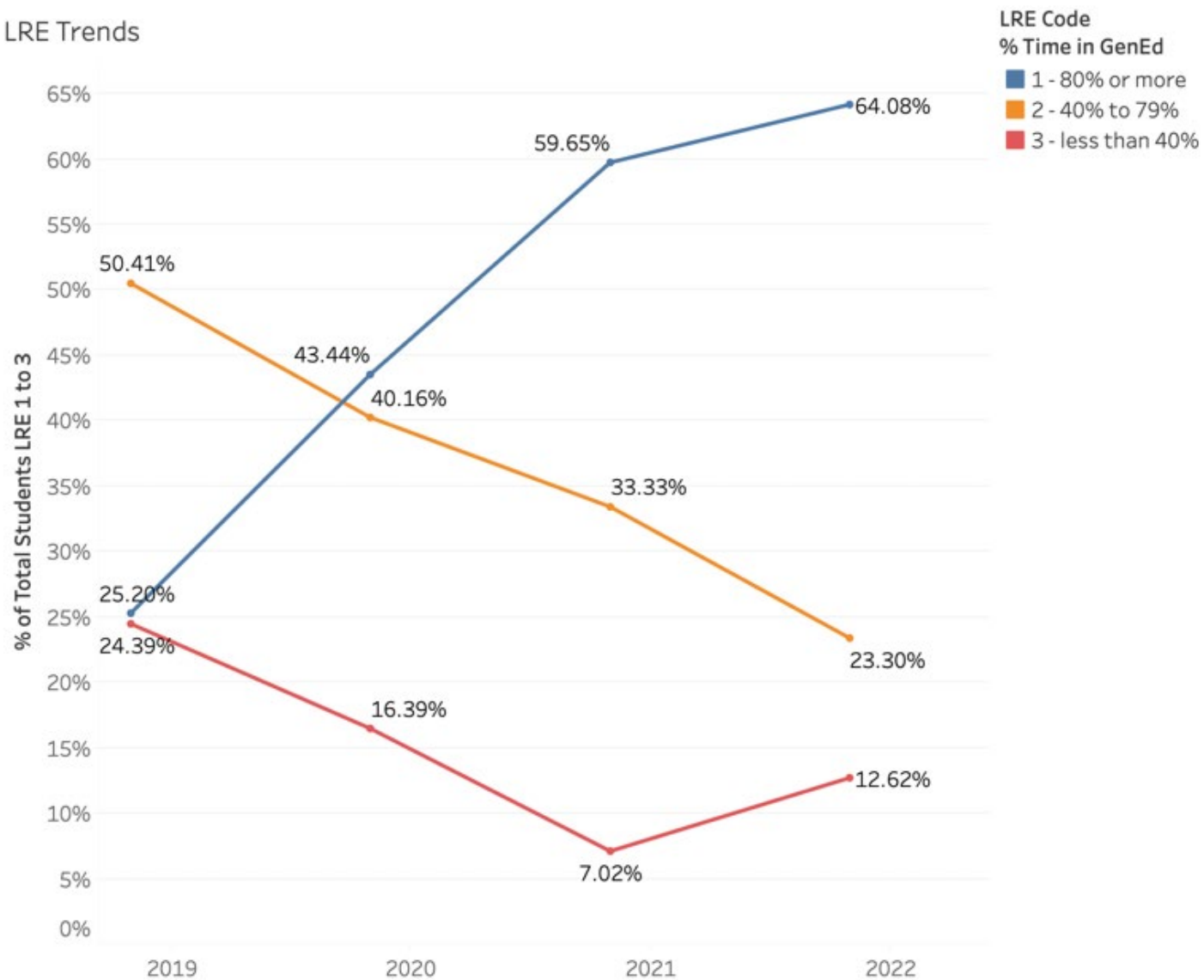
Show Me The DATA?

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LRE Trends



Discipline

In-School Intervention/In-School Suspension

2017-2018	406
2018-2019	542
2021-2022	231
2022-2023	94

Chase SBAC DATA

FALL 2021 6TH GRADE SBAC

Level 4 11%
Level 3 20%
Level 2 29%
Level 1 40%

SPRING 2022 7TH GRADE SBAC

Level 4 19% (+8%)
Level 3 26% (+6%)
Level 2 22% (-7%)
Level 1 31% (-9%)

