



Co-Teaching

Teaching them All



Goals and Agenda

- **Share** teaching strategies teachers of the deaf used in a K-5 inclusion teaching situation
- **Plant** seeds of ideas for you as you plan for next year
- **Agenda**
 - I. Teaching Team, School and Students
 - II. Building on What we Know Works
 - III. 8 Strategies Teachers Used



I. The Teaching Team

- 5 teachers of the deaf and 6 general education teachers (K-5)
- 6 co-teaching pairs

Other adults in the program but not part of this study

- Teacher of the Deaf who acted as a “resource teacher” and pulled students out
- 2 assistants (including a Deaf adult)
- 2 interpreters



The School

- 35 students who are DHH
- Largest Deaf education program in the United States
- Urban school district with all the challenges inherent in urban schools
 - Leadership changes
 - Principal
 - Deaf Education Supervisor
 - Curriculum changes
 - Personnel changes
 - Students moving in and out of the school system



Inclusion Setting

- Two years ago, the district moved to **Full inclusion** of students who are DHH
- Last year, Dr. Allman asked to observe and document the strategies teachers of the deaf were using



II. Building on What we Know

- Why Inclusion?
 - A current teaching model (*IDEA states students with disabilities must be educated in the setting most like that of typical peers in which they can succeed when provided the needed supports and services*)
 - Social interactions with same-aged peers and skilled language users
 - Cawthon found teachers in inclusion settings directed fewer questions to Deaf students
 - Access to general education curriculum
 - Marschark....academics on Stanford Achievement Test were below hearing peers but above DHH normative sample
 - Attend school with neighborhood children and siblings
 - This is not perfect. There is no one size fits all. Ultimately, fit the needs you have.



Documented Challenges for Students who are DHH

- **Process information** differently than their peers
- **Have individual learning needs** (IEP goals!)
- **Access** general education curriculum differently
- Studies in other countries found services highly varied across the country (“Inclusion looks different in each situation”)
- **How do skilled and knowledgeable ToDs address these learning differences?**



III. Strategies Observed

Principles that Support Learners and Learning

A continuum



1. Establishing Coteaching Relationship

- Coteaching Training pertaining to Deaf Education
- This is a MARRIAGE!
- Understanding the OUR!
- General Education Teachers and relationships with DHH students



1. Creating an Optimal Learning Environment

- Inviting, comfortable and purposeful
- Ryan do you have any pictures of your classroom?
- Visually accessible for all
 - Two teachers guided lessons in the front of the room with shared technology set up and white board visually accessible
 - For younger students, “pass the cat” was used so it was clear who was speaking. Whole group lessons were “on the carpet.”
- Student-centered set up. Students in “pods” so group (we), small group/table talk (us) and on-their own (you) work was supported
- Optimize the auditory environment



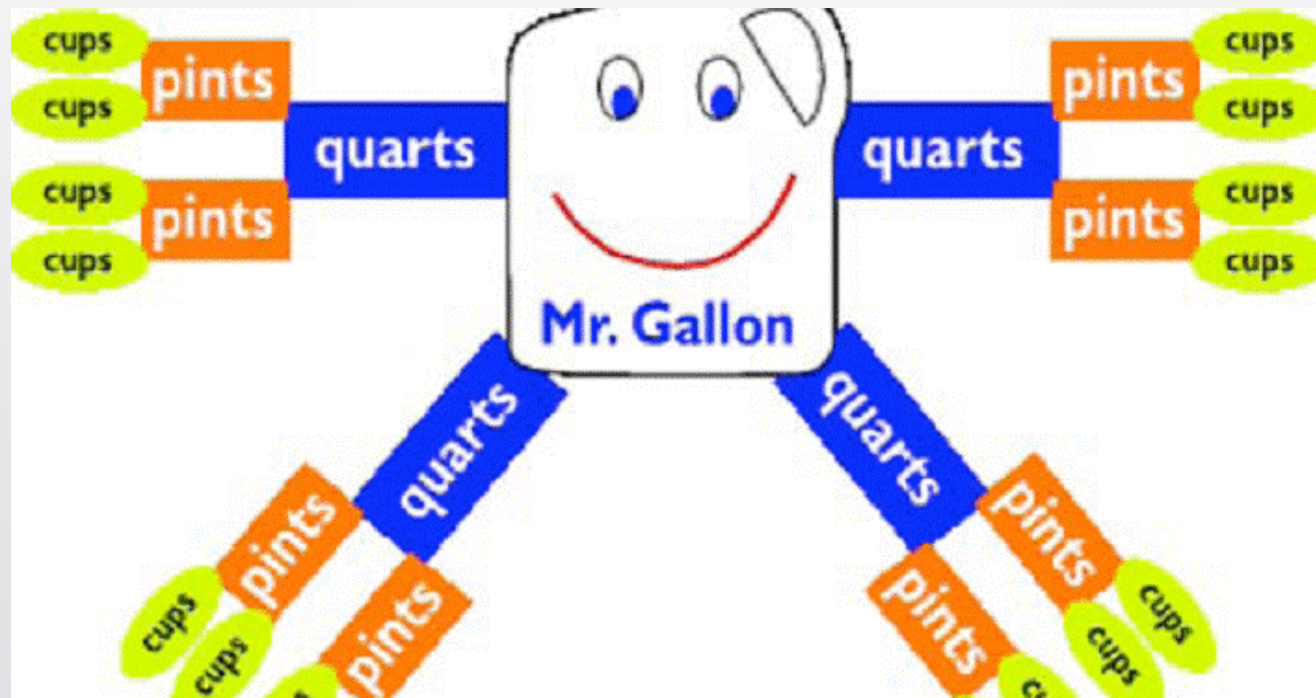
Picture of Ryan's class?

