

# Co-teaching: A Tale of Two Teachers

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# About us...

Julie Bost

[julie\\_bost@abss.k12.nc.us](mailto:julie_bost@abss.k12.nc.us)

&

Michele Woodson

[michele\\_woodson@abss.k12.nc.us](mailto:michele_woodson@abss.k12.nc.us)

Co-teachers

When I die  
I hope it occurs during a  
lecture  
because the transition from  
life to death  
will be so slight  
that I will hardly  
notice it.



-Dan Mulligan

# Inclusion – What is it really?

- Philosophy and belief system
- All students are members of a learning community and classrooms even if abilities are different
- Focus on strengths and abilities



# Elements of an Inclusive School

- EVERYONE believes all students can learn if given the opportunity
- Focus on "abilities" not "disabilities"
- Opportunity for typical school routine
- Philosophical shift from "my children" to "our children"
- Provides opportunity for all students to access the curriculum

- What is collaboration?????
- Like inclusion, it has become quite the buzzword...



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*"As you know, George, we female C.E.O.'s use a collaborative management style. With that in mind, how would you prefer to be fired?"*

# Collaboration is not just...

- Sending notes home to parents
- Talking to others
- Attending an IEP meeting
- Attending staff meetings

\*\*\*These are great to do...but not entirely indicative of collaboration! 😊

# Definition of collaboration

*“Interpersonal collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal.”*

-Friend and Cook, 2007

# Critical Components for true collaboration

- Voluntary-don't force-you must CHOOSE to collaborate
- Parity-each person has EQUAL power in decision making.
- Mutual goals-all kids have access to regular curriculum
- Shared responsibility for participation and decision making
- Shared resources-time, availability, knowledge
- Shared accountability for outcomes

# Our 5-Points of Parity

- Both names on door or other visible locations/indicators of room ownership
- Both names on documents going home with students
- Both teachers plan lessons and grade papers
- Both teachers deliver instruction or lead class routine/activities on a daily basis
- Both teachers share in classroom management including discipline

Parent letters for introduction  
at beginning of school year  
and/or semester  
(green sheet in handout)



# Checklist for Co-Teachers

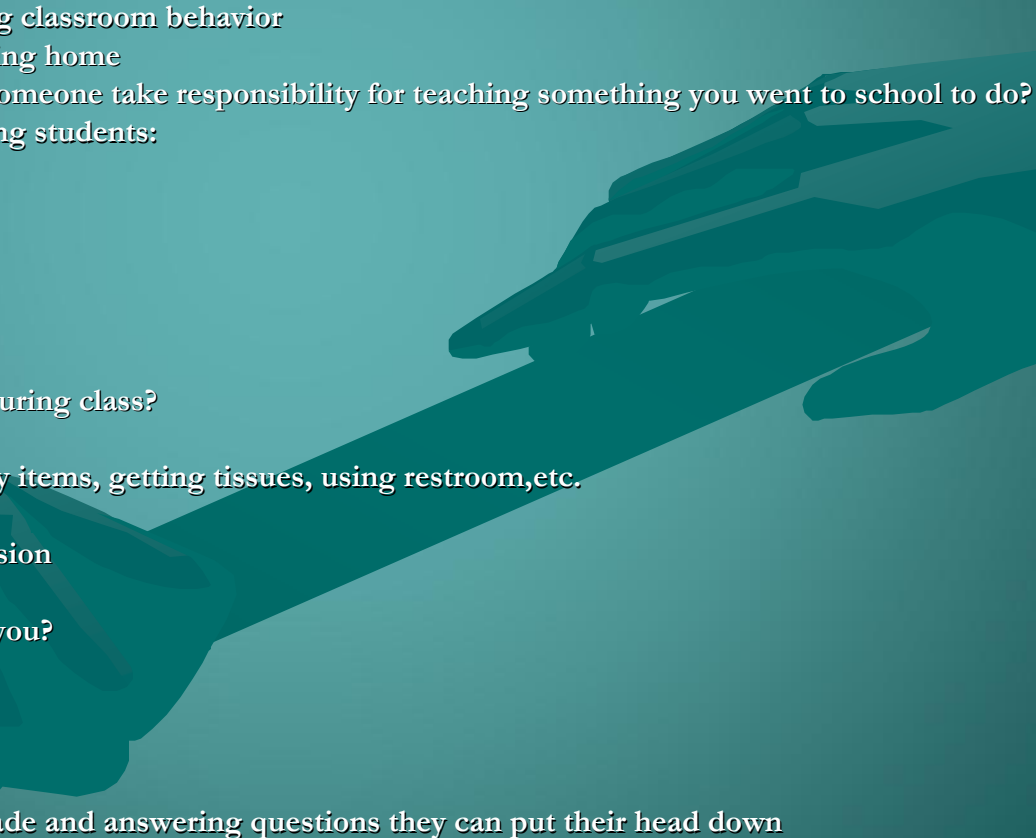
- A step we created to help build collaborative relationships among Co-teachers
- Sit down together! What is your preferred teaching style?
- Discuss the classroom components.
- Ideas listed are not necessarily **RIGHT** or **WRONG**...just intended to spark discussion!!! If you and your co-teacher disagree, how can you make it work?

(see peach colored handout)

# Checklist for Co-Teaching

## Checklist for Co-Teachers – Things You MUST Discuss Before The First Day of School

Interview yourself. What is your preferred teaching style? Discuss the following components of a classroom. Find the style that best describes your teaching style – or describe your own! Ideas below are not necessarily the RIGHT or WRONG answers...just trying to spark discussion!!! If you and your co-teacher disagree, how can you make it work?

- How do we show equal value (parity) in the classroom?
    - Both standing up front teaching for at least part of the class time
    - Both calling parents and managing classroom behavior
    - Both names on door and notes going home
    - Are you comfortable with letting someone take responsibility for teaching something you went to school to do?
  - How much talking should there be among students:
    - during warm-up
    - During instruction
    - group work
    - independent seat work
    - any time is fine
    - NEVER!
  - How much movement should there be during class?
    - None
    - Sharpening pencils, throwing away items, getting tissues, using restroom,etc.
    - Only at beginning or end of class
    - Only after raising hand for permission
    - NEVER
  - What does paying attention look like to you?
    - Facing the front
    - Feet on floor
    - Bottom on the seat
    - Head up, sitting up
    - As long as they are making the grade and answering questions they can put their head down
- 

