

CO-TEACHING & INCLUSION

Catalyst for Educational Change is helping school districts across the country utilize best practices to ensure all students can reach their learning potential.



Co-teaching is a popular and frequently used inclusion service delivery model, although schools can experience mixed results. Many systems lack effective and systematic design and teachers may not be properly trained on effective co-teaching strategies. The right architectural plan to lay the groundwork to effectively implement an inclusion model has the power to ensure the best return on dedicated resources and to maximize learning for all students.

Catalyst for Educational Change (CEC) partners with schools and districts to follow a change model aimed at increasing system capacity to orchestrate equitable, inclusive transformation to reach intended outcomes. Through experience working on-the-ground with district partners, CEC has identified the following best practices for addressing special education inclusion.

- ✓ VISION AND LEADERSHIP QUALITY
- ✓ TEACHER TRAINING AND SUPPORTS
- ✓ SECTIONING AND CLASS COMPOSITION
- ✓ ACCOUNTABILITY IN IMPLEMENTATION
- ✓ HIGH QUALITY IEP GOALS, PROGRESS MONITORING, AND ACCOMMODATIONS

Customized to Each System's Needs

CEC walks hand-in-hand with teams to assess their current reality and make data-driven decisions to refine, plan for, implement, and monitor to ensure success for ALL students. From assessment to implementation, our partnership with you is customized to your unique context and staff availability.

In their words...

"When we focused on making special education more inclusive, we saw huge improvements on our team, increased alignment, and higher quality IEP goals."

—Heather Yutzy, Principal,
Chicago Public Schools

CEC Co-Teaching Service Package



INCLUSION / CO-TEACHING LEADERSHIP

Designed for building and district leadership, LEAs, and special education leaders (can include instructional coaches). Provides a foundational understanding for high-quality leadership; shares best-practices for co-teaching programming and oversight; leaders will write or refine their co-teaching expectations; leader walk-throughs discussed.
2-3 hours; delivered in person or virtually



NEW PAIRS CO-TEACHING TRAINING

Designed for co-teaching pairs to attend together (can be adapted to include paraprofessionals). Includes foundational aspects of high-quality co-teaching practice, expectations of shared space, models of co-teaching instruction, instructional shifts needed in a co-taught class, and planning time for application of the practices.
3-4 hours; delivered in person



COACHING CO-TEACHING PAIRS

Designed for co-teaching pairs (can include instructional coaches). Includes 1-2 individualized coaching visits and debrief for each unique pair to occur 4 weeks following training and start of school, then another 4 weeks from the last coaching cycle, with the option for a third coaching cycle.
1 hour per co-teaching pair / classroom visit + debrief



CO-TEACHING PAIRS SKILL-BUILDING

Designed for co-teaching pairs (can include instructional coaches). Offers added skill-building for co-teaching pairs (new and veteran) to reinforce shared instructional approaches needed in these classrooms. Topics often addressed include 1) Effective use of co-teaching models, 2) Student engagement, 3) Differentiation, 4) Lesson design using UDL, 5) Tier I/ IEP interventions (DBI Cycle). Specific skill focus can be discussed and based on identified needs (coaching cycles or teacher request).
3-4 hours; delivered in person or virtually

Additional CEC Inclusion Service Options



INCLUSION/ SPECIAL EDUCATION NEEDS ASSESSMENT

Designed for all district stakeholders and Board of Education. Provides critical friend review of the full system through a 4-Stage Needs Assessment Process. System will receive trends and customized, asset-based recommendations for improvement.
3-4 months; in-person and virtual implementation components



IEP GOAL WRITING + PROGRESS MONITORING

Designed for Special Education staff, Case Managers, and IEP Team. Provides foundational guidance on high-quality, defensible IEP goal writing, expectations of standards-based goals and aligned interventions, and progress monitoring expectations and reporting.
3-4 hours; in-person



DATA-BASED INDIVIDUALIZATION

Designed for Special Education staff, Case Managers, IEP Team (can include instructional coaches and teachers). Deep diving into the intervention cycle for IEP goals and MTSS interventions, this session is designed to build stronger confidence in the educators applying and intervention to make adjustments, collect data, and make recommendations for the next cycle.
2-4 hours; in-person or virtually



SPECIAL EDUCATION SERVICE PATHWAY DEVELOPMENT

Designed for Special Education leadership staff. Consultation and co-creation of a systems full continuum of service placement options. This service is designed to work with a district team to unpack and identify LRE placements, with clear guidance, for all stakeholders. The final deliverable is a full Pathway for external and internal communication.
3-4 months; in-person with some tasks completed virtually



FULL FACULTY SPECIAL EDUCATION OVERVIEW

Designed for all faculty. A facilitated session designed to lay shifts in thinking for all staff, specifically general education staff, as to the role of special education in general education. Key understanding around disability eligibility, the role of MTSS in supporting all students, and the focus of special education growing students to greater independence are covered. This session is critical in shifting mindsets and ensuring general education has done all it can first before moving students into more restrictive learning environments.
3-4 hours; in-person