

EDUC 345U

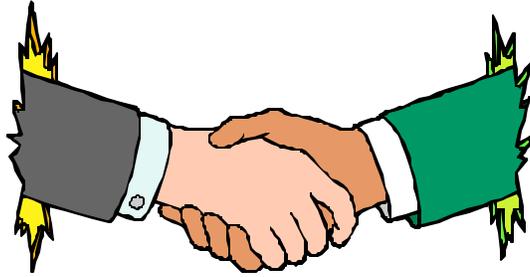
Instructional
Strategies
for
Co-Teaching
& Inclusion



University of Richmond

Class # 3

Collaborative
Working Relationships



Collaboration is an ongoing process whereby educators with different areas of expertise voluntarily work together to create solutions to problems that are impeding students success, as well as to carefully monitor and refine those solutions. . . . Collaboration is a process rather than a specific service delivery model.

- Knackendoffel, Robinson, Deshler, Schumaker

Individuals who collaborate . . .

- ***do so voluntarily***
- ***have common goals for students and the collaborative relationship***
- ***share resources***
- ***share responsibility for developing/delivering instruction***
- ***share accountability for the outcomes***
- ***have a sense of parity – recognition of and respect for each partner's contributions to the collaborative effort, even though their skills and expertise may be very different***



COLLABORATIVE STRUCTURES

Collaborative Consultation

Collaborative Consultation is a proactive educational approach in which general and special educators assess student needs, academically and socially, and work together to plan and evaluate instruction. The general educator delivers the instruction.

Collaborative Teaching

Collaborative teaching is a proactive educational approach in which general and special educators and related service providers work in a coactive and coordinated fashion to jointly assess, plan for, teach, and evaluate academically and behaviorally heterogeneous groups of students in an educationally integrated setting (i.e. regular classroom).

IST Team

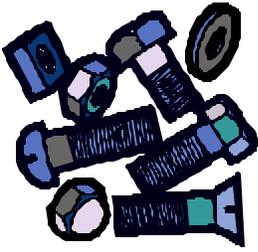
An Instructional Support Team (IST) is a team of professionals who support classroom teachers' efforts to assist struggling learners. The mission of instructional support is to provide students who are at risk of school failure with the necessary academic, behavioral, communication, and/or social supports to succeed in school. This effort is accomplished through collaborative school-based teams in which the shared expertise of team members is focused on empowering teachers to meet the individual needs of students. A well-trained and committed IST precludes the need for special education classification for some students and facilitates the inclusion of students who required special education services in general education classrooms. The intended outcome of IST is a more instructionally responsive school for students and teachers alike. Effective ISTs consist of an administrator, general educators, a special educator, the school psychologist, a guidance counselor, and additional support personnel such as a reading specialist or the school nurse. A full-time Instructional Support Teacher leads the team.

Child Study Committee

A Child Study Committee is a team that functions within general education to enable school personnel, and others as appropriate, to meet the needs of individual children who are having difficulty in the educational setting. The committee reviews records and other performance evidence of children who are referred. The committee identifies and recommends strategies to address the child's learning, behavior, communication, or development needs. Referral to a Child Study Committee is not a required step prior to or after referral for a special education evaluation, and is not a required step to modify services, conduct an evaluation or terminate services for children in special education.

IEP Team

An IEP team is a team that gathers to develop or revise the Individualized Education Program (IEP) for a student with disabilities who receives special education. An IEP is developed within 30 calendar days of the date of the initial determination of eligibility for special education and related services, and must be revised at least once a year thereafter. The team will also review the student's eligibility for services every three years. An IEP Team should consist of the Administrator of Special Education or designee, the parent(s), a general and special educator if the student is or will be taught by both, and the student, if s/he is 14 years of age or older.



The Nuts and Bolts of Co-Teaching



Co-teaching is a proactive approach to education.



Co-teaching pairs general and special educators.



Co-teaching takes place in heterogeneous, integrated settings.



Co-teachers are simultaneously present in the classroom setting.



Co-teachers maintain joint responsibility for classroom instruction.



Co-teachers work in a coactive and coordinated fashion.



Co-teachers design instruction to meet the needs of all students in the class.

- Adapted from Cooperative Teaching definition suggested by Bauwens, Hourcade & Friend

COLLABORATIVE TEACHING ARRANGEMENTS

Bauwens, Hourcade, and Friend (1989) suggest three co-teaching arrangements through which co-teachers can share instructional responsibilities: Complementary Instruction, Supportive Learning Activities, and Team Teaching. Successful co-teachers plan to vary the arrangements chosen.

