



# Co-Teaching and UDL: Key Strategies

# Foundations

Inclusive practices remain essential during distance learning

Co-Teaching and UDL are essential components of an inclusive distance learning program - for all students.

Inclusion in accessible synchronous sessions promotes curricular access as well as belonging, shared experiences, and connections with teachers and peers for students with extensive needs



## Co-Teaching

when two or more educators co-plan, co-instruct, and co-assess a group of students with diverse needs in the same general education classroom.

(Murawski, 2003)



# ESSENTIAL QUESTION OF CO-TEACHING

How is what co-teachers are doing together *substantively different and better for kids* than what each of them would do alone?



# ONE LEAD, ONE SUPPORT



- While one leads, the other **messages with paras or parents** about specific supports/modification
- While one leads, the other **primes for participation**

- While one teaches, the other **documents attendance**
- One teacher could be lecturing while the other **monitors the chat box** and responds to questions.
- While one teacher teaches, the other one checks to **make sure everyone in the group has submitted** their work
- While one teacher teaches, the other **takes data on student progress**
- While one teacher teaches, the other can **send important information** student(s) may not have received / misplaced

# PARALLEL TEACHING

Half of  
Class

Half of  
Class

A

B



# STRATEGIES FOR PARALLEL TEACHING

- Ensure heterogeneity by **using a variety of grouping strategies**
- Deliver the **same lesson – smaller group**
- Deliver the **same lesson teaching using different instructional apps** and strategies depending on your learners
- **Return for whole class discussion/debrief**
- **Work on Google docs** so you can monitor how far along your co-teacher's group is
- Text one another to **check on timing**

Ready to close the room?

We need one more minute!





