

Team-Teaching for Literacy



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Personal Reflection Log

Inclusion	Six Guiding Principles

Models of Co-Teaching	Literacy Strategies

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs

Action 1: Identification of pupils with special educational needs	
<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (e.g. teacher observations, information on social and emotional competence, standardised tests, diagnostic tests). Identify all pupils with SEN in the school. Match their needs to the appropriate level on the Continuum of Support.</p>	Notes
Action 2: Setting targets	
<p>Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.</p>	
Action 3: Planning teaching methods and approaches	
<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports used are evidence-informed.</p>	
Action 4: Organising early- intervention and prevention programmes	
<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>	
Action 5: Organising and deploying special education teaching resources	
<p>Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>	
Action 6: Tracking, recording and reviewing progress	
<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> ● At Whole-school and Classroom Support level by all teachers ● At the School Support and School Support Plus levels by class teachers and special education teachers. 	

Reference Table: Non Reading Intelligence Test (NRIT)

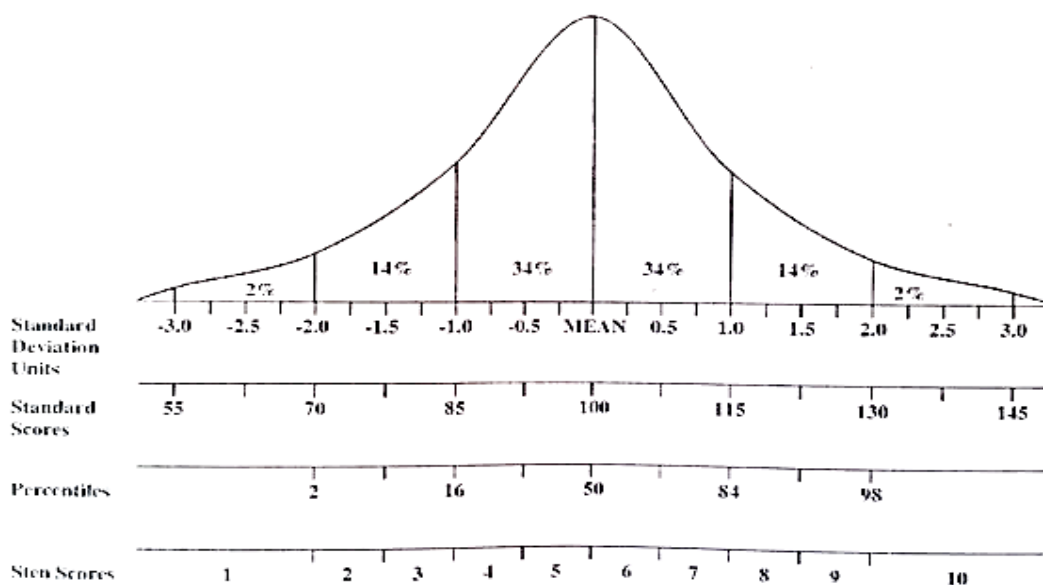
130+	Gifted
120 – 130	Superior
110 – 119	Above average
90 – 109	Average
80 – 89	Below Average
70 -79	Borderline Mild GLD
50 – 70	Mild GLD
35 – 50	Moderate GLD
<35	Severe/Profound GLD

Reference Table: Mary Immaculate College Reading Attainment Test

Standard Score Range	Descriptor	Approximate Percentage of Pupils who get this score
130 and above	Very High	2%
120-129	High	7%
110-119	High Average	16%
90-109	Average	50%
80-89	Low average	16%
70-79	Low	7%
Below 70	Very Low	2%

NCCA Information for Parents, Standard Score.

Figure 1: *The Normal Distribution*



Models of Team Teaching

Station Teaching

- Heavily dependent on personnel
- Teachers divide the responsibility of planning and instruction
- Clear learning focus is important
- Pupils rotate from stations, either on the same day or on the next day of team teaching. With younger pupils they often rotate within the same day but older pupils might rotate over the duration of a week.
- Professional engagement
- Increased instructional intensity and individualization
- Assessment critical for teachers to identify learning achieved

Lead and Support Teaching

- 'Lead' teacher can take on role of the 'support' teacher and vice versa
- All pupils have access to the same curriculum and interventions are integrated
- Shared language and experience which makes collaboration easier and allows both teachers to be aware of the progress of pupils
- All pupils can access both teachers as required, teachers are not assigned to pupils
- Various forms of assessment can be done by the lead teacher, support, teacher or both teachers

Parallel Teaching

- Teachers teach the **same content** to two groups of pupils in the **same physical space**, a significant advantage being a reduced pupil-teacher ratio
- Suitable at all class levels
- Often very useful in a multi-grade setting
- Clear learning focuses important
- Co-planning important
- Assessment critical for teachers to identify learning achieved

Alternative Teaching

- One teacher manages the large group while the other teacher delivers an alternative lesson, or the same lesson with alternate materials or approaches, to a small group of pupils for a specific instructional purpose
- The smaller pupil-teacher ratio benefits the pupils when they are learning difficult concepts because they are better able to interact with the teacher to clarify misconceptions or extend understandings
- Teachers can also work with pupils of exceptional ability and challenge their specific needs while the remainder of the class is working under the direction of the second teacher
- Teacher collaboration may lead to more targeted lessons and pupils may benefit from being exposed to multiple teaching styles

Teaming Teaching

- Both teachers are responsible for planning and they share the instruction of all pupils.
- The lessons are taught by both teachers who actively engage in conversation, not lecture to encourage discussion by pupils.
- Both teachers are actively involved in the management of the lesson and behaviour management.
- Sometimes used along with another model of co-teaching, for example comprehension strategy, problem solving, mental maths. Each teacher has an active and equal role

