

LETTER OF UNDERSTANDING BETWEEN

LAKE WASHINGTON SCHOOL DISTRICT NO.414 and LAKE WASHINGTON EDUCATION ASSOCIATION

CO-TEACHING CLASS SIZE REMEDIES

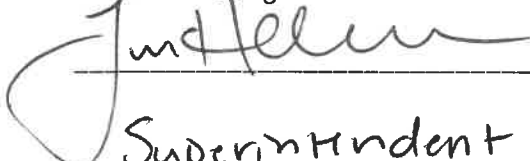
This Letter of Understanding (LOU) between Lake Washington School District (LWSD) and Lake Washington Education Association (LWEA) addresses the co-teaching model and class size remedies. In situations where two teachers share co-teaching responsibilities, as defined in the LWSD co-teaching reference document, and exceed class size remedies outlined in Sections 13.1.2, 13.1.4.1, 13.1.5.4, 13.3.4, and 13.3.5, the remedies will be split equally between each teacher.

The remedy for daily load as defined in 13.3.1 will not be prorated or split by co-teaching assignment. The daily load for teachers will be calculated to include students for whom the teacher is considered a teacher of record, as defined in the LWSD co-teaching reference document, and has shared responsibility for instruction, planning, supervision, and assessment.

LWSD CO-TEACHING REFERENCE DOCUMENT

This LOU is effective upon the signatures of both parties and shall remain in effect until modified or terminated by mutual agreement.

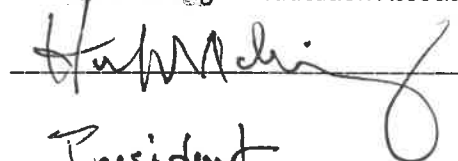
For Lake Washington School District:



Superintendent


5/16/2024

For Lake Washington Education Association:



President

5/16/2024



CO-TEACHING AND OTHER COOPERATIVE FORMS OF TEACHING

April 2024

Abstract

This document provides brief definitions for the various forms of co-teaching as well as other collaborative teaching models used within LWSD.

Introduction

This document is intended to help distinguish the different models in which educators collaborate to serve specific students within LWSD. This document is not intended to serve as a comprehensive guide for the different instructional approaches, but rather to provide clarity in distinguishing between co-teaching arrangements, push-in or pull-out services, and collaboration through co-planning.

Co-Teaching

Co-Teaching involves a general education and program teacher (Program teachers include special education teachers, multilingual teachers, or safety net teachers):

- Interacting productively as a team, in and out of the classroom
- Collaboratively planning for instruction
- Sharing responsibility for teaching all students in a class
- Evaluating the learning of all students in a class

Co-Teachers should both be listed as teachers of record in section assignments in the course master in the student information system¹. Co-Teachers have a shared responsibility to all students in the classroom for instruction, planning, supervision, and assessment. Co-teachers develop a plan for the co-teaching partnership as outlined in Appendix M of the LWSD-LWEA CBA.

Co-Teachers may employ different approaches to their shared responsibility based on the plan of the educator co-teaching partnership, the instructional topic, and the unique needs of their students.

The different approaches may include:

One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

¹ Note that specific direction for how to record these partnerships in the student information system will be provided after the district migrates to Qmlativ in July of 2024.

Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching. On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

Teaming: In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

One Teach, One Assist. In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach.

Non-Co-Teaching Collaborative Service Models

The following forms of collaboration around planning or instruction align with program responsibilities related to serving students in the least restrictive environment and are consistent with best practices for serving students.

Push-In Services

A program teacher or paraeducator goes into a general education class to provide individualized instruction to their assigned students. Teachers do not share the responsibilities of planning, teaching, and grading. Typically, specialized instruction is provided for a shorter amount of time than the class period and the program teacher or paraeducator brings in their materials to work with the student.

Pull-Out Services

Program teachers work specifically with students outside of the general education classroom. The instruction may or may not be integrated with the general education curriculum and is typically provided in small groups or 1:1. Students are expected to continue accessing core content in general education and content area grading is completed by the general education teacher.

Co-Planning/Collaboration

Program teachers meet with general education teachers to collaborate around the planning and development of instruction (delivered by the general education teacher) to aid in ensuring that such instruction is designed or adapted to be accessible to students based on their IEPs or ELD needs.

Team Teaching

Teachers may team to share students during certain instructional blocks. This can be in situations where students move between multiple teachers during a period or intervention block to receive different forms of instruction in the same topic. Additionally, this can apply to scenarios in the elementary where teachers may rotate students through different instructional topics where one teacher provides instruction in science, for example, and another provides instruction in social studies.

Monitoring²

Program teachers observe students in a general education setting to monitor their progress related to their IEP or ELD goals. (Note for ML students this only applies to exited students.) Program teachers are not monitoring or providing feedback on the entire class.

² In this context, monitoring is not referencing or associated with Section 504 plan monitoring.