COMPLEMENTARY INSTRUCTION

Probably the most important role of the special educator in the co-taught class is to identify and teach those academic and social survival skills necessary for students to be successful with the content material. These may be identified as objectives on students' IEPs, or co-teachers may see the need to teach these skills as they evaluate the progress of their students. These are the strategies and techniques which special educators frequently teach in pull-out programs, but students are more likely to use them when they are taught in the natural environment of the regular classroom. Students who are not disabled often need instruction in these areas as well. Complementary instruction may be presented to the whole class or to small groups of students. When large group options are chosen, the challenge is to design complementary instruction that meets the needs of the students with disabilities, but is also appropriate for the other students. Complementary instruction may involve teaching the following:

ACADEMIC SURVIVAL SKILLS

Organization	Reading for meaning	Time management
Skimming, scanning	Attentive listening	Decoding
Direction following	Paraphrasing	Note taking
Paragraph writing	Outlining	Memorization
Preparation for tests	Test taking	Self-questioning

SOCIAL SURVIVAL SKILLS

Obtaining teacher attention	Accepting compliments	Accepting feedback/criticism
Brainstorming	Compromising	Acknowledging others' contributions
Cooperating with others	Debating ideas	Disagreeing appropriately
Encouraging others	Expressing appreciation	Giving a compliment
Giving constructive feedback	Initiating conversations	Making requests appropriately
Persuading others	Sharing feelings	Showing appreciation

SUPPORTIVE LEARNING ACTIVITIES

Designing interesting, motivating activities to involve students in practicing, processing, reviewing, and extending what they have been taught is often as challenging a task for teachers as teaching the content itself. If we want students to understand and remember what we have taught at an automatic level, it is important that we find ways to help them apply new knowledge. It is also important to remember that students have different learning styles. Some students learn through listening and watching. Others need to experiment, try things out, find ways to apply learning to their real world. Special educators often assume responsibility for designing supportive learning activities in a co-taught class. Supportive learning activities may be presented as whole group or small group activities and may include the following:

Cooperative learning activities	Computer assisted instruction	Review games
Centers	Task analyzed research projects	Skits and plays
Video productions	Peer tutoring	

TEAM TEACHING

Team teaching involves sharing responsibility for teaching the regular instructional material content for the class. Teachers may divide responsibility for teaching different segments of the regular curriculum, or they may work together to present the same information. Team teaching may involve whole group or small group instruction. This arrangement may be chosen when the special educator has expertise in the content area.

Adapted from Co-Teaching Arrangements suggested by Bauwens, Hourcade & Friend.

INSTRUCTIONAL ROLES OF CO-TEACHERS

When co-teachers share responsibility for instruction, they may teach the total class or divide the class into small groups. The following are offered as options for instructional roles to be assumed by teachers. Successful co-teachers vary the options chosen, often using more than one per day and several over the course of a week.

Whole Group Instruction

Both Teach

Some activities lend themselves to having both teachers take an active role in instruction. Class discussions are one example. Teachers take turns speaking to students or presenting instruction.

One Teach, One Support

One teacher has primary instructional responsibility while the other supports the instruction. For example, one teacher discusses new information with the class while the other records the notes on the overhead in a format that will facilitate copying and studying by the students. When teachers share responsibility in this way, they are better able to enhance content instruction by providing reinforcement for strategies that have been taught. It also provides opportunities for teacher movement around the room to enlist students' participation, provide proximity control, etc. It is important to remember that either teacher can take on either role.

One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers observational information on students in the class. This data will be gathered to assess student needs and/or evaluate student performance. Co-teachers use this information to assist them in planning future instruction. It is important to remember that either teacher can take on either role.

One Teach, One Drift *

This approach is an extension of the above. One teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, corrects assignments, etc. It is important to remember that either teacher can take on either role.

One Teach, One Shadow

One teacher has primary instructional responsibility while the other rephrases or reexplains information to students as appropriate. It is important to remember that either teacher can take on either role.

Small Group Instruction

Station Teaching

Teachers divide instructional content into two parts (e.g., spelling and literature). Each teacher instructs half the class in one of these areas; they then switch student groups so that all students receive the same instruction.

Parallel Teaching

Again, each teacher instructs half the student group, but they are addressing the same instructional model.

