ENHANCING COLLABORATION BETWEEN GIFTED EDUCATION SPECIALISTS AND CLASSROOM TEACHERS

DAY 1

CONFRATUTE 2023
HOW MANY CAN YOU KEEP IN THE AIR?
AGENDA

• Introduction
• 3-Phase Professional Learning Framework
• Co-Planning and Co-Teaching Introduction
• BUMP UP 5- Step Collaboration Model
• 6 Co-Teaching Models
• Exit Ticket
Funded by Jacob K. Javits Gifted and Talented Students Education Program, U.S. Department of Education PR/Award # S206A190028

University of Connecticut
- Del Siegle, Ph.D., PI
- D. Betsy McCoach, Ph.D., Co-PI
- Susan Dulong Langley, Ph.D.
- Kelly L. Kearney, Ph.D.
- Daniel Long, Ph.D.
- Sarah Newton, Ph.D.
- Kenneth Wright

William & Mary
- Ashley Carpenter, Ph.D., Co-PI
Collaboration:
Co-planning
Co-teaching
Math Differentiation

4th and 5th grade classrooms

- Increase identification of gifted students from underrepresented/underserved groups
- Increase math achievement
- Develop math talent
- Improve student motivation and attitude towards math
1. Turn to someone near you.
2. Share your
   - Name
   - Role
   - A strength/accomplishment
   - An unexpected/fun fact
3. Introduce them to the rest of us.
STRAND OVERVIEW

DAY 1—INTRODUCTION TO FRAMEWORK AND MODELS
DAY 2—BUILDING TEAMS AND COLLABORATION
DAY 3—COLLABORATING TO INCREASE DEPTH AND COMPLEXITY.
Activity

Turn-and-Talk

BENEFITS

CHALLENGES

of

cooplanning and co-teaching?
Benefits

- Programming ↔ classroom
  (Landrum, 2001b)

- Wider population
  (Card & Giuliano, 2015; Landrum, 2001a)

- Both educators’ strengths
  (Purcell & Leppien, 1998; Zigmund & Magiera, 2001)

- Breaks elitist perceptions
  (Borland, 2005)

- More advanced instruction for a longer time period
  (Gallagher, 2000; Hughes & Murawski, 2001)
Challenges

- Communication and terminology
  (Carr, 2002)
- Roles and responsibilities
  (Krüger & Yorke, 2010; Paulsen, 2008)
- Competing demands on time
  (Latz et al., 2009)
- Autonomy
  (Conner, 2015)
- Vulnerability
  (Latz et al., 2009)
WHO?

• A good match
• Confident in complementary areas of expertise
• Comfortable sharing
• Effective communicators
• Flexible
• Open
• Willing to share
• Reliable
WHAT?

Differentiation

Acceleration

Enrichment
WHEN?

Year

Unit

Lesson
WHY?

- Increase student achievement
  (Mora-Ruano et al., 2019)
- More time on advanced learning
- Reach more students
- Collaborators build on each others’ strengths
  (Kenney et al., 2021)
Continuum of Collaboration

HOW?

- Coaching
- Consultation
- Co-Planning
- Co-Teaching

More Directed
More Collaborative
Activity

Brainstorm

Co-planning  
Is/is not...

Co-teaching  
Is/is not...
Co-planning/co-teaching is...  
- cooperative  
- intentional  
- data-driven  
- time for flexibility  
- opportunity to share  
- a chance to innovate  
- beneficial

Co-planning/co-teaching is not...  
- done on-the-fly  
- one-size-fits-all  
- driven by one partner  
- necessarily intuitive  
- necessarily comfortable  
- necessarily easy

(Davis, 2020; Gates, 2018; Minero, 2015)
3-PHASE PROFESSIONAL LEARNING FRAMEWORK
PROFESSIONAL LEARNING FRAMEWORK

1. Teach

Collaboration

2. Infuse

Collaborative Activities Into Differentiation

3. Provide

Time for Co-Planning
- Team Building
- Establishing Norms
- Sharing Beliefs and Practices
- Analyzing and Evaluating Co-Teaching Models
- Planning for Collaboration

- Differentiating
- Curriculum Compacting
- Selecting Advanced Standards
- Tiering for Cognitive Complexity
- Identifying Advanced Learners

- Analyzing Units and Selecting Resources
- Co-Planning
COLLABORATIVE TEACHING MODEL
1. TEACH
BUMP UP 5-STEP COLLABORATION MODEL
Reflect (Intrapersonal)
1. Reflect on my beliefs and values about teaching gifted learners.
2. Consider my strengths and areas of growth.

