

Co-Teaching & High Leverage Practices: Co-teaching Roles

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Please note: This table displays how we have discussed delineating roles for a few HLPs in our co-teaching partnership. Other co-teaching pairs may find a different delineation of roles is more fitting for their particular context.

<i>High Leverage Practice</i>	<i>Role of the Special Educator</i>	<i>Role of the General Educator</i>	<i>Role of Both</i>
<p><i>HLP #2</i> <i>Advocate for students and families to secure needed services and promote social justice</i></p>	<p>Possess knowledge of relevant assistive technologies and services that can be discussed with students, caregivers, and district personnel</p> <p>Secure necessary supports for student learning and well being</p>	<p>Maintain a thorough knowledge of content and how that content can be modified to meet the learning needs of students</p> <p>Provide samples and data to support the special educator, student, caregivers and the district in decision-making</p>	<p>Establish positive relationships with students and caregivers</p> <p>Provide regular support and meaningful interactions with caregivers to assist student learning outside of school</p> <p>Maintain positive communication with district administration</p> <p>Keep stakeholders informed of the learning needs of students</p>
<p><i>HLP #5</i> <i>Adapt curriculum tasks and materials for specific learning goals; choosing, adapting tasks, text and materials for specific learning goals.</i></p>	<p>Possess a thorough understanding of how to best meet the learning goals of students with disabilities</p>	<p>Sustain a working knowledge of the curriculum, learning standards, and performance indicators of the content</p> <p>Maintain flexibility in approaches while ensuring that the curriculum is presented, practiced, and assessed</p>	<p>Select materials and tasks that allow the student to meet the instructional goals</p> <p>Collect data for making educational decisions</p> <p>Make strategic decisions on the content coverage, materials, and tasks based on student need</p>

<i>High Leverage Practice</i>	<i>Role of the Special Educator</i>	<i>Role of the General Educator</i>	<i>Role of Both</i>
<p><i>HLP #7</i> Use strategies to promote active student engagement in whole class and small group instruction</p>	<p>Be familiar with a variety of instructional strategies that result in active student responding</p>	<p>Consider and implement strategies for promoting the content as increasingly relevant to students</p>	<p>Provide connections between learning and students' lives outside of school</p> <p>Develop, discuss, and implement ideas that will foster student engagement in the classroom</p> <p>Develop positive relationships with students to help motivate reluctant learners</p>
<p><i>HLP #12</i> Analyze one's teaching for the purposes of improving one's instruction</p>	<p>Regularly analyze one's own practice, as well as that of the general educator</p>	<p>Regularly analyze one's own practice, as well as that of the special educator</p>	<p>Routinely evaluate teaching both informally and formally</p> <p>Retain and extend practices that improve student learning while adjusting or discarding ones that do not</p>
<p><i>HLP #17</i> Selecting and using specific methods for assessing student learning before, during, and after instruction to check for student understanding</p>	<p>Ensure assessments contain appropriate accommodations</p>	<p>Design assessments that measure student understanding of learning goals for pre, post, and during instruction</p>	<p>Conduct item error analysis to understand student successes and struggles</p> <p>Design and utilize a variety of assessments to evaluate student progress</p>