- Tests and Quizzes-How does a student show you they have mastered an objective?
  - Exact wording that you give them
  - Verbal v/s written assessments
  - Alternative ways to assess student knowledge
- Modified Grading and Assignments
  - Should this even exist? (in your opinion...we know it is the law!)
  - Some modifying but every child should meet the same standard to pass
  - No grades below 60
  - If a child masters the overall objective the same measure does not have to be used for every child.
  - If indicated on an IEP the child automatically gets an A
  - For test modifications should the Special Ed. Teacher always take students out for read aloud, separate setting, etc?
  - Do only EC students get modifications?
- Discipline
  - Who does it? Regular Ed., Special Ed. Both...?
  - How do you find a common ground for expectations?
  - How will you mediate when you disagree on how to handle a certain situation?
  - When do you intervene if the other teacher is handling a discipline issue...or do you?!?
  - Put it on the table! Are you a hard-core disciplinarian or more laid back?
- Structure in the Classroom
  - Do you need structure and same routine each day?
  - Every day is different depending on how you feel or the objectives you need to cover.
  - 50/50 – some activities very structured, some are not
  - Transitions from one activity to the next...how should they work?
- Planning
  - Fly by the seat of your pants
  - Plan for the year
  - Plan on Friday's for the next week
  - Plan a week at a time, but know that this could change quite a bit once you are actually teaching the lesson.
  - Am I ready to try new ideas and trust another teacher in a project, planning, delivering instruction, etc.?
- Co-teaching relations....
  - Are interruptions okay as you are both up front instructing the class?
  - During one teaching one roving should the rover be talking to students one-on-one while the other is teaching? How much, how long, how loudly?
- What are your PET PEEVES?!? Be honest!!!

# PARITY and Building a Relationship

- How important is it for both teachers to be in class EVERY day for the ENTIRE class?
- What are your strengths and weaknesses?
- What are your PET PEEVES?!? Be honest!!!
- Tell 3 things for others to keep in mind when working with you!!!

# CLASSROOM MANAGEMENT

- What is your preferred classroom structure?
- How much talking should there be among students?
- How much movement should there be during class?
- What does paying attention look like to you?

# Discipline

- Who does it? Regular Ed., Special Ed. Both...?
- How do you find a common ground for expectations?
- How will you mediate when you disagree on how to handle a certain situation?
- When do you intervene if the other teacher is handling a discipline issue...or do you?!?
- Who calls parents regarding behavior and/or academic concerns?
- Put it on the table! Are you a hard-core disciplinarian or more laid back?

**\*\*\*Don't use one person just to put out fires!!!**



# Instruction, Assignments & Grading

- Planning
- Who does the grading?
- Tests and Quizzes- How does a student show mastery of an objective?
- Modified Grading and Assignments

# How do you do all the Planning?

- Set aside one specific time each week, and stick to it!!!
- Email, phone, lunch table, morning duty, any second you possibly can 😊
- Ask for a sub once each grading period
  - Shared sub for department saves \$\$
- Use parent volunteers, students from local university, community members
- Have technology teacher, guidance counselor, media specialist, literacy coach, etc. take your class for a day or time period for an instructional activity
- Early release, late arrival and work days
- Pass lesson plans back and forth for feedback and adjustments beforehand

# What is Co-teaching???

- Definition: (Friend & Cook, 2007)
  - *One of several approaches to providing special education or related services to students with disabilities or other special needs while they remain in their general education classes.*
  - For this to be truly effective there must be true collaboration. A two way street.

# Legal Rationale for Co-Teaching

- NCLB and IDEA promote the inclusion of increasing numbers of students with disabilities as full participants in rigorous academic and general education curriculum and assessment
- Additionally, the NCLB Act requires teachers to meet the standards that would certify them as highly qualified in every subject area they teach. The result has been an increase in the number of students with disabilities being taught in co-taught classrooms

(Villa, Thousand, & Nevin, 2006).

# Research Base for Co-Teaching

- Positive impact on student achievement and self-esteem (Cramer, Nevin, Salazar, & Landa, 2004).
- Improved test scores on standardized assessments
  - Percentage of participating special education students who passed the Gateway English test increased from 20 to 40% in Shelby County, Tennessee high schools. (Noeth, 2004).
- Decreased referrals for behavioral problems (Schwab Learning, 2003).
- Teachers reported being happier and not feeling so isolated (Schwab Learning, 2003).

# Advantages of Co-Teaching

- Sharing instructional strategies enhances pedagogy of both teachers
- Having 2 teachers in a classroom makes individual assistance available to more students this also reduces discipline incidents
- Marginal students, who do not qualify for special education services, can receive the specialized assistance of a special education teacher

# Advantages of Co-Teaching

- If either teacher is absent, the lesson plan for the day can continue without resorting to substitute lesson plans
- Special education teachers become more confident with content areas, supporting their work with students during resource time
- General education teachers learn more specialized instructional strategies that can be used in other non-co-teaching classes

# Administrative Actions To Promote Co-Teaching

- Build a vision of collaboration in planning and teaching
- Develop educator's skills and confidence as co-teachers
- Create meaningful incentives for people to take the risk to embark on a co-teaching journey
- Reorganize, schedule and expand human and other resources for co-teaching
- Plan for and take actions designed to get school personnel excited about implementing co-teaching approaches

# Barriers to Successful Co-teaching

- Lack of administrative support
- Lack of shared planning time
- Need for in-service training
- Personality matches – the relationship between co-teachers is critical to success.
- Misguided perceptions and / or lack of communication
- Poorly defined roles / unclear expectations
- Scheduling; homogeneous grouping of students
- Dividing the class based on SPED and non-SPED students

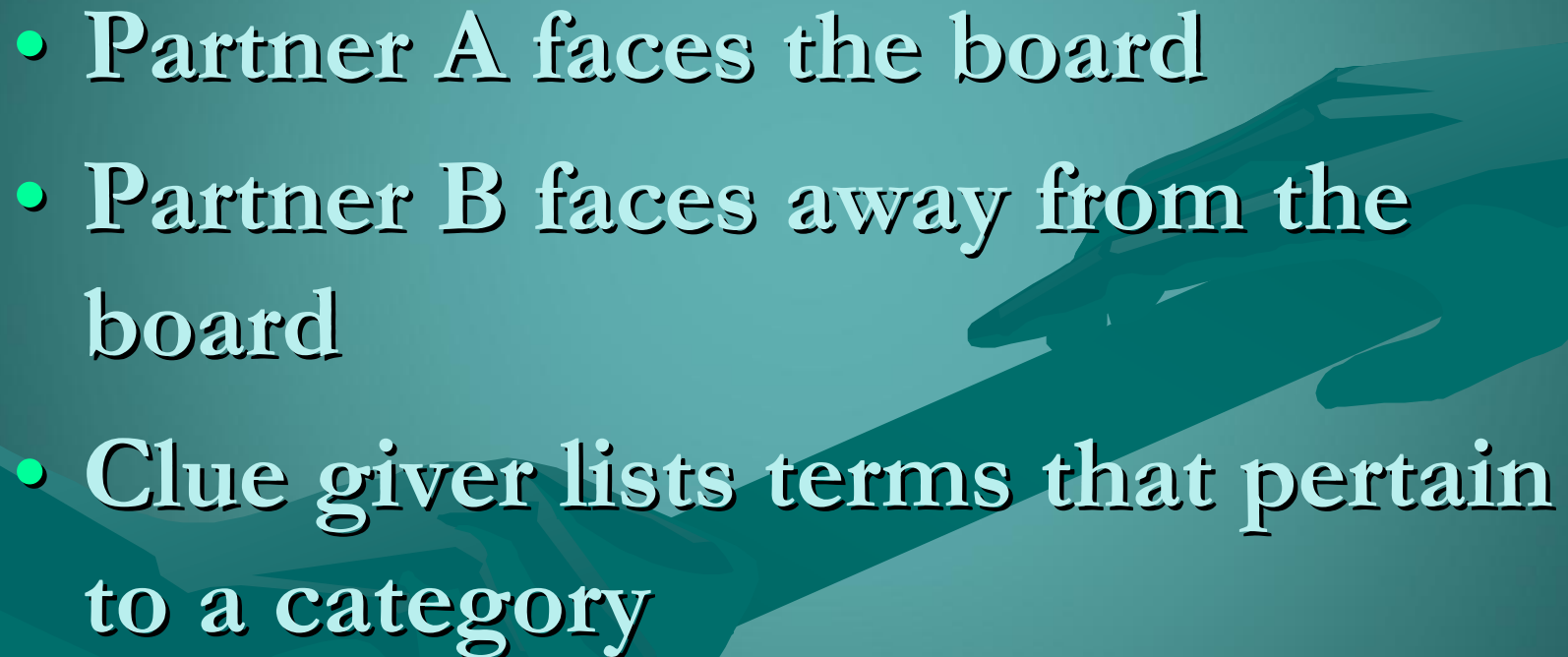
- "If an educator keeps using the same strategies over and over and the student keeps failing,