Remedial/Extension Instruction

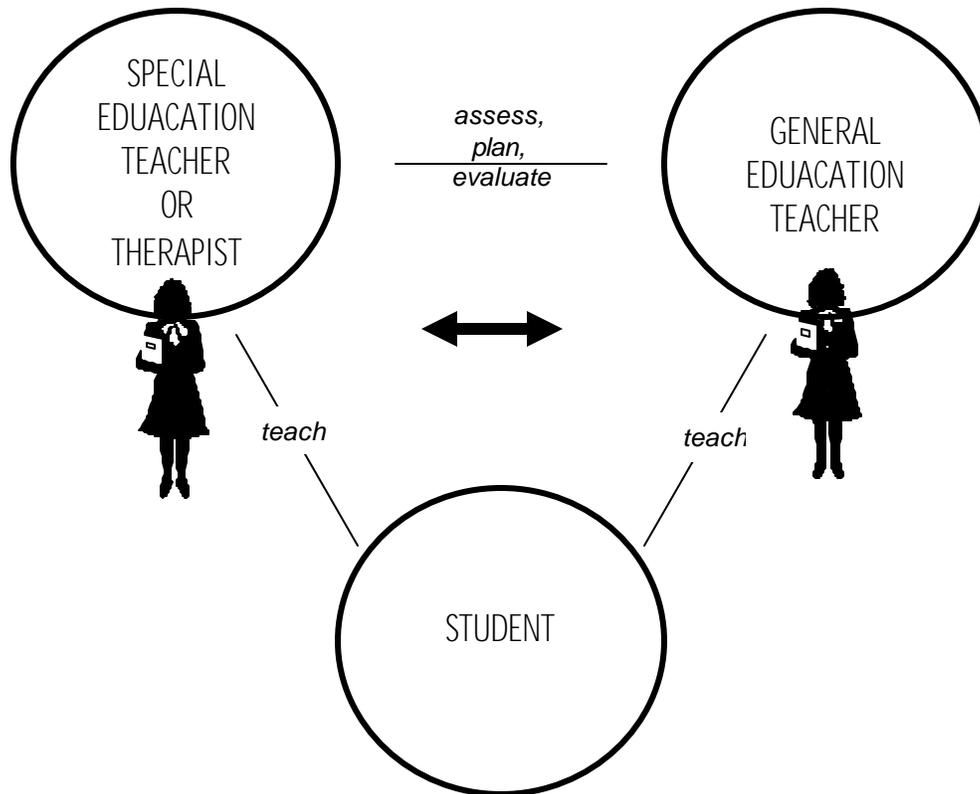
One teacher re-teaches material to students who have not met mastery, and the other teacher does extension activities with those who have. It is very important to pair remediation with extension. Remedial students usually are not able to “catch up” if they work on remedial skills while other students move ahead with the regular curriculum.

Supplemental Instruction *

One teacher presents the lesson in the standard format to the majority of students in the class. The other works with those students who cannot master the material, simplifying it and otherwise adapting it to meet their needs.