# STATION TEACHING

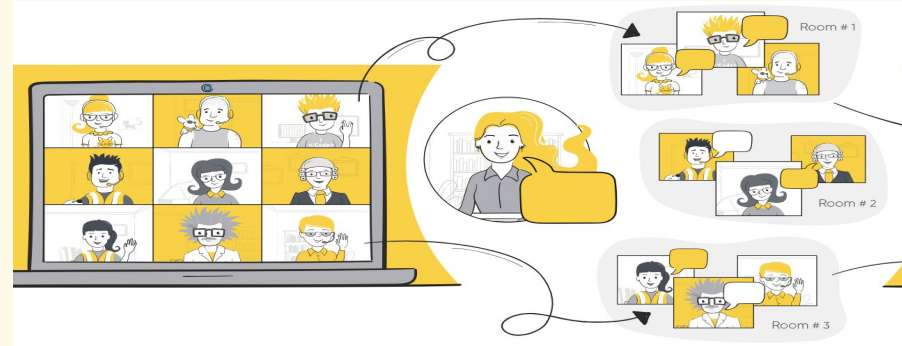
Small  
Group

A

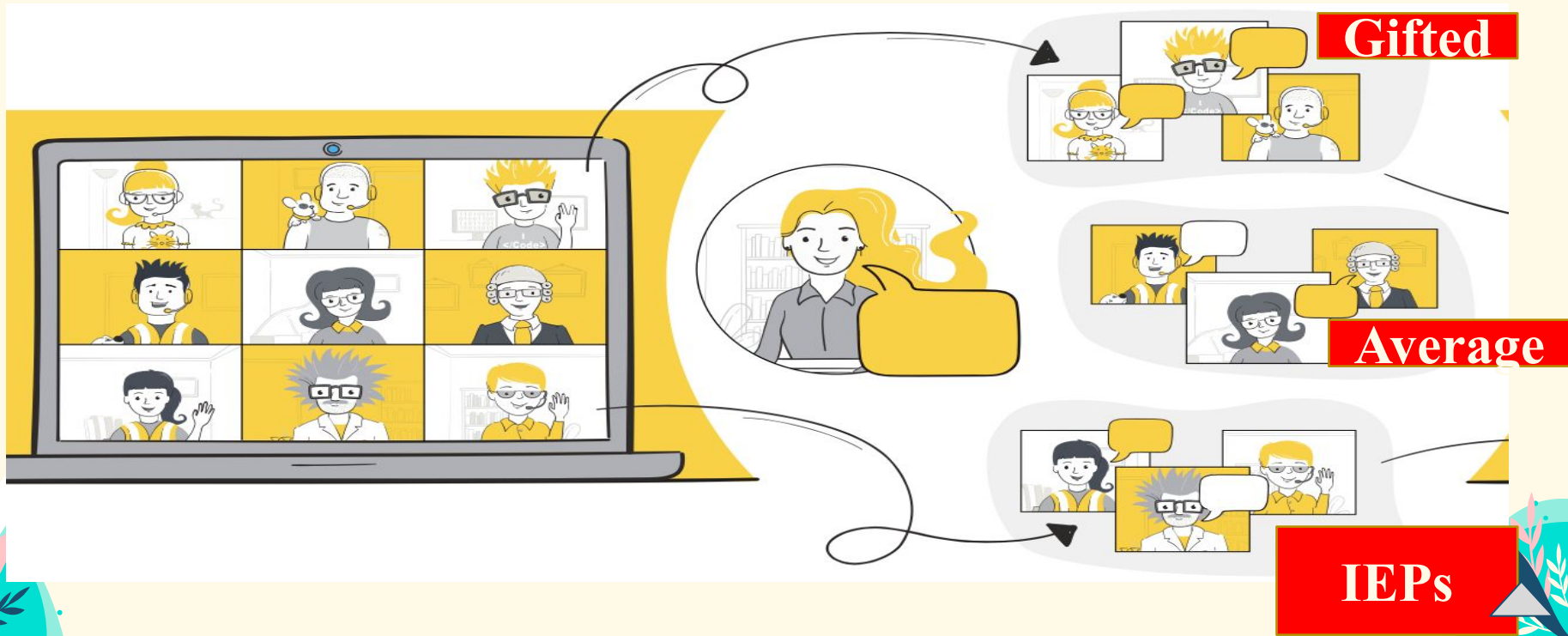
Small  
Group

B

Small  
Group



# WHAT IT *DOES NOT* LOOK LIKE...



# STRATEGIES FOR STATION TEACHING

- Have **teachers switch**, not students
- Have students engage in some sort of **movement break** before starting a new station
- Independent station – have students complete an asynchronous, pre-planned assignment
  - Record a short explanation and model where to get the assignment or how to complete it.
  - Create differentiated assignments – based on student interests and needs

# ALTERNATIVE TEACHING

- Remediation – frontloading content, vocabulary, etc.
- Enrichment

Lessons should be ...

Short

Targeted

Remember to switch roles!!

*Flexible design of groups* -  
base grouping on your formative  
assessment or the purpose of  
the activity, not IEP status



# How to help in breakout rooms during alternative teaching:

**Good times** for 1:1/small group breakout room:

Whole class is working independently

**Bad times** for 1:1/small group breakout room:

New material, review or students sharing work

**In breakout room:**

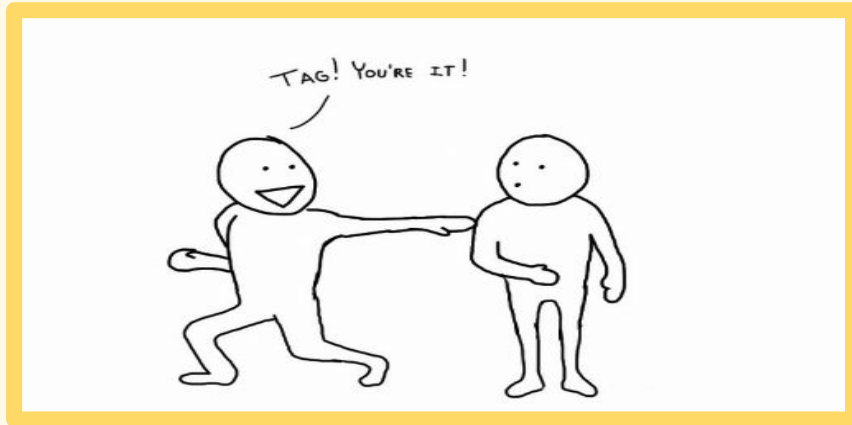
*Review* - share screen and restate the task

*Break down/simplify* the task as needed.

*Prime* - make sure they are ready to share out.

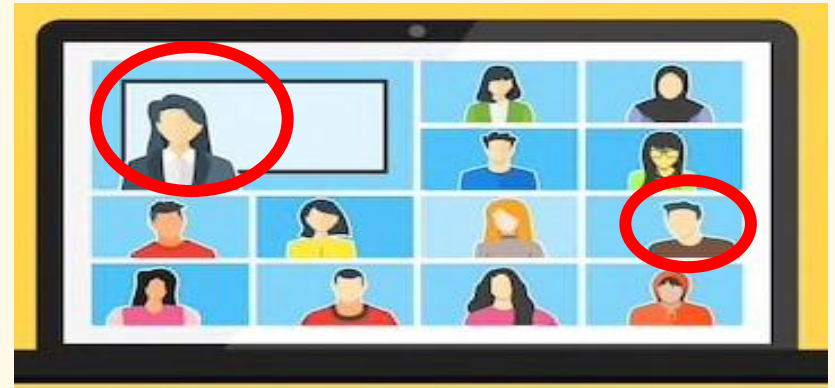
**After breakout room:** Write a short note to co-teaching partner (private chat) so they know what you did. If the student is ready to share out, let them know.