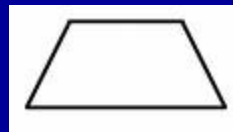
who really is the slow learner?"

-Dan Mulligan

# Million Dollar Pyramid!!!

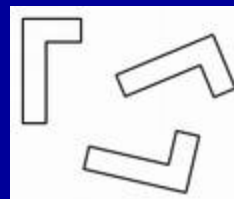
- Partner A faces the board
  - Partner B faces away from the board
  - Clue giver lists terms that pertain to a category
- 

Grade 6 Math  
Measurement &  
Geometry  
(24% of SOL test)

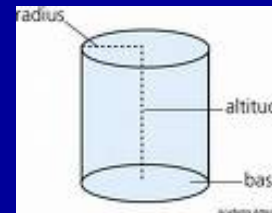


**ISOSCELES TRAPEZOID**

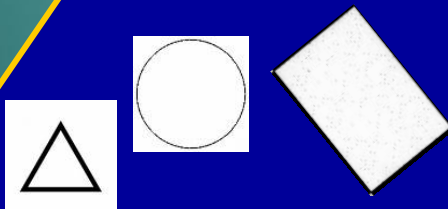
**200 POINTS**



**CONGRUENT**  
**100 POINTS**

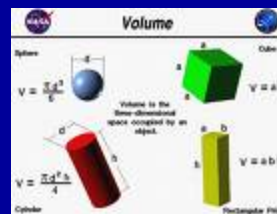


**CYLINDER**  
**100 POINTS**



**PLANE FIGURE**

**50 POINTS**



**VOLUME**

**50 POINTS**



**ANGLES**

**50 POINTS**

# Million Dollar Pyramid

Topic:

Approaches to Co-Teaching



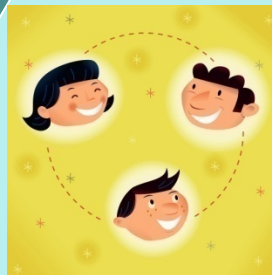
Team Teaching  
200 POINTS



One Teach/  
One Observe  
100 POINTS



Parallel Teaching  
100 POINTS



Station Teaching  
50 POINTS



One Teach/One  
Drift  
50 POINTS



Alternative Teaching  
50 POINTS

Things Associated with:

Lines and Angles #1

**Motor Mouth**

Transversal  
Vertical Angles  
Parallel Lines  
Exterior Angle  
Regular Polygon  
Intersecting Lines



Things Associated with:

Lines and Angles #2

**Motor Mouth**

Congruent  
Bisector  
Perpendicular  
Point  
Theorem  
Slope



Things Associated with:

Triangles and Logic #1

**Motor Mouth**

Inverse  
Proof  
Conclusion  
Conditional  
Similarity  
Adjacent



Things Associated with:

Triangles and Logic #2

**Motor Mouth**

Pythagorean Theorem  
Sides  
Isosceles  
Angles  
Right Triangle  
30°-60°-90° Triangle



Things Associated with:

Polygons and Circles #1

**Motor Mouth**

Quadrilateral  
Trapezoid  
Parallelogram  
Midpoint  
Consecutive Sides  
Diagonal



Things Associated with:

Polygons and Circles #2

**Motor Mouth**

Chord  
Sector (of a Circle)  
Tangent  
Arc  
Secant  
Diameter



# Co-teaching Approaches

- One teaching/one observing
- One teaching/one drifting
  - Station teaching
  - Parallel teaching
- Alternative teaching
  - Team teaching

**\*\*Don't get in a rut using only one model.  
In one day you may use several!**

# One Teaching/One Observing

- One teacher instructs, one observes a student or small group to record data on specific behaviors
- Requires little joint planning
- Could lead to EC teacher being more of an assistant if the observer role is not traded back and forth
- If observer role is exchanged it allows regular and general education teachers the opportunity to see what is really going on regarding classroom dynamics
- Co-teachers can discuss information provided from observations and use it to plan instruction and behavior management

# Considerations for One Teach/ One Observe

- Teachers decide ahead of time which student(s) will be observed. For example: if Monique, Robert and Jonathan are never able to complete independent seat work an observation may provide insight as to the cause: 1) unable to comprehend task 2) inability to focus due to being easily distracted by surrounding movement and noise.
- This gives students opportunity to see each teacher as “the teacher” while the other is observing.
- Systematic method should be used for this approach and the information collected should be shared in a timely manner in order to make adjustments in instruction and/or classroom management.

# One teaching/One drifting

- One teaches, the other constantly moves about room monitoring behaviors and helping others stay engaged
- Requires little joint planning
- Works well with Para educators and certified teachers who do not feel comfortable leading instruction
- Should not be the only method used by two certified co-teachers (roles should be interchanged)
- Can be distracting to students

# Station Teaching

- Much like learning centers.
- Requires joint planning and shared responsibility for delivering instruction
- Lowers student-teacher ratio
- Students move from one station to another
  - Could have up to 3 stations if one could be independent work station
- Most common problems occur with transition and noise levels-must monitor and adjust!