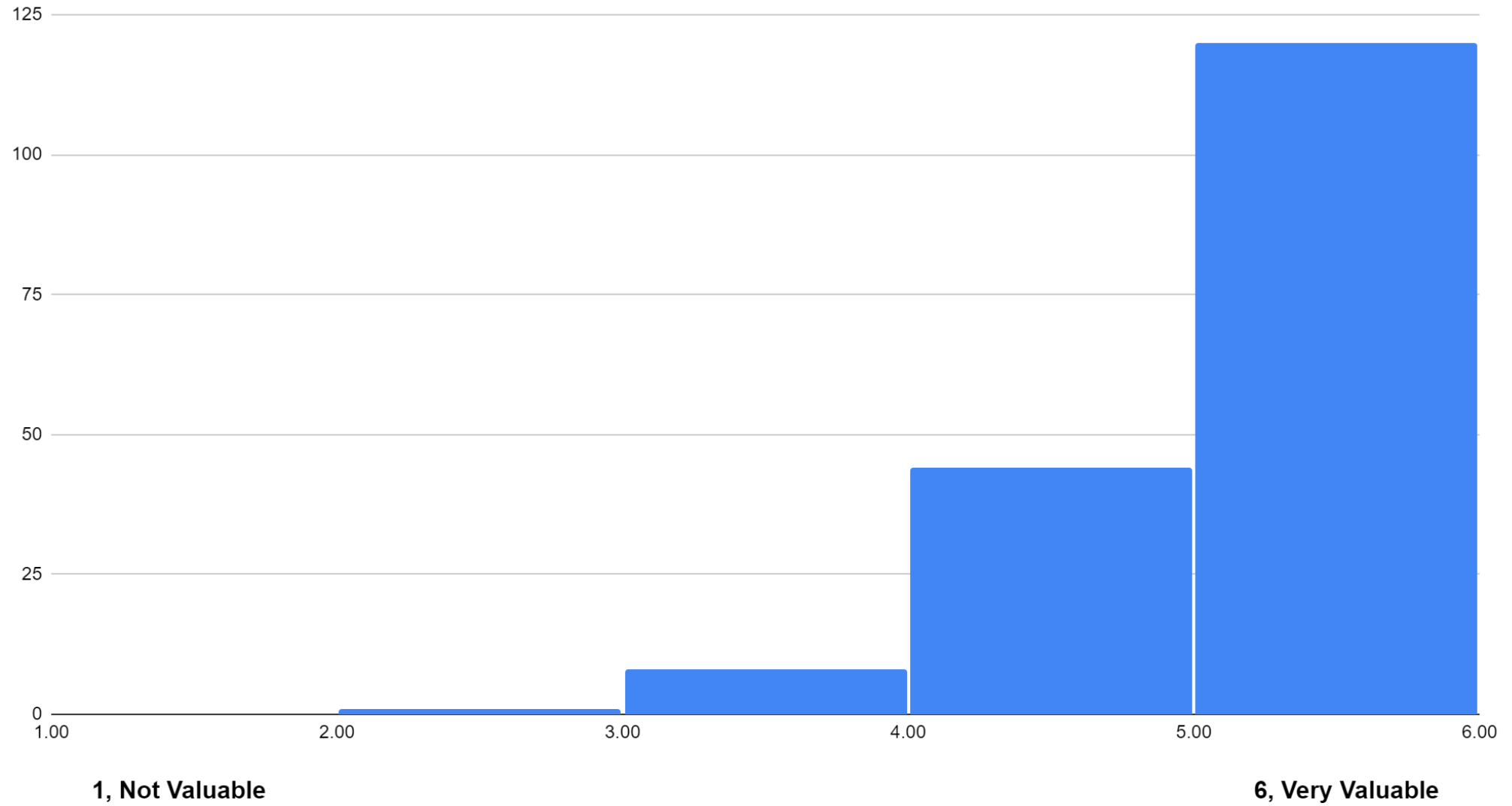


	Not Met Standards	Nearly Met Standards	Met Standards	Exceeded Standards
Washington	36%	26%	19%	17%
Spokane Schools	38%	25%	19%	16%
Chase Middle School	31%	22%	26%	19%