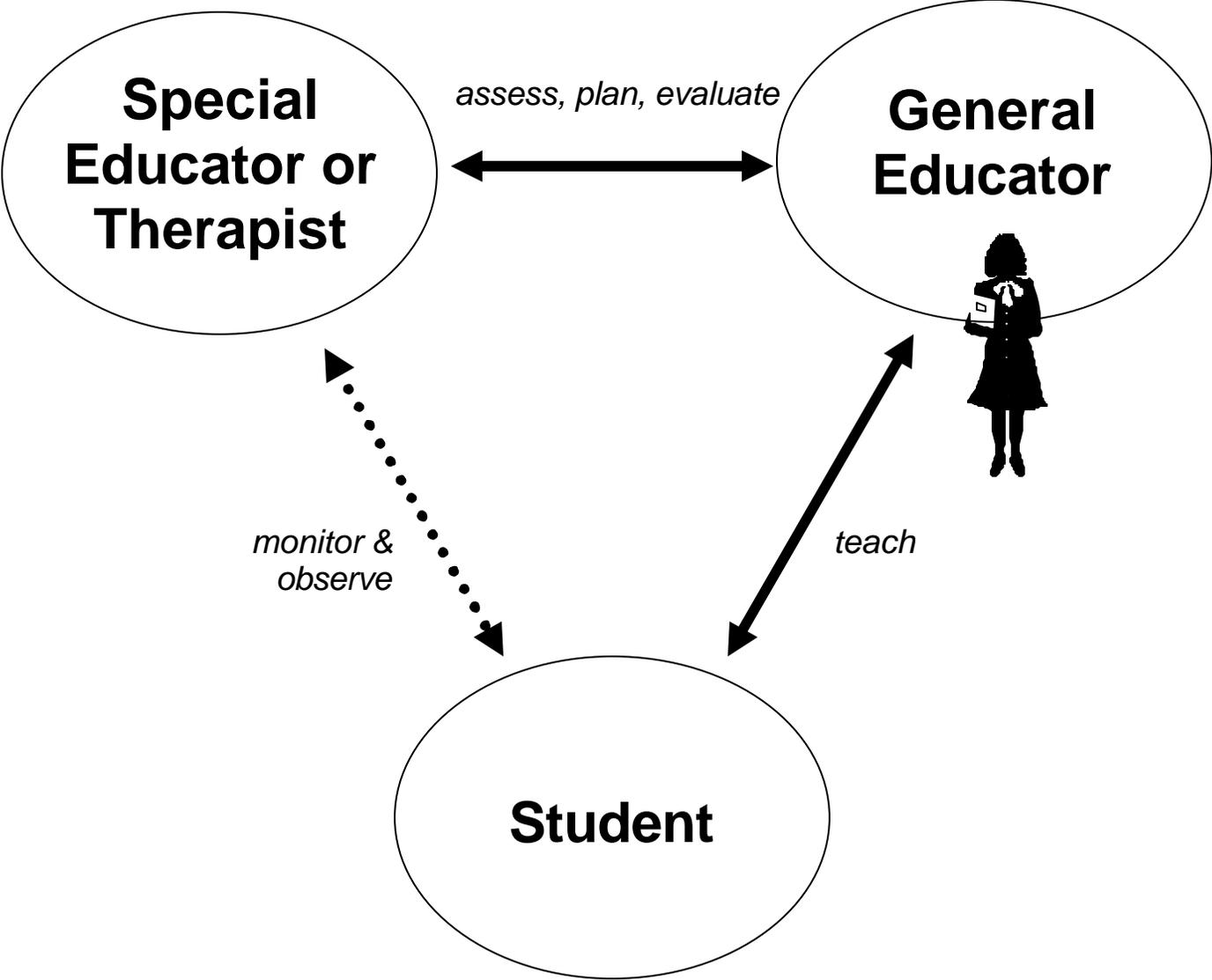
* *Some co-teaching teams use these two options exclusively. Such teams are the least effective and do not report the same level of student success or teacher satisfaction as teams that vary instructional roles.*