# Example of Station Teaching ...

- 4<sup>th</sup> grade language arts class:

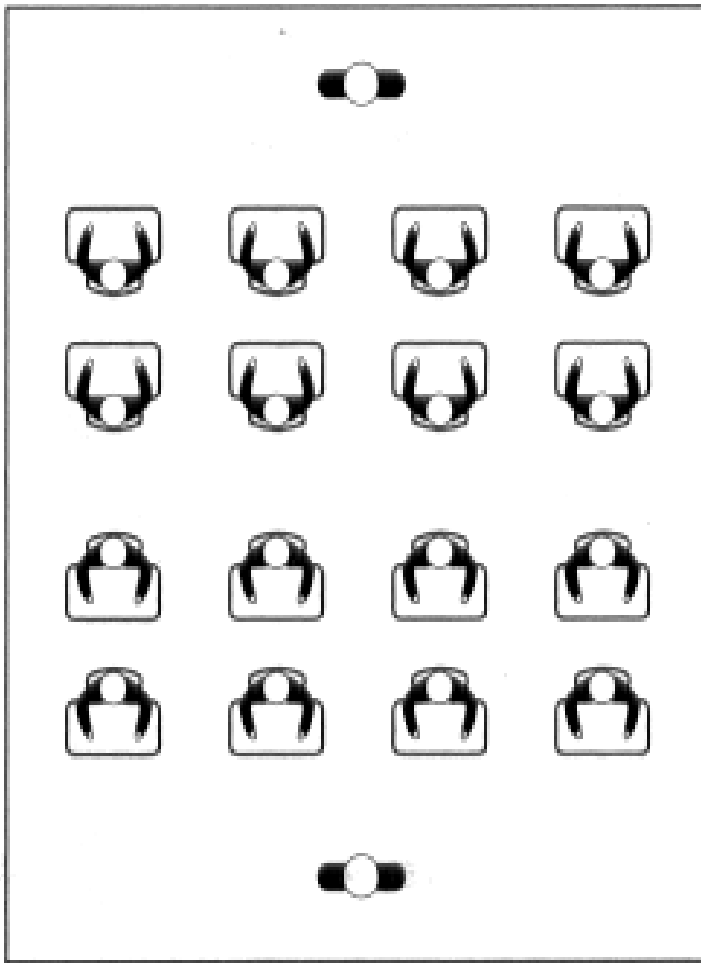
1. Reviewing story elements of character and plot
2. Comprehension activities
3. Students work in pairs to edit writing assignments

- High school civics class:

1. Use text to review structure of American gov't.
2. Discussion of upcoming local election
3. Independent work on report/ campaign poster of local senators and state representatives

# Parallel Teaching

Parallel teaching



- Essentially the same lesson is taught to half the class
- Reduces teacher-student ratio
- Both groups have regular and special ed. students
- Great for re-teaching, reviewing for tests, projects, cooperative learning activities, etc.
- Should not be for initial instruction unless both teachers are proficient in the concept being taught
- Requires joint planning & shared responsibility for instruction

# Alternative Teaching

- One co-teacher takes a small group to teach something different from what large group will be taught
- Great for pre-teaching, re-teaching, assessing skills...
- Be careful not to stigmatize certain students or keep them from accessing regular curriculum
- Provide “help-station” to all students to alleviate stigma
- Both teachers take responsibility for small group at various points throughout the year
- Requires joint planning & shared responsibility for instruction
- Opportunity to apply formative assessment data by re-grouping/teaching to address specific skills & IEP goals

# Team Teaching

- Both teachers are teaching and planning for instruction
- Take turns leading discussion, demonstrating concepts, etc.
- Requires the most joint planning, commitment, compatibility, comfort level, and mutual trust
- When planning assign specific parts of the lesson
- Constantly reflect together and check to see if the other teacher is satisfied with what is happening in the classroom

# Some ways to use teaming:

- Each teacher takes a side in an issue to be debated in class (simulate conflict)
- One teacher explains while other teacher demonstrates activity or lab procedure
- Each teacher takes the role of a character in reading a literary work
- Model appropriate questioning and/or summarizing
- Both circulate room while students work on projects or in cooperative learning groups

# Need to ease into the idea of team teaching?

- Housekeeping
  - Attendance, announcements, take up homework, etc.
- Warm-up
- Review homework
- End of class wrap-up and review
- Start with alternative, station and parallel teaching. This allows you time to build the Co-Teaching partnership before moving into Team Teaching

Teacher A	Teacher B	Benefit
Presenting new info via lecture or media	Model note taking or completing graphic organizer	Accessible content; facilitates understanding
Explaining a new concept	Model concept; ask clarifying question	Increase interest and motivation; engaged; develop inquiring attitudes
Facilitating sustained silent reading	Reading quietly with small group; pre-teaching new info	Accommodates auditory learners; model good reading skills; prepare for upcoming unit
Preparing half the class for debate	Preparing other half for debate	Increase instructional time and student engagement
Providing large group instruction	Circulating, using proximity control for behavior management	Increase on task behavior and decrease discipline referrals
Giving oral instructions	Writing down instructions; repeat and clarify difficult concepts	Content is accessible for all students
Taking attendance	Collecting or reviewing homework; reviewing social or study skill	Maximizes time; improves student behaviors
Facilitating independent seat work	Conferencing with individual students regarding IEP goal or skill deficits	Meeting individual needs of all students with and without exceptionalities
		(Adapted from Conderman, Bresnahan, & Pedersen, 2009)

# What tools are in your tool belt?



If all you have is a hammer,  
everything looks like a nail...

# Gallery Walk...

- Match your accommodation with the appropriate special need/ curriculum concern posted around the room on chart paper
- Discuss as a group which accommodation best fits each category
- Share other strategies you use in your classroom
- Share with large group...

Students with...	Curriculum concerns
Above average skills	Finishes work ahead of others in science lab
Asperger syndrome	Needs reminders to refocus in Spanish class
Autism	Less prior knowledge about abstract ideas in American History
Behavioral concerns	Cannot attend for full period during algebra class
Communication/language needs	Idioms in the novel confusing
Hearing impairments	Difficulty hearing the physical education teacher
Intellectual disabilities	Less prior knowledge and skills with fractions
Learning disabilities	Different processing speed of directions given during art and music classes
Visual impairments	Print in mathematics text is too small

# Accommodations in the Regular Classroom

- Read tests (such as pop quizzes and other brief tests not similar to standardized state test) aloud to the whole class
- Read tests aloud to small group in back of room
- Provide everyone with a graphic organizer, study guide, supplementary aide, etc.
- Provide everyone with a cloze vocabulary activity and/or note-taking
- Use peer mentors