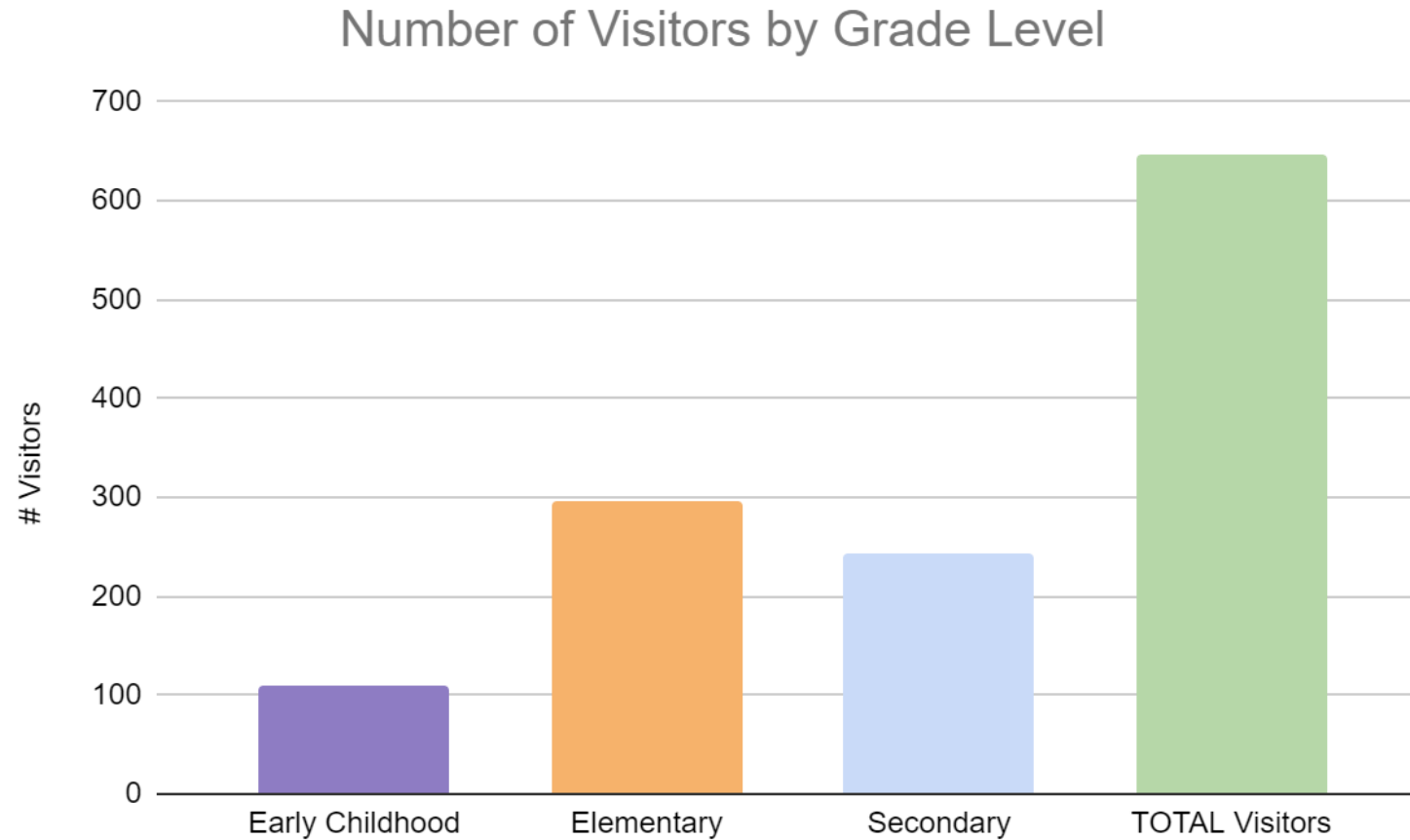
“Jumping to last year, the first year of co-teaching. Something new, another change, more apprehension, and a mind shift. At first I wasn’t sure if some of my students who would typically be in a Resource class could manage being in a Gen Ed co-taught class. I knew the students who would be in my resource would struggle. I worried they would struggle to the point of giving up. I thought they could not do some of the math, how could they when they are missing so many foundational skills? However, over time I realized this was the best place for them. They were finally getting to be involved in their own learning. They were becoming better thinkers and problem solvers. I was able to see students who came to me with multiplication goals fly through and understand linear equations. One student who had a telling time goal became one of our top students. They were thriving. Would they master the content in the same way and same time as their peers? Not all of them, but they were still capable of learning the same information. Before I knew what was happening, I had a complete mind shift. I knew my student were capable of learning, I just didn’t realize how much they could learn in the same amount of time as their typically developing peers. For the first time in my teaching career I was able to see first hand what was meant by least restrictive environment with students with disabilities. “