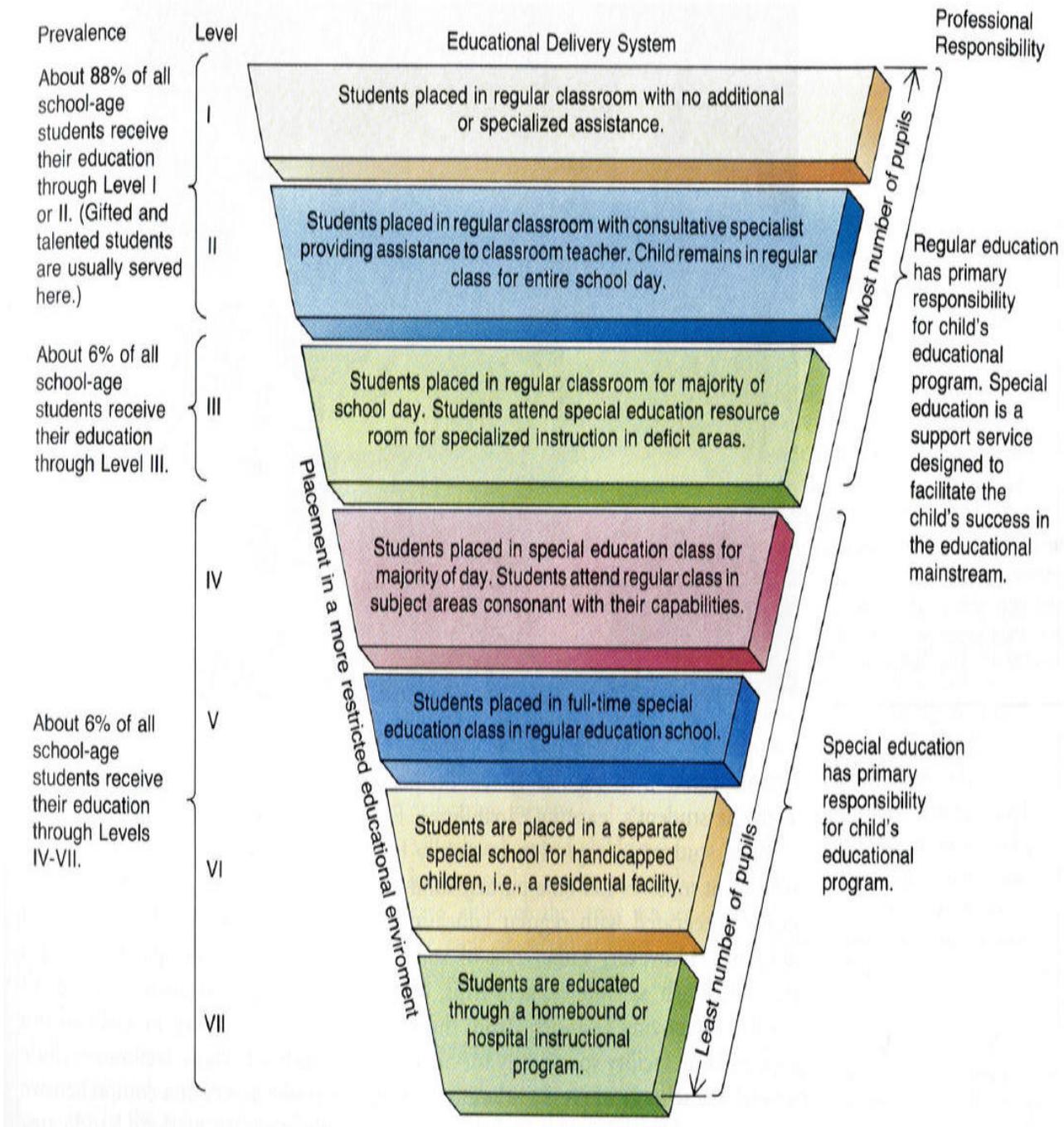
COLLABORATIVE TEACHING



COLLABORATIVE TEACHING IS NOT . . .	COLLABORATIVE TEACHING IS . . .
<ul style="list-style-type: none"> reactive 	<ul style="list-style-type: none"> proactive and reflective
<ul style="list-style-type: none"> students participating in a regular general education class taught by a general educator, with a special education teacher who: <ul style="list-style-type: none"> ☹️ helps students with problems as they occur (teaching skills "off the cuff" that may not be remembered as well as carefully planned and integrated instruction) ☹️ acts as a teacher's aide (correcting papers, taking notes for absent students, etc.) 	<ul style="list-style-type: none"> special and general educators sharing responsibility for: <ul style="list-style-type: none"> ✍️ assessing student needs ✍️ planning regular class instruction ✍️ implementing regular class instruction ✍️ evaluating instruction outcomes (student performance and effectiveness of instruction)
<ul style="list-style-type: none"> merely making accommodations for the needs of special students in the regular program 	<ul style="list-style-type: none"> direct instruction addressing IEP goals and objectives taught in the regular classroom
<ul style="list-style-type: none"> continually followed by supplemental instruction in a special education classroom, designed to provide reteaching and/or drill and practice because the initial instruction in the regular classroom was not appropriate to meet the student's needs 	<ul style="list-style-type: none"> followed up, when necessary, by supplemental instruction in a special education classroom, designed to provide reteaching and/or drill and practice needed by the student in spite of appropriate instruction in the regular classroom
<ul style="list-style-type: none"> an arrangement between a general and special educator (while it often begins here, it cannot remain here) 	<ul style="list-style-type: none"> supported by administrators and other professional staff involved in programming and scheduling

