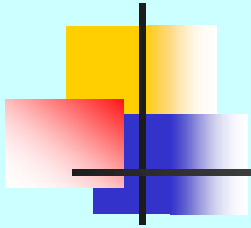




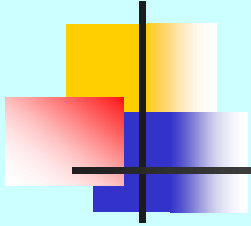
Inclusionary Co-Teaching Strategies





Session Objectives

- Identify different models of support for students in inclusionary settings
- Describe the essential elements and structures of co-teaching
- Explore aspects of building successful partnerships
- Plan for practical application



K W L A

- What do you know about inclusion?
- What do you know about co-teaching?
- What do you want to learn about co-teaching?

K	W	L	A

IDEA 2004

Free Appropriate Public Education (FAPE)

- Schools must provide students with an “... education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”
- Instruction is designed to meet the unique needs of each student



FAPE (Continued)

- Provides access to the general curriculum to meet the challenging expectations established for all children
- Is provided in accordance with the Individualized Education Plan (IEP)
- Results in educational benefit to the child



LEAST RESTRICTIVE ENVIRONMENT (LRE)

- IDEA states: "...to the maximum extent appropriate, children with disabilities ...are educated with children who are nondisabled; and special classes, separate schooling or other removal of children with disabilities from regular educational environment occurs only if the nature or severity of the disability



LRE (continued)

is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

- LRE is the environment most like that of typical children in which the child with a disability can succeed academically



LRE (continued)

- Florida Statutes (F.S.) offer parallel language stating that, “Special classes, separate schooling, or other removal of exceptional education students from regular classes shall occur only when the nature or severity of the handicap cannot be satisfactorily accommodated with supplementary aids and services in the regular classroom.” (Section 230.22(2)(2) F.S.)



LRE (continued)

- The emphasis on participation in the general education curriculum is intended to focus attention on the accommodations or modifications necessary to enable students with disabilities to access the general education curricula as well as a strong presumption in favor of a regular classroom placement



LRE (continued)

- Though the regular classroom is the first placement option for special education services to be considered, federal regulations and state laws also recognize that additional placement options may be necessary. Florida Statute states that “[a] continuum of alternative exceptional education placements shall be available.” (Section 230.22(2)(1)F.S.).



LRE (continued)

- This portion of the law is designed to ensure that each student is educated in the LRE that is appropriate for the student.



INCLUSION

- Neither federal nor state law uses the term *inclusion*.
- However, both laws indicate a clear preference for educating students with disabilities in general education classrooms with their typical peers



INCLUSION (continued)

- Inclusion in education is an approach to educating students with special educational needs.
- Under the inclusion model, students with special needs spend most or all of their time with non-disabled students.
- Inclusive education differs from previously held notions of mainstreaming (paradigm shift)



Inclusion (continued)

- Inclusion Brief Activity

Explain how inclusive education has benefits for all involved.

What are Collaborative Teaching Models?

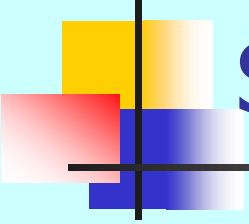
Explain the difference between curriculum accommodations vs. curriculum modifications.



Collaborative Models of Support for Students with Disabilities

- **CONSULTATION -**

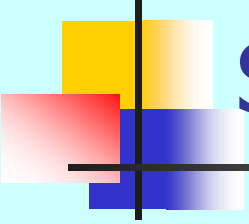
The general education teacher and SPED teacher meet face-to-face, virtual meetings or via conference call (REAL TIME) on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. If claiming these services on the Matrix of Services Document, the meetings must be face-to-face. Consultation is an *external* support model.