Pair and Share:

List and discuss how you will optimize your physical classroom environment?



2. Concepts and language taught visually






Scenario 1: Making it Visual (Irene & Ryan)

- **Planned We-do: Visual clarity with narration**
 - Plan the lesson
 - Embed the visuals
 - Create a hook/preview
 - Be flexible. Add on-the-fly.
- **Spontaneous creation of visuals “as needed”**
 - **Graphic Organizers** (Irene-Gallon Man)
 - **Drawings** (Ryan-Casey and the Bat)
 - **Printing target words** on the board
 - **Writing a word on a Post-it notes** to support writers and writing fluency
 - **Technologies**—google images on tablet or phones



3. Establish Predictable and Supportive Routines

- **Lesson Presentation:** I do, we do, you do format
- **Auditory Cues:** Soft music and other routines signal “work time”
 - Listening time: “class, class, class” (Ryan)
- **Create a common language** for all students (Example:??)
- **Clear communication** of expectations
 - “Hold questions during the read aloud” for the end so that everyone can enjoy the story
 - What voice level should we be using?
 - Student roles are clear creating a sense of “us” (clean up crew, helpers, line leaders))



Scenario 1: Setting Clear Expectations in Kindergarten and 1st grade (Brooke)

- Dealing with Behavior
 - Establish Routine
 - Visuals
- “On the Rug” time: Pass the Cat- Keep rug time (whole group) to a minimum
- Station Work- Small Group
- Models and expectations are clear
- Reminders use common class language



4. Extensive use of small group instruction

- **Stations**
- Both teachers teach in a station
- Instruction is differentiated, project-based, personalized, guided.
- Modifying instruction even in a small group (**Higher Order Thinking** focus)
- Deaf Ed Resource provides small group reading instruction based on instruction level rather than grade level outside of the classroom.



5. Feedback Given to Students

- **Responsive teachers** who were acutely aware of individual language and learning needs
 - Work on desks is literally “checked” when it is correct
- **Positive language**, encouragement given to students during review (Some of you are remembering to check your spelling using our chart—good use of resources!)
 - **Focus is on content and learning.**
- **Teachers check comprehension** by asking questions: “What are the directions?” As the student explains, the teacher nods to affirm the student understood the direction and moves the student with “Write your answer now.”
 - **Wait time** is used! The ToD waits for the DHH student to respond to the question and only after they have given an answer, does the ToD continue.

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Reflect: Which area would you like to tweak in your classroom next year?

Making Instruction Visual, Providing Feedback and Establishing Predictable Routines and Expectations.





6. Skilled use of Code-Switching in 5th grade

- **Use “deaf culture” techniques**
 - **Eye contact** (Example: ToD did not start signing until s/he had eye contact from all the students)
- **Skillful use of “ALL” languages** (*Casey at the Bat*)
- **Scenario Example in Whole Group :**
 - Printed poem for each student
 - ToD signing the poem conceptually accurate; 3 boys watch and 2 girls look at the print
 - Chaining/sandwiching (baseball)
 - Fingerspelling (followed up by writing English word on board)
 - Borrowed from ASL to visually set up (First, second, third base)
 - When DHH students appear “lost,” the ToD draws the baseball diamond on the board to show (Flynn on 2nd, hugging 3rd); continually contrasting English printed words and signs but always bringing them back to English print



7. Advocating and Educating

- These teachers understand that they have to make instructional changes when “data” indicates a student (Or students) are not progressing towards their goals.
- Team debrief frequently.
- No group is too small for differentiation.
 - Wide spectrum of learning abilities.
- Allow all students to communicate freely with their peers.
- Educate other teachers, professionals, administrators.



8. Trust and Respect between Teachers

- Co-teaching appears to be like “a marriage” between teachers!
- Strong co-teachers built on the strengths of each other
- Trusted one another
- Honest communication in a safe space



9. Trust within Deaf Education Team

- Problem-solving focus
- How do they support one another?
- Team is multi-level
 - Co-teacher
 - Grade Level Team
 - Deaf Education Team
- Find your support!



Teachers of the Deaf have Super Powers!

- Exemplary teachers of the deaf share qualities of exemplary teachers.
- Exemplary teachers of the deaf are constantly learning.
- Exemplary teachers have knowledge and skills that are different than general education teacher.
 - Exemplary teachers of the deaf have a deep knowledge of how DHH children learn and strategies to teach them.
 - Exemplary teachers have flexible teaching and sign skills as well as flexible communication skills.



Q&A



Thank YOU!