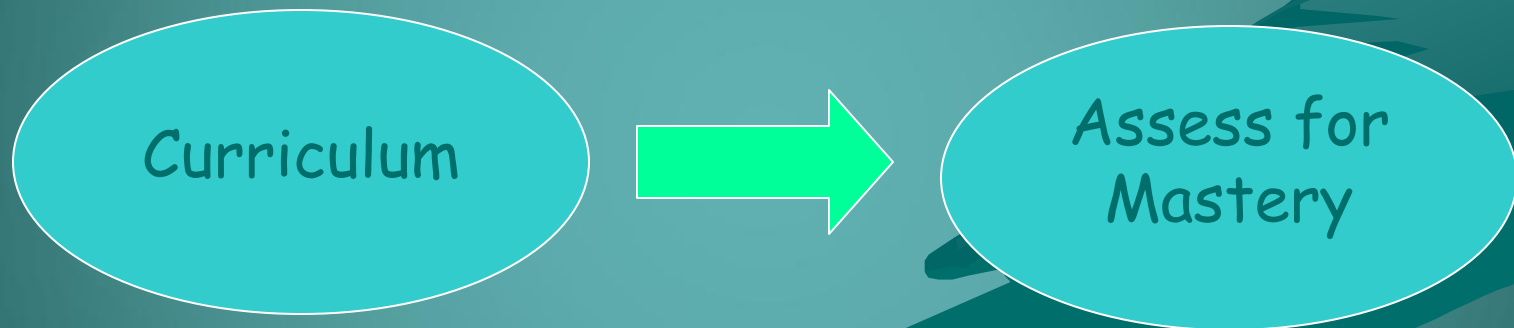
# Mods & Accommodations Quick-sheet



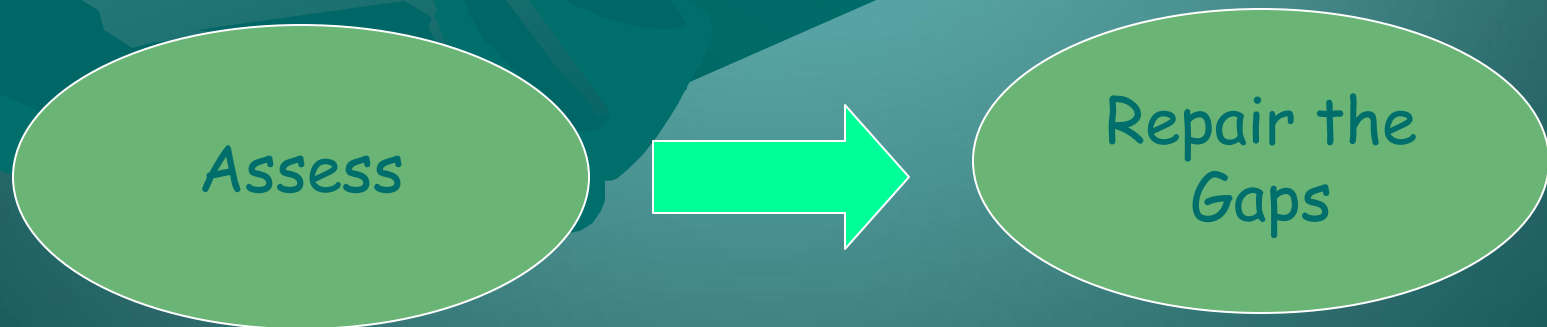
# Considering the Obvious



- General Education Teachers:



- Special Education Teachers:



# Co-Teaching

General Education  
Teacher

Co-Teaching  
Partnership

Special Education  
Teacher

Curriculum  
SCOS Objectives  
Pacing Guide

Content and Individualization  
Student-Centered  
Shared Teaching  
Responsibilities and Strategies

Various Disabilities  
Individual Learning Needs  
Differentiation of Curriculum

Vertical Alignment  
Resources  
Classroom  
Management

Problem Solving  
Professional Growth  
Social and Emotional Needs  
Addressed

Modifications/Adaptations  
to learning environment  
Compliance/Law  
Motivational Strategies

## Co-Teaching Observation Checklist

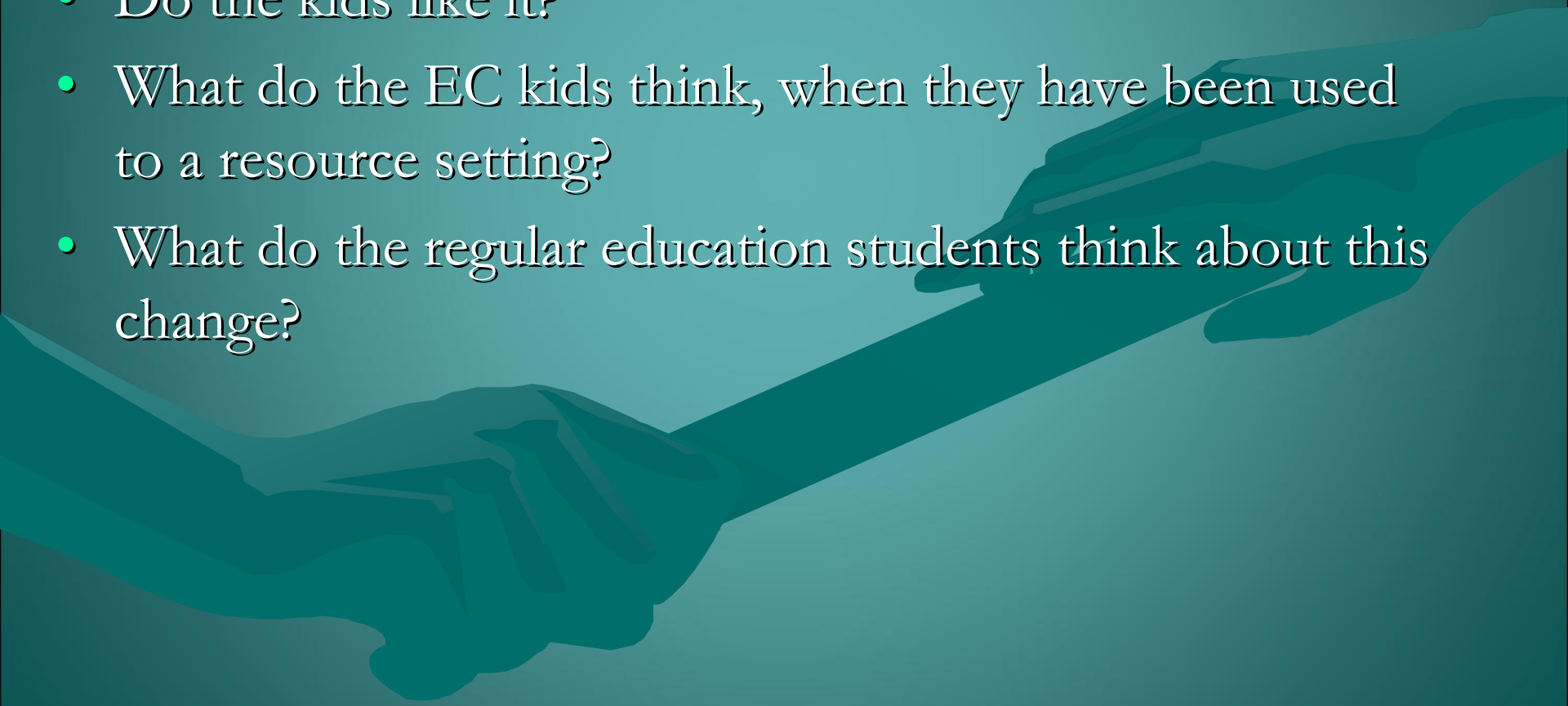
Date/Time:	Subject/Grade:
General Ed. Teacher (G):	Special Ed. Teacher (S)
Objective(s):	Model(s) used:

### Parity Check:

<b>Y</b>	<b>N</b>	Both names on door
<b>Y</b>	<b>N</b>	Both names on documents/notes going home
<b>Y</b>	<b>N</b>	Both teachers deliver instruction or lead class routine/activities at some point during the observation
<b>Y</b>	<b>N</b>	Students respond to each teacher the same
<b>Y</b>	<b>N</b>	Both teachers manage classroom including discipline
<b>Y</b>	<b>N</b>	Both teachers demonstrate curriculum knowledge
		Both teachers answer/address student questions
Comments/Feedback:		

# So How is it REALLY in the classroom?

- Do the teachers like it?
- Do the kids like it?
- What do the EC kids think, when they have been used to a resource setting?
- What do the regular education students think about this change?