Special Education and Co-Teacher

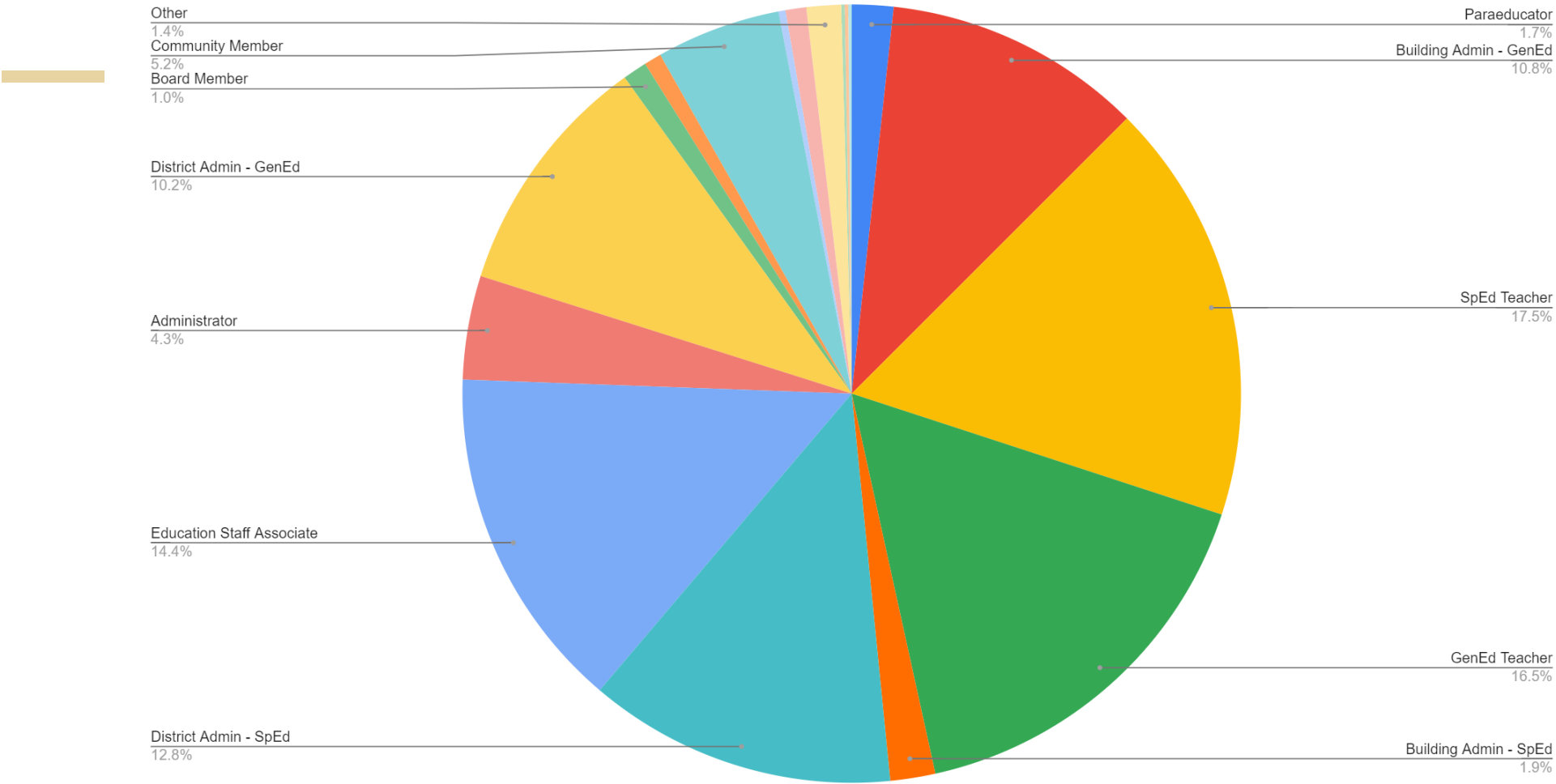
Visitor Feedback: How Valuable was your visit?



Numbers of Visitors Hosted 22-23 School Year



Visitors 2022-2023 School Year



Visitor Responses: *What are some initial steps to take back to your own school or district?*

" It was great to see so many different classrooms. It was valuable to see how many (co-taught) partnerships there were throughout the building "

"Talking to other co teachers about how it can work. Using some of the strategies is saw in individual classrooms. "

"Intentional scheduling for all students with co-teaching as the priority within the master schedule. Common preps are a non-negotiable,"

"Keep iterating on what's working and use data to make decisions"



Resources and Artifacts

> Demo Sites

- [Principles and Practices Tool](#)
- [Demo Site Website with Webinars and Artifacts](#)

Thank you

Heather Chase

HeatherCha@spokaneschools.org

Mary Douthitt

marydo@spokaneschools.org

Sue Rees

suer@spokaneschools.org

RinaMarie Leon-Guerrero

Rinalg@uw.edu