COLLABORATIVE CONSULTATION



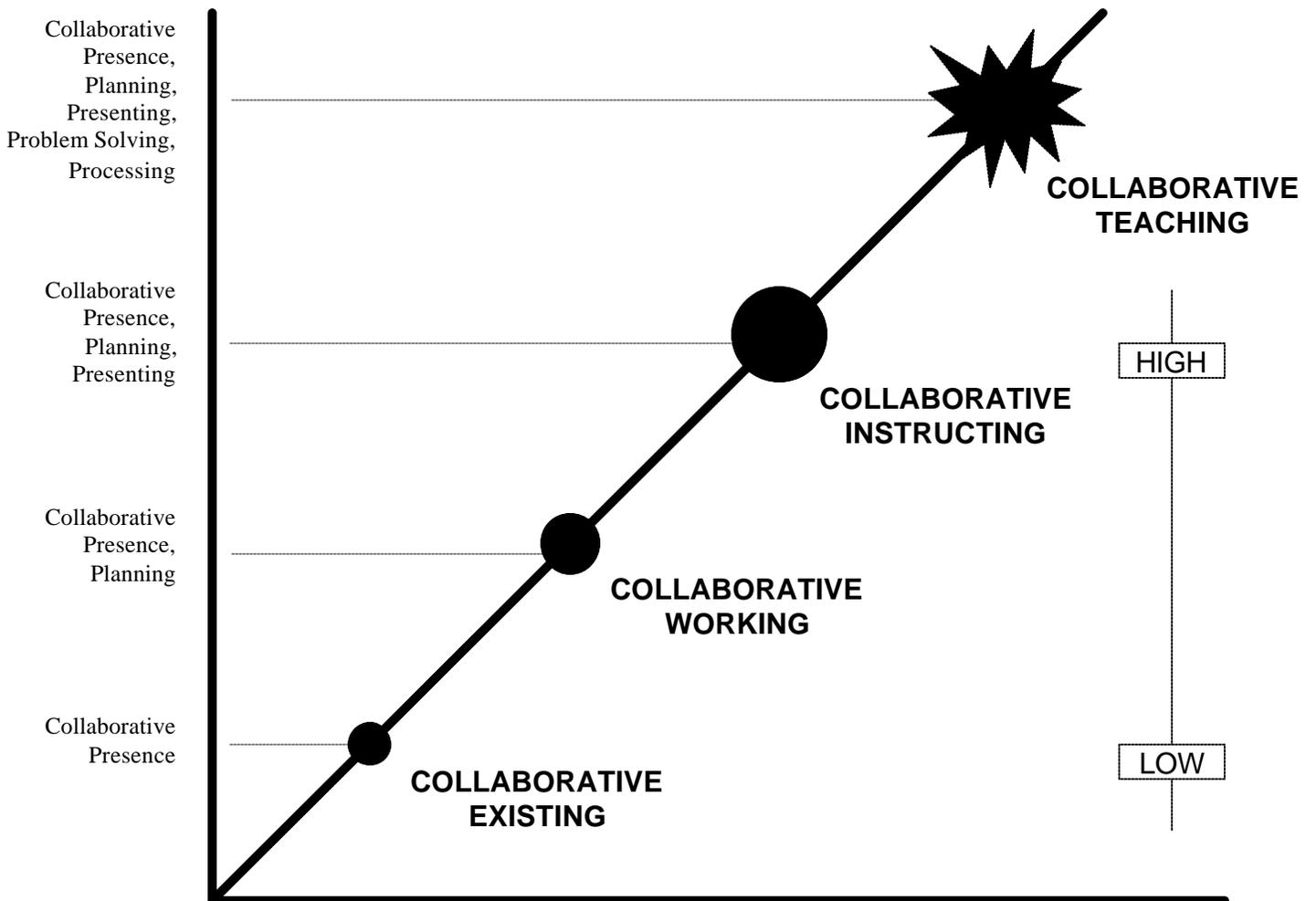


Hardman, M.L., Drew, C.J., Egan, M.W. & Wolf, B. (1990). *Human Exceptionality*. Boston: Allyn and Bacon.

Five Key Elements of Collaborative Teaching

- Collaborative Presence
- Collaborative Planning
- Collaborative Presenting
- Collaborative Problem Solving
- Collaborative Processing

Collaborative Teaching: Levels of Involvement



- adapted from the work of JEANNE BAUWENS, 1996

CO-TEACHING: SELF-EVALUATION CHECKLIST

Below is a list of questions that may assist you in evaluating the effectiveness of your collaborative efforts.

Collaborative Presence

1. Have you both volunteered to collaboratively teach together? YES/NO
2. Is collaborative teaching a part of your scheduled time? YES/NO
3. Are you both simultaneously present in the same classroom? YES/NO
4. Are you both actively involved when working together? YES/NO

Collaborative Planning

1. Do you have scheduled time for co-planning? YES/NO
2. Do you view planning as a process rather than an event? YES/NO
3. Do you both have input into the unit/lesson plan? YES/NO
4. Do you both readily accept each other ideas? YES/NO
5. Are your plans publicly displayed? YES/NO
6. Are you both involved in planning for all students? YES/NO
7. Is your planning on-going throughout the week? YES/NO
8. Is your planning teacher-directed and student-centered? YES/NO
9. Is inclusive language (us, our, we) used during the planning process? YES/NO

Collaborative Presenting

1. Are both of your voices heard during the teaching/learning process? YES/NO
2. Is the instruction significantly different when you both are present? YES/NO
3. Is the instruction presented in a variety of ways (e.g. multiple pathways)? YES/NO
4. Are research-based strategies used during the teaching/learning process? YES/NO
5. Is interjecting of ideas a frequent behavior by both of you? YES/NO
6. Is the entire physical space being utilized in the classroom? YES/NO
7. Do you both move around and come in contact with all students? YES/NO
8. Is inclusive language (us, our, we) used by both during class? YES/NO