# Co-Teaching Survey

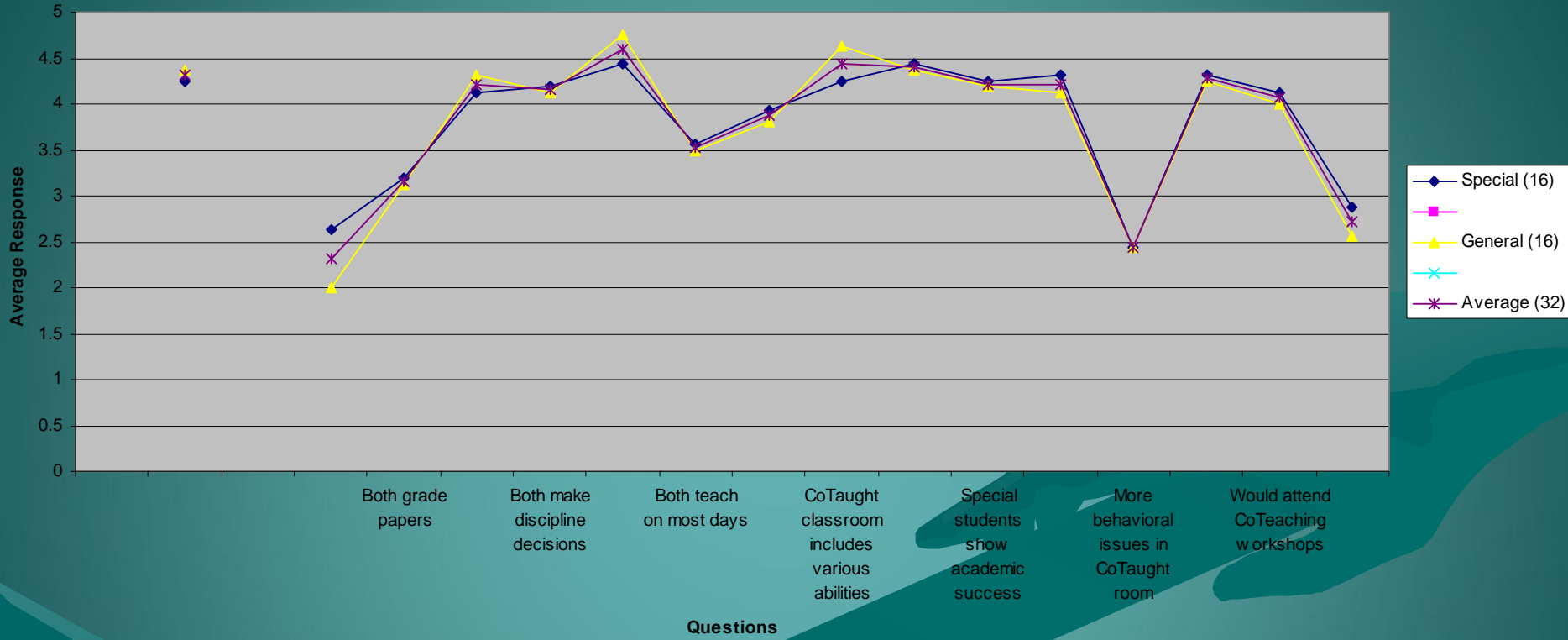
- 32 teachers completed survey
  - 16 special education teachers
  - 16 general education teachers
- Elementary, Middle and High School teachers represented
- Schools of varying demographics represented
- Anonymity provided
- Combination of open-ended questions along with questions using rating scale



# What do teachers who ENJOY Co-Teaching and feel that it is working have in common?

- 100% reported that their classroom roster has students of varying abilities
- 96% say they both ensure modifications & accommodations are implemented
- 88% say students with and without disabilities show academic success in their classroom

### Special v. General Summary



# Benefits of Inclusion for Children with Special Needs

- Sense of belonging
- Diverse and stimulating environment
- Being a member of a community
- Opportunity for friendships
- Enhances self-respect
- Provides peer models
- Affirmation of individuality



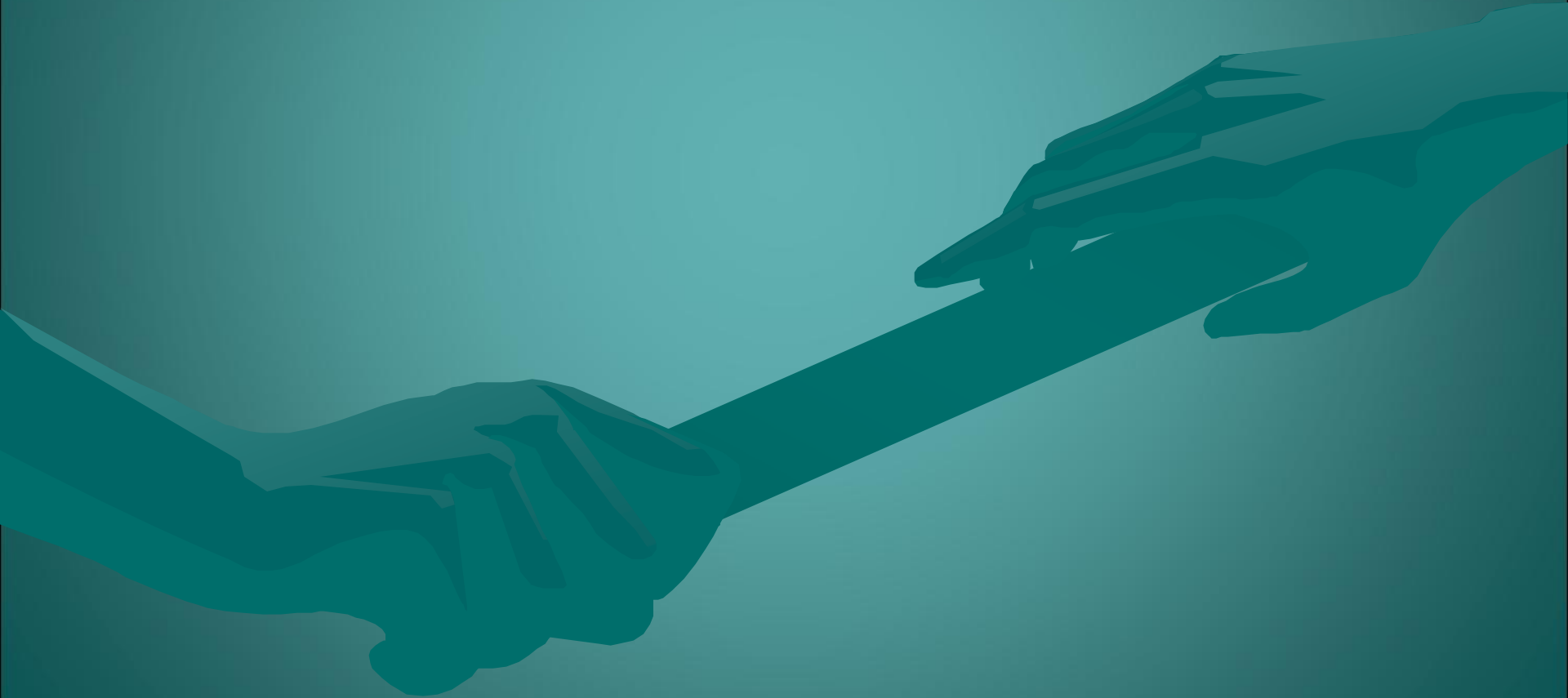
# Benefits of Inclusion for Typically Developing Children