Engage (Interpersonal)
1. Build trust.
2. Establish norms.
3. Recognize and build on strengths.
4. Align philosophies.

Co-Plan
1. Review existing student data.
2. Set a purpose.
3. Establish roles and responsibilities.
4. Determine a co-teaching plan.
5. Select and prepare materials.

Co-Teach
1. Implement co-teaching plan.
2. Adjust to student needs.

Fine Tune
1. Reflect on the co-teaching experience.
2. Review student outcomes.
3. Revise for next steps.

REFLECT (INTRAPERSONAL)

Co-planning and Co-teaching
Is/Is Not

Self-Inventory

- Attitudes
- Beliefs
- Practices
REFLECT (INTRAPERSONAL)

1. What are your beliefs about gifted and advanced learners and their needs?
2. What are some strategic classroom management measures that are successful?
3. What are my preferences for planning regarding time and organization?
4. How do I plan and execute group learning that is effective?

(Mofield & Phelps, 2020)
ENGAGE (INTERPERSONAL)

TEAM BUILDING ACTIVITY
Classroom Teacher and Gifted Specialist

Establishing Norms
I Agree
ENGAGE (INTERPERSONAL)

Co-teaching Norms to Consider

• Establishing roles
• Sharing responsibilities
• Cooperating
• Reflecting
• Deciding next steps
• Expressing opinions respectfully
• Solving problems cooperatively
• Valuing each others’ opinions
• Using we/our language to promote shared student engagement
• Other considerations

Establishing Norms

I Agree ☐
## Collaboration

### Roles & Responsibilities

<table>
<thead>
<tr>
<th>Gifted Specialist</th>
<th>Shared</th>
<th>Classroom Teacher</th>
</tr>
</thead>
</table>

---

**Planning to Co-Plan**

Scenario Activity

Co-Planning Considerations for a Sample Unit or Lesson
CO-PLAN

Collaboration Roles & Responsibilities

<table>
<thead>
<tr>
<th>Gifted Specialist</th>
<th>Shared</th>
<th>Classroom Teacher</th>
</tr>
</thead>
</table>

Gifted Specialist
- Analyze relevant gifted/advanced data
- Plan and organize for differentiation
- Identify and provide instructional resource materials

Shared
- Analyze curriculum and standards
- Analyze assessment data
- Analyze/evaluate student work
- Co-Plan
- Plan for grouping
- Co-Teach
- Differentiate

Classroom Teacher
- Pre-, formative, and summative assessments
- Organize for differentiation
- Provide classroom resources
- Continue differentiation
CO-TEACH

Co-Teaching Models

- Friend & Cook (2010)
- Mottfeld & Phelps (2020)

Plus-Minus-Interesting of Co-Teaching Models for Gifted Push-In
FINE TUNE

Time after co-teaching to
- reflect on the co-teaching experience.
- review student outcomes.
- revise for next steps.
CO-TEACHING

6 MODELS
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch</td>
<td>One Teach, One Assist</td>
</tr>
<tr>
<td>Carousel</td>
<td>Station Teaching</td>
</tr>
<tr>
<td>Tier</td>
<td>Parallel Teaching</td>
</tr>
<tr>
<td>Safari</td>
<td>Alternative Teaching</td>
</tr>
<tr>
<td>Tango</td>
<td>Team Teaching</td>
</tr>
<tr>
<td>Scout</td>
<td>One Teach, One Observe</td>
</tr>
</tbody>
</table>
STRETCH
(ONE TEACH, ONE ASSIST)

CAROUSEL
(STATION TEACHING)

TIER
(PARALLEL TEACHING)

SAFARI
(ALTERNATIVE TEACHING)

Tango

*(Teaming)*

SCOUT
(ONE TEACH, ONE OBSERVE)

Activity

WATCH THE FOLLOWING VIDEO CLIPS.

CAN YOU IDENTIFY ALL CO-TEACHING MODELS?