# TEAM TEACHING, FOLKS ~ NOT TAG TEAMING..



# TEAM TEACHING LOOKS LIKE...

Whole Class



A

B

# STRATEGIES FOR TEAM TEACHING

- Role Play
- Nonverbal and Verbal Cues
- Question Each Other
- Provide different perspectives/learning styles
- Both teachers must be actively involved







Parallel teaching



Alternative Teaching



Station teaching (requires the most coordination and planning)

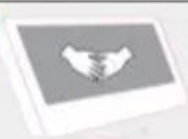
**BEST CO-TEACHING MODELS TO USE DURING DISTANCE LEARNING**



# 10

# BEST PRACTICES for VIRTUAL CO-TEACHING

1



Treat virtual co-teaching as a **new** relationship (in many ways it is).

2



Co-construct a plan for **routine** collaboration.

3



Prioritize & expand co-planning for **both** synchronous & asynchronous learning.

4



Utilize break out rooms for **alternative, parallel & station** teaching.

5



Strategically co-plan for student **interaction** every 3 minutes.

6



Closely monitor student **participation**.

7



Offer virtual office hours for students and **families**.

8



For virtual team teaching, allow students to see **both** teachers.

9



Identify each other's **strengths** & designate roles & responsibilities accordingly.

10



Give yourself and your co-teacher **grace** (these are unprecedented times).

# Universal Design for Learning: Elements

Student Choice

Student Voice

Recognition

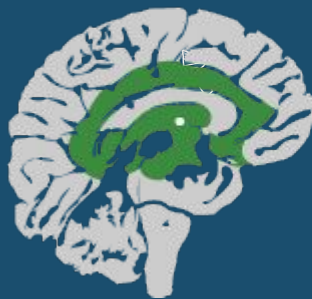
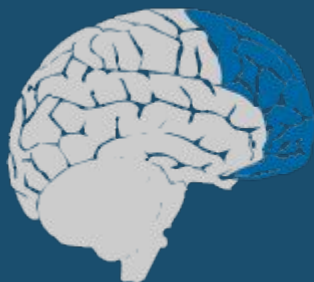
Multiple means of *representation*

Skills and Strategies

Multiple means of *action and expression*

Caring and Prioritizing

Multiple means of *engagement*



# UDL in Live Meetings



Representation	Expression	Engagement
Images to support key concepts	Whiteboard/annotation tools	Spirit days
Short, engaging sessions with real-time application	Breakout Rooms with collaborative activities	Games
Household items as manipulatives	Posts on app (e.g. Flipgrid)	Highlighting student strengths and interests
Collaboration boards	Total Physical Response	Novelty
Visual models	Google Forms/Docs/Slides plus live monitoring	Familiar routines
	Screen sharing	Encourage social connection

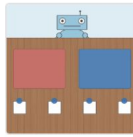
# Let's Engage in a Math Talk!

## Sentence Starters:

- Making Observations:**
  - If you look at... you'll see that...
- Soliciting a Response:**
  - What are your thoughts?
- Paraphrasing Contributions:**
  - In other words, you are saying...
- Asking for Clarification:**
  - I don't quite understand...
- Affirming Contributions:**
  - I agree with... because...
- Disagreeing:**
  - I see it differently...
- Drawing Conclusions:**
  - I predict that... because...
- Holding the floor:**
  - What I was trying to say was...



## 1 Warmup



Press "Deal" to receive your cards.

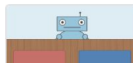
Drag cards from your hand to the red and blue areas.

## 4 Reflection

What strategies have been helpful as you try to use as many cards as possible?



## 7 Settle a Dispute



Arturo claims that it's possible to use all seven cards here.



## How can we keep our spirits up?

Share your ideas here

ead  
ead a book that you like.

e happy

[https://www.youtube.com/watch?v=ZbZSe6N\\_BXs](https://www.youtube.com/watch?v=ZbZSe6N_BXs)

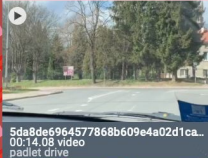
aming

leaning up in the garden

Write

Create something from your own.

you can care about your garden ; )



5da8de6964577868b609e4a02d1ca...  
00:14:08 video  
padlet drive

Re framed

watch recorded webinars.



