

Demonstration classrooms (“demos”) are an in-house professional development model. These classrooms give teachers access to high-quality models where they can observe instructional practices in real-time with an opportunity to debrief what they saw and discuss how they can incorporate the practices into their own classrooms. The Co-op is building a network of demos across the District of Columbia, each highlighting an evidence-based practice, serving as models for schools striving to improve outcomes for students with disabilities.



Demo Discovery: Co-Teaching

Co-Teaching is an inclusive practice because it allows for co-planning and co-taught instruction that combines content and specialized instruction expertise. Research demonstrates that co-teaching is a highly effective method for improving outcomes for students with disabilities because it allows easier access to the general education curriculum in an environment with same-age, non-disabled peers.



Demo Details

- **Materials:** low and high tech Assistive Technology (AT) including a SmartBoard and block timers to manage small group instruction
- **Training:** teachers received monthly coaching and observation. Peer coaches were included in the process to facilitate consistency in practice
- **Infrastructure:** adjustments to the master schedule were made to ensure adequate co-planning time for teaching teams. A web-based co-teaching observation tool was purchased to support consistent data collection for observation and coaching cycles, and the sharing of information between coaches, administrators, and teachers



Demo Data

- Move to co-teaching model resulted in 33% more time available for specialized instruction.
- Teachers’ co-teaching skills improved. In 3 months, teachers moved from “Not yet co-teaching” to “Developing co-teaching”, despite a change in the teaching team.
- Enhanced student engagement and participation reported by the teaching team.

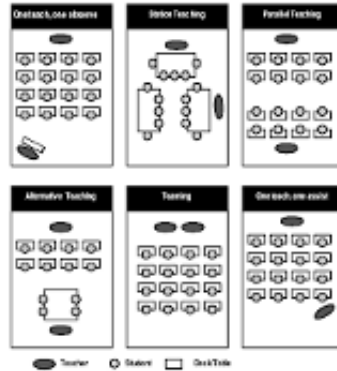
“Working with the Co-op

and developing co-teaching practices helped me to preemptively supply materials and organize the lessons to help every student be as self-sufficient as possible which has greatly improved student output and our ability to reach and assist all students.”

Tamas O’Doughda, 7th ELA Grade General Education Co-Teacher

I saw...

- At least 2 of the 5 co-teaching models are used during the lesson. The graphic below illustrates the models: one teach-one assist/or observe, team teaching, alternative teaching, station teaching, parallel teaching.



- Parity among classroom staff (both teachers appear to know the expected flow of instruction)
- Evidence of differentiated instruction (students receive information through a variety of mediums, are engaged in a variety of ways, and can express their learning through various methods and means.)
- Flexible Grouping - grouping is strategically used to meet student needs at various times throughout the instructional process.
- Effective use of both instructional and assistive technology to support student learning, and flexible grouping (for example: students and teachers have access to high and low-tech tools ranging from Smartboards and clickers (high-tech), to ball chairs and pencil grips (low-tech).

I wonder...

As you reflect on the observation, what questions do you have about co-teaching or this classroom?