Collaborative Processing

1. Do you set aside time to talk about your teaching relationship? YES/NO
2. Do you amicably resolve issues related to your relationship? YES/NO
3. Are adults relating their planning/teaching strategies to student outcomes? YES/NO

Collaborative Problem Solving

1. Do you use a process for solving problems? YES/NO
2. Is negotiation a skill that is used when solving a problem? YES/NO
3. Are problems readily solved? YES/NO

- adapted from the work of J. BAUWENS, 1996

EVALUATION OF CO-TEACHING EFFORTS

<i>CO-TEACHING OBJECTIVES</i>	<i>EVALUATION ACTIVITIES</i>
<p>Students who receive instruction within collaboratively taught general education classrooms will improve their academic skills, behavior, and motivation to achieve in and attend school.</p>	<ul style="list-style-type: none"> ▪ Compare academic achievement/SOL scores of students in co-taught classes with students in traditional programs. ▪ Pre- and post-test students to identify their skill level proficiency in the use of various learning strategies. ▪ Compare student grades before and after co-teaching. ▪ Compare the amounts and types of modifications needed by students with disabilities in co-taught and traditional programs. ▪ Compare specific work/study behavior of students before co-teaching to their behaviors while involved in co-teaching. ▪ Compare the number of referrals for special education services from traditional and co-taught classes. ▪ Compare attendance records of students in co-taught and traditional classes.
<p>Teachers who engage in co-teaching will improve their instructional skills and their ability to meet the needs of diverse learners within the general education classroom.</p> <ol style="list-style-type: none"> 1. They will engage in multisensory instruction, emphasizing both process and content learning. 2. They will differentiate instruction to meet the needs of all learners within a heterogeneous group, engaging students in remedial instruction and in extension activities as appropriate. 3. They will successfully include students with disabilities with age-appropriate peers, limiting instruction in separate rooms to specific direct instruction that cannot be provided within the context of the regular curriculum. 	<ul style="list-style-type: none"> ▪ Review lesson plans and observe co-taught classes to record specific types of instructional strategies. ▪ Interview teachers or have them complete questionnaires about their knowledge and skills in differentiating instruction and meeting the needs of diverse groups of learners. Compare responses of teachers in co-taught classes and those in traditional programs. ▪ Survey teachers to determine their comfort level in meeting the needs of students with disabilities. Compare responses of teachers in co-taught classes and those in traditional programs. ▪ Survey teachers to determine their comfort level in meeting the needs of higher functioning students when they are in classes with students with disabilities. Compare responses of teachers in co-taught classes and those in traditional programs ▪ Count and compare the number of requests from general educators to participate in classes that are co-taught by special educators and related service personnel.
<p>Parents of students in co-taught classes will affirm that their children have made gains in the co-taught class. They will express satisfaction that differentiation of the curriculum, with process and content instruction, has successfully met student needs.</p>	<ul style="list-style-type: none"> ▪ Interview or survey parents before and after services in co-taught classes to determine their level of satisfaction with the instruction their children received. ▪ Document positive and negative comments using pre- and post-measures.

TIPS FOR ADMINISTRATORS: **PLANNING COLLABORATION TIME**

Effective administrators of collaborative teaching programs communicate to their staff that they value “collaboration.” They recognize that successful co-teaching teams result only when teachers develop trust and respect for each other, and that teachers need to spend time together for such relationships to evolve. They recognize that co-teachers will require unencumbered time to plan classroom activities and coordinate instructional responsibilities. Administrators communicate to teachers that effective use of time developing a collaborative relationship and designing appropriate instruction will ensure the creation of classroom environments that meet the needs of all students.

Whenever possible, collaborative planning time should be planned at least once a week. Some secondary administrators schedule co-planning in the master schedule. Other administrators are able to hire a floating substitute one day a week to free teachers to plan. The following are suggested as ways to provide time for collaboration during the school day without additional funding:

"Fifth Day Float"

Co-teachers plan instruction to occur four days a week. On the fifth day, the special educator meets with his/her co-teachers during their personal planning times.

Larger than classroom size group instruction

Some subjects or activities can be taught in larger than classroom-size groups. For example, the special education teacher has scheduled planning during third period. Her social studies co-teacher and another social studies teacher plan to show the same film during a given week to their third period classes. Rather than showing the film one day in one class and another day in the other class, the teachers could combine the two classes to see the film in the auditorium at the same time. The social studies teacher who is co-teaching would be allowed to plan with the special educator while the other social studies teacher monitored both classes in the auditorium.

Independent study and research

General or special education teachers could schedule their classes for independent study in the library or to work in the computer lab at the same time their co-teacher has planning. The teachers could work together while the students work independently.