How to deliver an engaging online le... by Pearson English  
YouTube

puzzle

Dance using earpods at a very high volume

English

You can practise English and use quizlet to do it.

sushi masterclass online

<https://youtu.be/9QUtTeTVPJo>

humanitarian

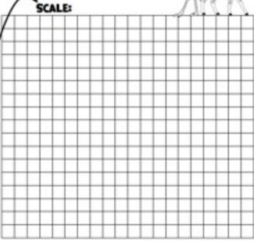
Dance to trigger your brain chemical

## Habitats Up Close: Rough Draft

Start Here!

Habitat Chosen

SCALE:



Area

Perimeter

Change the Scale

Redraw your habitat to fit your scale.

Add in your habitat items.

Find area and perimeter of all items inside your habitat.

## Habitat Informational Guide

We are excited that you're going to create an informational guide for visitors to learn more about specific animal and the exhibit! Guides are important because it allows everyone to become more knowledgeable about animals.

When creating your informational guide you have the options of using an included tri-fold, a single page, or creating your own version. Below is a checklist of requirements that your informational guide must have. Use it as the baseline requirements to successfully create this guide. Everything else is up to you!



## Habitat Informational Guide Checklist

REQUIRED ANIMAL INFORMATION

Scientific Name

LIFE SPAN

SIZE

WEIGHT

LOCATION

BEHAVIOR

DIET

IS IT Endangered?

Check off when completed.

REQUIRED TEXT FEATURES

Drawing of Animal

Map of where they live.

Main Title

Heading

Subheadings

Fact Box

Bold Print

Italic Print

Check off when completed.



## Checklist Requirements

LARGE ANIMAL HABITATS

ANIMAL NAME

1000 sq. ft.?

Board of Directors Requirements

EXTRAS

Map Key/Legend

Completed on separate page.

Two Entrances: 800 square feet each

One Park: 1,200 square feet

Check when completed.



## ZOOville Blueprints: EXAMPLE

1 cube = 1 unit square 1 side of a square = 1 unit in length

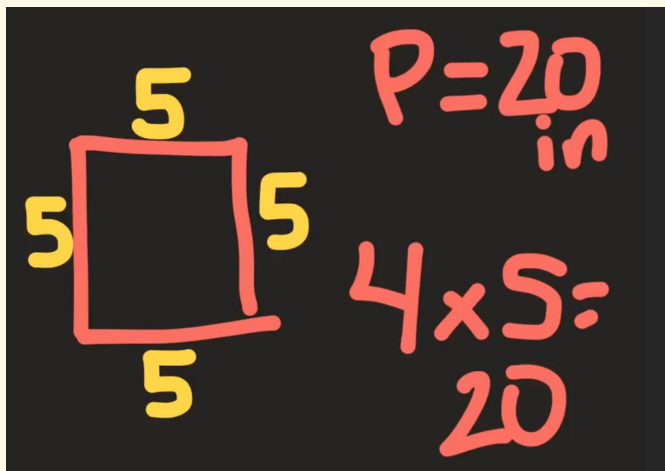


This is just an example of what your zoo design could look like.

# UDL in Asynchronous Activities

8

Representation	Expression	Engagement
<p>Video routine posted at regular intervals.</p> <p>One “landing page” for all materials and activities</p> <p>Models/practice to use apps and resources (via video when possible)</p> <p>Connections to prior learning</p> <p>Choices (e.g. pick 2 of 5 videos)</p>	<p>Choices for response methods</p> <p>Data collection via apps used</p> <p>Option for private responses vs. discussion post</p> <p>Pictures, audio, or video rather than written responses</p> <p>Opportunity to complete work with a peer</p>	<p>Student Voice and Choice in Topics and Format</p> <p>Novelty</p> <p>Familiarity</p> <p>Sharing personal stories/connections</p> <p>Timely feedback</p> <p>Meaningful connection to learning objectives (not busywork)</p>



### 48 Digital Counting Mats for 1 - 500

© The First Grade Roundup

Assign a counting mat.

I can count my collection of

I can show how I counted.

total

How many groups?   $\times$  10 =  type

$\times$  10 =  type

total

I can count my collection of

I can show how I counted.

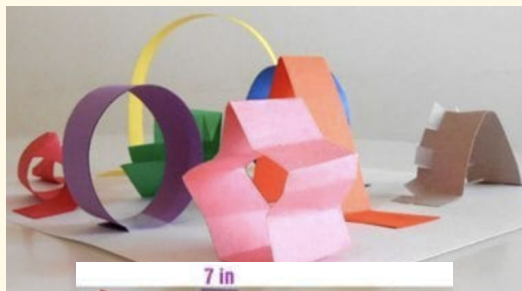
total

How many groups?   $\times$  10 =  type

$\times$  10 =  type

total

Optional: Use the edit feature on an iPad to label the counting.