Collaborative Models of Support for Students with Disabilities (Continued)

- **Support Facilitation –**

Services are provided via an “in class one-on-one SPED teacher”. **Teacher** provides services to an individual or small group of students within the general education classroom but not as a co-teacher. A small group of students may include both students with and without disabilities. Support facilitation is an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week.



Collaborative Models of Support for Students with Disabilities (Continued)

- Co-Teaching

The general education and SPED teacher are providing instruction through co-teaching in accordance with Section 1003.03(5)(c), F.S. Both teachers share responsibility for planning, delivering, and evaluating instruction for **all students** in a class/subject for the entire class period.



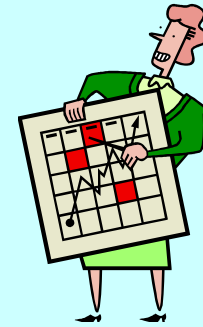
Other Models of Support for Students with Disabilities

- Resource Room
- Special Class
- Special Day School
- Hospital/Homebound Instruction

For certification guidelines relative to SPED Models of Support, see <http://www.fldoe.org/articulation/CCD/files/CCDNarrative1011.pdf>

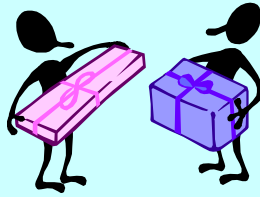
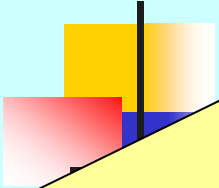


Co-Teacher



Two teachers, (often a special education and a general education teacher), who share responsibility for planning & delivering instruction and assessments for all students in a mixed-ability general education classroom.

All About Me!



Gifts I bring...

Skills I need to learn...

Situations that are stressful..

My emerging skills are...

Supports I need are...

Supports I can provide are...



My Individual Traits

- Each of us has a different interpersonal style or teamwork trait
- Our traits indicate our preference in getting our needs met
- To work together effectively, teams need members with different traits who possess different strengths

Adapted from Working Together: The Art of Consulting and Communicating by Anita DeBoer

Power of 2

Video





Revisit notes from video.

Survey the co-teaching structures chart.

V
I
D
E
O

Discuss the use of each structure in your classroom with a partner.

Which structures would you designate as "Yes, No or Maybe?"

General Educator: Teacher 1

Special Service Provider: Teacher 2

Co-Teaching

Lesson Plan

Subject Area: Mathematics
Grade level: 6th grade
Content Standard: Number Sense
Lesson Objective: Students will understand positive and negative numbers
Essential Questions: Do all numbers have the same value?
Key Vocabulary: positive, negative, zero pair, chip, number line, paper clip, expression
Pre-Assessment: Have students identify positive and negative numbers
Materials: white boards, yellow & red markers, clips, paper clips, overhead, transparencies

Lesson	Co-teaching Approach (can select more than one)	Time	General Education Teacher	Special Service Provider	Considerations (may include adaptations, differentiation, accommodation, or student-specific needs).
Beginning: (may include: Opening; Warm Up; Review; Anticipatory Set) Review number line	<input checked="" type="checkbox"/> One Teach, <input checked="" type="checkbox"/> One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team	8:00-8:15am	T1 will draw a number line on the front board and have students come up to the board to label positive and negative numbers.	T2 will monitor student progress and assist those who need help T2 will use a paper number line to have students use fingers on their own desks to identify numbers called out	Repeat and simplify directions to Bryan Ask Angel to clarify on what sides are negative numbers. Have Bryan sit up front. Have paper number lines created and ready to give to all students