- Opportunities for experience
- Appreciation for uniqueness and diversity
- Develops respect, positive attitudes and empathy for others who are different
- Provides opportunity for them to help others
- Empowerment and ability to make a difference
- Shown models of individuals who are successful despite disabilities



Student perspectives...



# Beware of one size fits all models

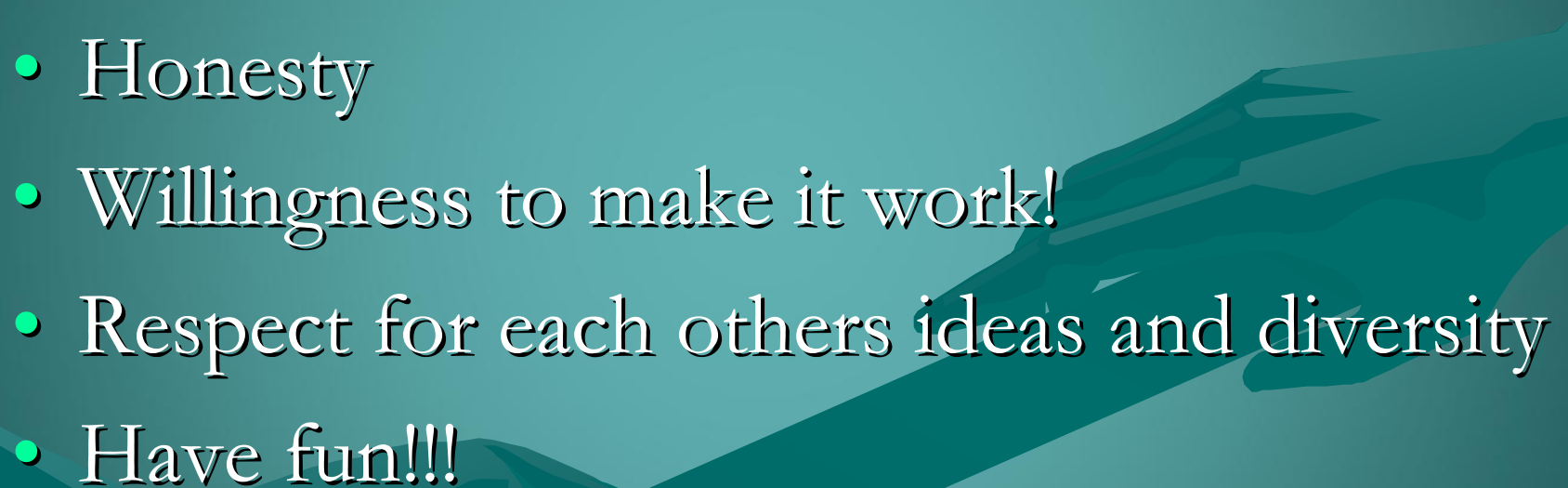
- *“Federal law still requires that a full continuum of placement options be available to each special education student and that placement decisions be made by the IEP team based on the students needs”* (Cromwell, 2004)

# Some of our lesson planning...

- Pink and Say/Fredrick Douglas
  - (alternative teaching)
- Vocabulary or DOL as warm-up
  - (ease into team teaching)
- Literature circles with different students
  - (parallel teaching)
- Poetry Slam
- Cloze note taking
- Modified book project



# Can this really work if you are different types of people?

- Mutual respect
  - Honesty
  - Willingness to make it work!
  - Respect for each others ideas and diversity
  - Have fun!!!
- 

**"No, try not. Do or do not. There is no try."**  
- Yoda



# Let's Review...

- Pop quiz!!! Find your green handout...
- The following slides give examples of teaching.
- You tell us which model of Co-teaching it demonstrates!!!

# How can tiered lessons be used in a co-taught classroom?

Split the class into two groups. Divide students based on a pre-determined purpose: interest, learning style, or readiness. One group should be a large group and the other should be a small target group.



(Alternative Teaching)



General Education Teacher leads the small target group. Instruction will be different from the Special Education Teacher.

Special Education Teacher leads the large group. Instruction will be different from the General Education Teacher.



This group should vary based on purpose of activity and the purpose of the groups.



Teachers should take turns Working with both the small And large group of students.

# Raft Activity

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Big Bad Wolf	Three Little Pigs	Personal Ad	Why I Got Upset
Little Red Riding Hood	Grandma	Song or Rap	When I knew things changed
Three Little Pigs	Big Bad Wolf	Skit or Role Play	The Highlight of my Day
Grandma	Little Red Riding Hood	Storyboard or Poster	The Lesson I Learned

# How can RAFT Activities be used in a co-taught classroom?

Present information to the whole class. This could be any type of text - social studies, science, or literature.

(Parallel Teaching)

General Education Teacher leads one group in their RAFT assignment.

Special Education Teacher leads other group in a Different RAFT assignment.

All students come back Together and share their work.

# Learning Menu—Photosynthesis

## Appetizer (Everyone Shares)



- Write the chemical equation for photosynthesis

## Entrée (Select One)



- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap or song that explains what happens during photosynthesis.

## Side Dishes (Select at Least Two)



- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.

## Dessert (Optional)



- Create a test to assess the teacher's knowledge of photosynthesis.

# The “ “ Restaurant

Welcome to “ \_\_\_\_\_,” a place where you and your family can enjoy fine dining. Your dinner tonight will include one item under each of the categories. Please circle your choice and return to one of your waitresses (also known as your teachers). Thanks and we hope you enjoy your visit!