Stretch
(One teach, one assist)

Carousel
(Station teaching)

Tier
(Parallel teaching)

Safari
(Alternative teaching)

Tango
(Teaming)

Scout
(One teach, one observe)
Click here!
## Co-Teaching Models: Plus-Minus-Interesting
*(De Bono, 1985)*

<table>
<thead>
<tr>
<th>Model</th>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch (One teach; One support)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carousel (Station teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier (Parallel teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safari (Alternative teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tango (Team teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scout (One teach; One observe)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Stretch (One teach; One support)</td>
<td>Provide just-in-time differentiation for students</td>
<td>Only one student at a time during whole class instruction</td>
<td></td>
</tr>
<tr>
<td>Carousel (Station teaching)</td>
<td>All groups have a turn to work with a teacher</td>
<td>Lots of preparation; Tiering multiple stations</td>
<td></td>
</tr>
<tr>
<td>Tier (Parallel teaching)</td>
<td>Students receive instruction at their level with a lower teacher/student ratio</td>
<td>Sharing classroom space for simultaneous instruction</td>
<td></td>
</tr>
<tr>
<td>Safari (Alternative teaching)</td>
<td>Student instruction at their level in small group</td>
<td>Unbalanced teacher/student ratio; Shared space</td>
<td></td>
</tr>
<tr>
<td>Tango (Team teaching)</td>
<td>Teachers complement each other's strengths and students' strengths</td>
<td>It can be a challenge to achieve flow</td>
<td></td>
</tr>
<tr>
<td>Scout (One teach; One observe)</td>
<td>One teacher can focus on spotting potential and talent</td>
<td>Students only have one teacher instructing at a full class</td>
<td></td>
</tr>
</tbody>
</table>

45
2. Infuse

Infuse Collaborative Activities Into the Professional Learning Topic
### Curriculum Guide Differentiation Log

**Differentiation for BUMP UP Students**

<table>
<thead>
<tr>
<th>Content From a Supplemental Source</th>
<th>Differentiation of the Standard</th>
<th>Alternative Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: ___________________________</td>
<td>□ Math differentiation option from the textbook for this lesson.</td>
<td>Grade_____Standard________________________</td>
</tr>
<tr>
<td>Source: __________________________</td>
<td>Page_____ Activity Number(s) __________________</td>
<td>DOK Level 3_____ or 4_____?</td>
</tr>
<tr>
<td>DOK Level 3_____ or 4_____?</td>
<td>Brief description of differentiated math activity:</td>
<td>Brief description of differentiated math activity:</td>
</tr>
<tr>
<td>Brief description of differentiated math activity:</td>
<td>DOK Level 3_____ or 4_____?</td>
<td></td>
</tr>
<tr>
<td>and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ DOK Differentiated math to: Level 3 _____ and/or Level 4 _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief description of differentiated math activity:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Information or Additional Comments**
Activity
Myths v. Realities of Gifted/Advanced Learners

Activity
Brainstorm Ways to Show Mastery Across Domains

Fundamentals of Curriculum Compacting

Differentiation Overview

Pacing Guide Differentiation Log
Review the District Pacing Guide and Textbook

Activity
Co-analysis of District Expectations to Determine Differentiation Opportunities
Spotting Academically Advanced Learners

Activity:
Co-apply a Behavioral Checklist to a Demonstration Lesson
Analyzing the Vertical Alignment of Domains Through Standards

Activity
Co-analyze Domains for Vertical Alignment Through Grades
**Activity**
Co-determine When to Select an Advanced Standard

**Activity**
Co-analyze Advanced Resources Aligned to Standards

**Activity**
Co-Tier an Activity to Increase the Cognitive Complexity

*Selecting Standards*
Higher Standards on Things you Do Not Normally Reach

*Introduction to Advanced Resources*

*Increasing Cognitive Complexity*
3. PROVIDE

PROVIDE TIME FOR CO-PLANNING
SETTING THE STAGE FOR SUCCESS

• Time
• Collaboration Framework
• Specific goal (e.g., unit, lesson)
• Resources
• Support
Challenges

- Communication and terminology
- Roles and responsibilities
- Competing demands on time
- Autonomy
- Vulnerability
RESOURCES

https://projectbumpup.education.uconn.edu/
EXIT TICKET
PUNCTUATE YOUR LEARNING

“Punctuate” Your Learning!

Something I am eager to try...

Something I wonder...

Something that gives me pause...

Something that is essential. Period.