Com

<p>Middle: (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p><input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input checked="" type="checkbox"/> Team</p>	<p>8:15- 8:40am</p>	<p>T1 will write numbers on the board and have students identify how to make them an expression</p>	<p>T2 will use the number line to have students select positive and negative numbers to write an expression and to demonstrate visually the expressions</p> <p>T2 will put colored cards and activity worksheets on students' desks to prep for ending station activity.</p>	<p>Bryan will work with Stacy Move Jacob away from Lana.</p> <p>Provide some students with their own number line. Create a human number line if necessary.</p>
<p>End: (may include: Closing, Assessments, Extension of the Lesson)</p>	<p><input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input checked="" type="checkbox"/> Station <input type="checkbox"/> Team</p>	<p>8:45- 8:55am</p> <p>8:55- 9:00am</p>	<p>Students will go to one of 4 stations based on the color cards on their desks. Each station has one expression to be solved in 2 minutes.</p> <p>Stations will have 30 seconds to rotate. Each student has his/her own paper to complete and turn in.</p>	<p>T1 and T2 will walk around and monitor students' progress.</p> <p>T2 will call on students and ask them to share their work on overhead.</p> <p>Ticket out the door is the completed station worksheet with all 4 expressions attempted.</p>	<p>Write the expressions on the paper for Michael, Lisa, and Kiki.</p> <p>Make sure Michael, Lisa and Kiki are in different stations and paired with Brenda, Jamal, and Sienna respectively.</p>

R & R

- No it's not rest and relaxation



- It's Roles and Responsibilities



- Let's Talk



Successful Teams – What Does It Take?

Collaboration



Respect

Consideration

Communication



?

Imagination





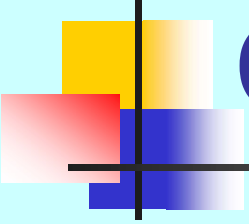
Possible Actions During Collaborative Teaching

If one is...

- Lecturing
- Giving instructions orally
- Providing one on one support
- Creating basic lesson plans
- Planning for instructional strategies

The other can...

- Modeling note-taking
- Writing directions on board, clarifying, questioning
- Providing whole group instruction
- Providing plans for accommodations, supplementary materials



Collaboration/Co-Teaching

■ Advantages

■ Barriers



In collaboratively taught classrooms you **should see...**

- **Evidence of co-planning (both teachers actively participating in instructional delivery, aware of planned activities and expected outcomes)**
- **Individual student needs being met (flexible grouping, accommodations, differentiated curriculum)**
- **Both teachers managing behavior using a common system**



In collaboratively taught classrooms you **should** see...

- **Both teachers interacting with all students and each other**
- **All students engaged and actively learning**
- **When one teacher is not in the classroom, specially designed instruction is still provided**



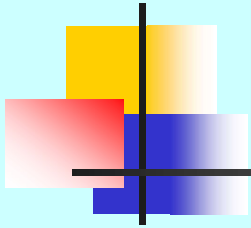
In collaboratively taught classrooms you should **NOT** see...

- **SPED teachers working with only SPED students**
- **Small group instruction going on during initial instruction**
- **One teacher up and teaching, the other sitting down in the back of the room waiting for a turn**



In collaboratively taught classrooms you should **NOT** see...

- **Delivery of instruction through lecture only**
- **One teacher solely responsible for behavior management**
- **Remedial service in the back of the classroom**
- **One teacher functioning as a teacher aide**



K W L A

- What have I learned?
- What will I apply in my co-teaching classroom?

K	W	L	A

The “ACTIONS” of Co-Teaching

If we teach together,

That involves collaboration.

If we treat each other with respect,

That takes consideration.

If we meet the needs of all students,

That involves adaptations.

If we reflect on our practices,

That takes conversations.

The “ACTIONS” of Co-Teaching

If we understand each other,
That's communication.

If we strive for continuous improvement,
That's dedication.

If we help all students to achieve,
That's a sensation.

If we think outside the box,
That's imagination.

The “ACTIONS” of Co-Teaching

If we help each other and our students to
succeed,

That's true cooperation.

If we work together to build a better world,

That's a stronger and kinder civilization.

Successful co-teaching is a result of your
superlative efforts,

and that's no exaggeration!

Adapted from Shel Silverstein "ACTIONS" from *A
Light in the Attic* by Dr. Rise Manten

