Elementary K-5
Co-Teaching
District 97
**Who Are We?**

**Student Services Department**

WE ARE:

- Champions for the rights of students with identified disabilities.
- Providers of services; not a place.

WE SUPPORT:

- A focus on the whole child in which academic and social/emotional learning are equally important.
- Practices that honor the inclusion of all students to meaningfully participate and engage in general education curriculum and in their school community.
“Inclusive education is concerned with the quest for equity, social justice, participation and the realization of global citizenship. It is about the removal of barriers of discrimination and oppression and it is about the wellbeing of all learners, including students with disabilities. It is based on a positive view of difference in which student diversity is viewed as a resource. Priority is given to the pursuit of change, with a strong emphasis on the importance of learning to live with one another and recognize our common humanity.”

National College for Teaching and Leadership
Co-Teaching is one avenue in achieving inclusion.
Why Co-Teaching?

- Co-teaching leads to higher levels of achievement for those with and without disabilities
- Co-teaching allows for students to be included
- Increase in student engagement and instructional time
- Increase in use of individualized supports
- Decrease in student-teacher ratio
- Fewer absences and referrals for disruptive behavior
- Better outcomes in employment and independent living for students with disabilities
- Increased professional satisfaction
- Co-teaching allows teachers to take more instructional risks

It Works for Everyone! Benefits Noted Through Research
# Math Achievement of River View Students

(Theoharis & Theoharis, 2010)

<table>
<thead>
<tr>
<th>Students’ Current Grade Level</th>
<th>Before Inclusive Reform scoring at or above grade level</th>
<th>Two Years After Inclusive Reform scoring at or above grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 5th Graders</td>
<td>55</td>
<td>66</td>
</tr>
<tr>
<td>5th Graders with disabilities</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>All 6th Graders</td>
<td>54</td>
<td>72</td>
</tr>
<tr>
<td>6th Graders with Disabilities</td>
<td>18</td>
<td>53</td>
</tr>
<tr>
<td>All 7th Graders</td>
<td>56</td>
<td>78</td>
</tr>
<tr>
<td>7th Graders with Disabilities</td>
<td>29</td>
<td>70</td>
</tr>
<tr>
<td>All 8th Graders</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>8th Graders with Disabilities</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>
District 97 Data: Percentage of Students with IEPS Meeting Growth Targets on NWEA (Fall 2018 to Winter 2019)
District 97 Data: Average NWEA RIT point growth for students with IEPs (Fall 2018 to Winter 2019)

![Bar chart showing average RIT point growth for students with IEPs. The chart compares students who receive core instruction within a co-taught classroom and students who receive a majority of core instruction in a special education self-contained setting. The average growth for the first group is 6.2 RIT points, and for the second group is 4.4 RIT points.](image-url)
District’s Vision, Equity Policy & Co-Teaching

- Co-Teaching provides a positive learning environment that is equitable, inclusive and focused on the whole child.

- Through equitable access and co-teaching, the District can provide all students with what they need to thrive and achieve at the highest possible level.

- Co-teaching helps to eliminate the opportunity gaps between our highest and lowest achieving students.
A video is worth a thousand words

Steven T.
4th Grade Student, Whittier Elementary School
The Teachers’ Perspective

Classroom Community

Teacher Collaboration

Co-teaching

Student Achievement
Classroom Community

- Grade-level routines and learning community
- Deepening interactions and understanding of individual needs and differences
- Benefit of groupings that otherwise might not exist
Teacher Collaboration

- Collaboration
- Two perspectives
- Models of delivery
- Continuity
Student Achievement

• Narrative - a typical day
  • Exposure to grade-level targets and models
  • Meeting students where they are
  • Centered around differentiation and multiple ways of learning
The Parents’ Perspective

- How has being in a co-taught classroom shaped your child’s educational experience?
The district’s middle schools began co-teaching in 2013 targeting the subjects of LA and Math.

The district’s preschool inclusion started in 2009 with co-teaching beginning in 2012.

In SY18 teachers, via a grassroots effort, identified students who would likely receive academic and social benefit from a co-teaching model at an elementary school.
Proposal to expand Co-Teaching in D97

Year 4

2020-2021
- Whittier K-5
- Beye 2,3 & adding another grade level
- Longfellow K-3

Year 5

2021-2022
- Whittier K-5
- Beye K-4
- Longfellow K-5
- Lincoln K-2

Year 6

2022-2023
- Whittier K-5
- Beye K-5
- Longfellow K-5
- Lincoln K-5
### Wins and Barriers

<table>
<thead>
<tr>
<th>Wins</th>
<th>Barriers</th>
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<tbody>
<tr>
<td>- Increasing co-taught classrooms in elementary across the district</td>
<td>- Cost/Resources</td>
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<tr>
<td>- Professional Development</td>
<td>- Mindset</td>
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<tr>
<td>- Achievement Data</td>
<td>- Ongoing Professional Learning</td>
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<tr>
<td>- Community Interest</td>
<td>- Engaging All Stakeholders</td>
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<tr>
<td>- Increase in Co-Teaching Fidelity</td>
<td>- Time/Space to create unit and lesson plans (UDL/Specially designed instruction)</td>
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<td>- Scheduling</td>
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“Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.”

Diane Richler, Past President, Inclusion International