# Access by Design

## Narrow Design

Name \_\_\_\_\_

Estimate. Then find the sum.

2. Estimate: 90,000 3. Estimate: \_\_\_\_\_

4. Estimate: \_\_\_\_\_

$$\begin{array}{r} 72,931 \\ +18,563 \\ \hline 91,494 \end{array}$$

$$\begin{array}{r} 432,068 \\ +239,576 \\ \hline \end{array}$$

$$\begin{array}{r} 64,505 \\ +38,972 \\ \hline \end{array}$$

**Math Talk** Explain how you know your answer for Exercise 2 is reasonable.

### On Your Own

Estimate. Then find the sum.

5. Estimate: \_\_\_\_\_ 6. Estimate: \_\_\_\_\_

7. Estimate: \_\_\_\_\_

$$\begin{array}{r} 839,136 \\ +120,193 \\ \hline \end{array}$$

$$\begin{array}{r} 186,231 \\ + 88,941 \\ \hline \end{array}$$

$$\begin{array}{r} 744,201 \\ +168,900 \\ \hline \end{array}$$

8. Estimate: \_\_\_\_\_ 9. Estimate: \_\_\_\_\_

10. Estimate: \_\_\_\_\_

$$\begin{array}{r} 374,096 \\ +187,543 \\ \hline \end{array}$$

$$\begin{array}{r} 100,738 \\ +19,553 \\ \hline \end{array}$$

$$\begin{array}{r} 512,335 \\ +297,866 \\ \hline \end{array}$$

**HO!** Algebra Find the missing number and name the property you used to find it. Write *Commutative* or *Associative*.

11.  $(4,580 + 5,008) + 2,351 = 4,580 + (\quad + 2,351)$

12.  $7,801 + \quad = 4,890 + 7,801$

13.  $2,592 + 3,385 = 3,385 + \quad$

### Remember

Commutative Property

$$4 + 5 = 5 + 4$$

Associative Property

$$4 + (7 + 3) = (4 + 7) + 3$$

## Expanded Design

### Estimate Sums GAME

Player Name: \_\_\_\_\_

PLAY 1 \_\_\_\_\_ →

+ \_\_\_\_\_ →

Wh? \_\_\_\_\_

Y/N \_\_\_\_\_

PLAY 2 \_\_\_\_\_ →

+ \_\_\_\_\_ →

Wh? \_\_\_\_\_

Y/N \_\_\_\_\_

PLAY 3 \_\_\_\_\_ →

+ \_\_\_\_\_ →

Wh? \_\_\_\_\_

Y/N \_\_\_\_\_

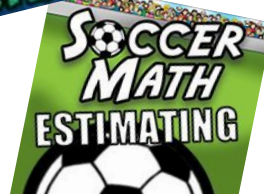
PLAY 4 \_\_\_\_\_ →

+ \_\_\_\_\_ →

Wh? \_\_\_\_\_

Y/N \_\_\_\_\_

©Disney (adapted by Collaboration Coder)



### TOSS BOSS

Who will be the Boss of the Toss?  
ESTIMATING PRODUCTS

1,600	2,400	1,800	3,000	1,200	2,000
2,000	3,000	3,600	3,600	3,600	1,600
1,800	2,400	1,200	2,000	2,400	3,000
2,400	1,200	1,600	2,400	1,800	2,000
1,200	2,000	3,000	1,600	3,000	3,600
3,000	3,600	2,400	1,200	2,000	1,200
3,600	1,800	2,000	1,800	1,600	1,800
1,200	1,600	1,800	3,600	2,000	2,400

GAME BOARD

# Interest Choice Novelty



# Planning Time!

We will be sending you to break out rooms in pairs or groups. Please begin to think about the co-teaching time that will be filmed and start to plan the following:

- How you will utilize at least 2 co-teaching models during your filmed lesson (**refer to grey desired clips on script**)
- How you will integrate at least 2 UDL strategies (**refer to grey desired clips on script**)
- How you will provide opportunities for your student to engage in **the activities described on side 2**

If you are not filming: Please discuss an upcoming class session in which you will integrate multiple co-teaching and UDL strategies.

# Wrap Up:

Maximize use of *BOTH TEACHERS*

Consider, *and* address *BARRIERS* to learning

*REPRESENT* key concepts in multiple ways

Allow students to *EXPRESS* learning in multiple ways

Incorporate *CHOICE* and *INTERESTS* in all instruction

Keep it *FUN, INTERACTIVE, and CONNECTED* to students' lives