Cooperative learning groups

Co-teachers could assign cooperative group activities to students within the classroom. As the students work, the teachers plan.

Student teachers/practicum students

If a collaborating teacher has a student teacher, she could plan to meet with her co-teacher at a time when the student teacher will have responsibility for the class. If a school is located close to a college or university, the education department could be contacted to establish practicum sites for students. A practicum student could monitor a class while the co-teachers plan in the back of the room.

Release from duties

Teachers who volunteer to co-teach may be released from assignments such as bus duty and cafeteria monitoring to allow extra time for collaborative planning.

Adapted from suggestions offered by Dr. Suzanne Robinson, University of Kansas.

Co-Teaching & Social Studies/Science Enhancement 9

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
SPECIAL EDUCATOR	PLANNING	CO-TAUGHT WORLD HISTORY	CO-TAUGHT WORLD HISTORY	SOCIAL STUDIES/ SCIENCE ENHANCEMENT 9	STUDY HALL	PLANNING	CO-TAUGHT EARTH SCIENCE
GENERAL EDUCATOR	PLANNING	EARTH SCIENCE	EARTH SCIENCE	EARTH SCIENCE	PLANNING	EARTH SCIENCE	CO-TAUGHT EARTH SCIENCE
GENERAL EDUCATOR	WORLD HISTORY	CO-TAUGHT WORLD HISTORY	CO-TAUGHT WORLD HISTORY	PLANNING	WORLD HISTORY	PLANNING	WORLD HISTORY

CO-TEACHING & SOCIAL STUDIES/SCIENCE ENHANCEMENT 10

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
SPECIAL EDUCATOR	PLANNING	CO-TAUGHT BIOLOGY	CO-TAUGHT VA/US HISTORY	CO-TAUGHT VA/US HISTORY	MULTISENSORY STRUCTURED LANGUAGE	PLANNING	SOCIAL STUDIES/ SCIENCE ENHANCEMENT 10
GENERAL EDUCATOR	PLANNING	CO-TAUGHT BIOLOGY	BIOLOGY	PLANNING	BIOLOGY	EARTH SCIENCE 2	BIOLOGY
GENERAL EDUCATOR	PLANNING	PLANNING	CO-TAUGHT VA/US HISTORY	CO-TAUGHT VA/US HISTORY	U.S. GOVERNMENT	U.S. GOVERNMENT	U.S. GOVERNMENT

SAMPLE MASTER SCHEDULE
Midlothian High School
Chesterfield County Public Schools

CO-TEACHING: PRINCIPLES FOR PRINCIPALS

*Below is a list of questions that may assist you
in evaluating the effectiveness of the collaborative efforts in your school.*

Collaborative Presence

1. Have the adults volunteered to collaboratively teach together? YES/NO
2. Is collaborative teaching a part of teacher's scheduled time? YES/NO
3. Are both adults simultaneously present in the same classroom? YES/NO
4. Are both adults actively involved when working together? YES/NO

Collaborative Planning

1. Is there scheduled time for co-planning? YES/NO
2. Is planning considered a process rather than an event? YES/NO
3. Do both adults have input into the unit/lesson plan? YES/NO
4. Are ideas readily accepted by both adults? YES/NO
5. Are plans publicly displayed? YES/NO
6. Do both adults plan for all students? YES/NO
7. Is planning on-going throughout the week? YES/NO
8. Is planning teacher-directed and student-centered? YES/NO
9. Is inclusive language (us, our, we) used during the planning process? YES/NO

Collaborative Presenting

1. Are both voices heard during the teaching/learning process? YES/NO
2. Is the instruction significantly different when two adults are present? YES/NO
3. Is the instruction presented in a variety of ways (e.g. multiple pathways)? YES/NO
4. Are research-based strategies used during the teaching/learning process? YES/NO
5. Is interjecting of ideas a frequent behavior by both adults? YES/NO
6. Is the entire physical space being utilized? YES/NO
7. Do the adults move around and come in contact with all students? YES/NO
8. Is inclusive language (us, our, we) used by both adults? YES/NO

Collaborative Processing

1. Is time set aside to talk about their teaching relationship? YES/NO
2. Are relationship issues resolved amicably? YES/NO
3. Are relationship problems kept within the parties involved? YES/NO
4. Are adults relating their planning/teaching strategies to student outcomes? YES/NO

Collaborative Problem Solving

1. Is a process used for solving problems? YES/NO
2. Is negotiation a skill that is used when solving a problem? YES/NO
3. Are problems readily solved? YES/NO

- adapted from the work of J. Bauwens, 1996