## Appetizers (Mastery):

(1)Gathering Information: Find the following terms in the text: *amaze, emerge, peculiar, whiz, and possession*. Define each of these words and draw a picture to go with the definition.

(2)Organize Information: Use your flow map to describe the sequence of events in the story.

(3)Presenting Information: Create your own time line of events from the text. You can create your time line to look however you would like. Describe 5 important events and the significance of those events.

## Salads (Understanding):

(1)Understanding Data: Create a Venn Diagram to compare and contrast two characters from the text.

(2)Interpreting Data: Do you think that the \_\_\_\_\_ should have \_\_\_\_\_? List three reasons to support your reasons why or why not.

(3)Extrapolating From Data: \_\_\_\_\_ (*the character*) was very confused about whether or not he should have \_\_\_\_\_. Pretend that you are the \_\_\_\_\_. Offer three other solutions to the problem from the story.

## Dinner (Interpersonal):

(1)Generating Ideas: Brainstorm a list of \_\_\_\_\_. What did you do? How did it turn out?

(2)Reorganizing Ideas: Hypothesize what may have happened if \_\_\_\_\_. Rewrite the ending to the story.

(3)Creating Original Work: Create your own story about a character that is conflicted about sharing something very important. What is this thing? What does the character decide to do? What is the outcome of the decision?

## Dessert (Expression):

(1)Expressing Feelings: If you were asked to share some things that are important to you, what things would you offer first, what things would you try to keep? Create a list of things in priority order and tell why you put them in that order.

(2)Understanding Feelings: Write a personal journal about how you have felt when you have had to share something that is important to you. Was it hard? What did you feel? Why did you decide to share it?

(3)Acting on Feelings: Create an editorial article for the local newspaper supporting or refuting \_\_\_\_\_.

# How can Learning Menus be used in a co-taught classroom?

Present the menu to the class.  
Discuss the choices in your "restaurant."

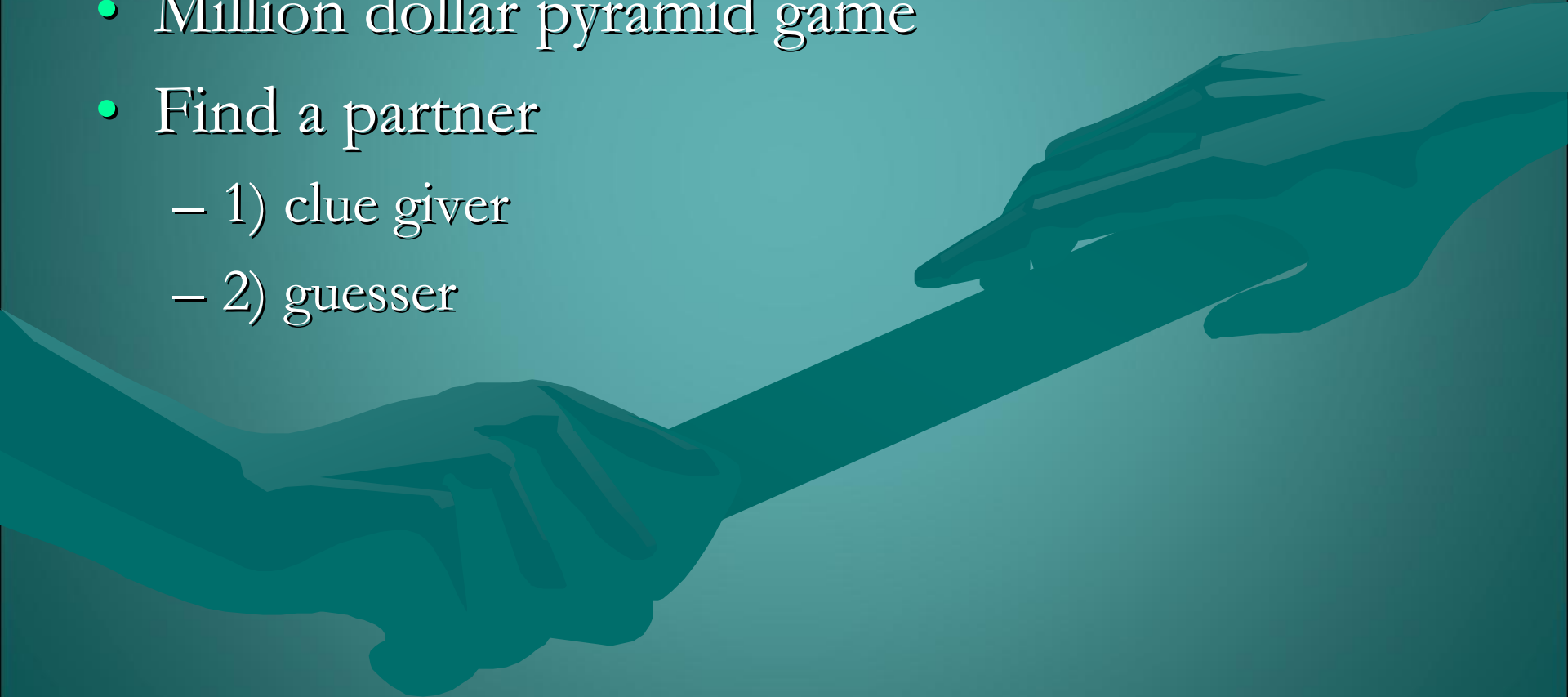
Have students place their orders and turn into the teachers.

(Team Teaching)

Both teachers  
deliver instruction to all  
students as they work on  
completing their menu.

# Let's review...

- Critical components of Co-teaching
- Million dollar pyramid game
- Find a partner
  - 1) clue giver
  - 2) guesser



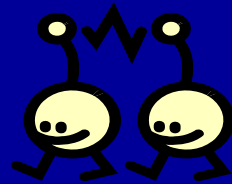
# Topic: Critical Components of Co-Teaching

## Million Dollar Pyramid



collaboration

**200 POINTS**



Parity

**100 POINTS**



shared planning

**100 POINTS**



Inclusive Philosophy

**50 POINTS**



access to curriculum

**50 POINTS**



flexibility

**50 POINTS**

# Resources for you...

- *The Co-Teaching Connection:*  
<http://www.coteach.com/>
- *The Family Village School* website  
<http://www.familyvillage.wisc.edu/education/inclusion.html>
- *The Friends of Inclusion* website <http://inclusion.com>
- *Disability Rights Education and Defense Fund (DREDF)*  
<http://www.dredf.org> <http://ici.umn.edu/>

# More Resources for you...

- The *Inclusion Network* [www.inclusion.org](http://www.inclusion.org)
- *Inclusion: School as a Caring Community*  
<http://www.ualberta.ca/~jpdasddc/inclusion/schoolcaring/intro.htm>
- The *National Resource Center for Paraprofessionals* (NRCPP) <http://www.nrcppara.org>
- *Power of 2* <http://powerof2.org/>

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# Have fun together!



- *“A positive attitude may not solve all of your problems, but it will annoy enough people to make it worth it”* – Maya Angelou