CO-TEACH AND UNIVERSAL DESIGN:

STRATEGIES FOR COLLABORATIVE CLASSROOMS

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2008
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Clarifying the Essential Elements of Co-teaching

Co-teaching requires educators to reshape their thinking, modify existing practices, and accept change. This training is based on the understanding that these things are not easy for many of us!

The concept is simple:

- **Special Educator**
  - Learning Strategist
  - Modifications & adaptations
  - Motivation Strategies
  - Knowledge of Special Needs

- **General Educator**
  - Content Specialist
  - Curriculum Sequence
  - Instructional Objectives

...but may leave us wondering, “Why are we doing this, anyway?”

Hines, 2008
Why Co-Teaching?

Although schools became gradually more inclusive over the course of the twentieth century, the spirit of civil rights nudged the idea of including everyone in mainstream society to our collective conscience in the 1960’s. In schools, mainstreaming became a widely used method for including students with exceptionalities, but this method left teachers feeling overwhelmed, under qualified, and just plain resentful of the practice.

The co-teach model gained support in 1986 when Secretary of Education Madeline Will called for a more complete merger of general and special education. The basic premise behind the co-teach model is that combining the best of general education with the best of exceptional education will lead to enhanced strategies, expert content, and individualized opportunities for all students.

Don’t our students with special needs NEED special services?

Research has consistently shown that special education as whole has not produced the results desired. In spite of the considerable money spent to fund special education, outcomes for kids in special classes have not differed significantly over time from those mainstreamed in general education classes. Sure, there are special education programs that have had tremendous successes. Unfortunately, there are also those showing no benefit- and sometimes detrimental effects- of placing students in separate
settings for special education. Research results have been inconclusive at best when it comes to special education services.

Even in the case of students with more severe disabilities, in comparison to special education classrooms, general education classrooms provided more instruction, utilized more whole class instruction, provided a comparable amount of one-to-one instruction, addressed academic content more, and utilized nondisabled peers more and special education adults less.

It is only the most cynical among us who would claim that the new changes are simply a matter of dollars and cents, however. New policies, including students with exceptionalities in high stakes testing ultimately cite **accountability** as the reason.

"Although well intentioned, the so-called "pull-out" approach to the educational difficulties of students with learning problems has failed in many instances to meet the educational needs of these students." 
Madeline Will, 1986

**Is this Fair to our General Education Students?**

Well, is it fair for any student’s learning to be disrupted by others? Is it fair for a student with mild cognitive impairment to have his learning brushed aside so a VE teacher can handle behavior problems of a student with emotional/behavioral disorders?

Arguments aside, the bottom line is that research indicates that including students in the general education classroom using the co-teach model does not have a negative impact on the achievement of the general students.

Hines, 2008
The biggest benefit in the co-teaching model is the contributions of two teachers in planning and working with students. Everyone benefits...

--11th grade math teacher

Benefits for General Students in inclusive settings:

Authors such as Kochhar, West, & Taymans (2000) claim that the benefits of inclusion far outweigh the difficulties it presents. They cite the following key benefits for students with disabilities.

- Offers the advantage of having an extra teacher or paraprofessional to help with the development of their own skills
- Greater acceptance of students with disabilities
- Facilitates understanding that students with disabilities are not always easily identified
- Promotes better understanding of the similarities among students with and without disabilities

The co-taught class is more comfortable with the subject knowing there are two teachers to answer questions and guide through tests.

--8th grade science teacher

Hines, 2008
For students with exceptionalities, the following benefits are cited:

- Facilitates more appropriate social behavior because of higher expectations in the general education classroom;

- Promotes levels of achievement higher or at least as high as in the those achieved in self contained classrooms;

- Offers a wide circle of support, including social support from nondisabled classmates;

- Improves ability of students and teachers to adapt to different teaching and learning styles

Surely Co-Teaching is Not All Peaches & Cream?

The primary obstacles facing the co-teach model have rested squarely on the shoulders of the teachers involved. Essentially, research demonstrates that if teachers have a choice about whether they co-teach, and with whom, they perceive the model as effective. For those without a choice, chances are greater that there will be discomfort with the model. After all, it is hard to let go of our notion of our “own” classroom!

Consider the following quote from a teacher in the field:

*I think there should be more of the actual co-teaching instead of one teach and one monitor...*I think it would be better for the teacher, and for the kids. *I'm not sure it's fair to expect (special educators) to learn four subject areas, but...if I were the special education teacher I would feel like the kids sometimes see me as an aide or assistant...*

-- 9th grade Math teacher

Hines, 2008
Know THIS About Me!

We all have beliefs, concepts, rules, and procedures that are not subject to compromise. It’s human nature! It’s also not uncommon for one partner to have more of these “non-negotiables” than the other. Understanding one another and our tolerance limits is a part of an effective partnership.

Review the following and determine your limits:

**My expectations when working with an adult are:**

* 
* 
* 

**Discuss with a partner:**

1. My tolerance level ends when a student ____________.

2. To work effectively, I need _________________ in my classroom.

3. I could not tolerate a co-teacher who ________________.

4. In my classroom, the following are non-negotiables:
   
   * 
   * 
   * 

Hines, 2008
Co-Teaching & Universal Design

Traditional Co-Teach Structures

*Friend & Cook*

**Lead & Support**

One teacher leads and the other offers assistance to individuals or small groups or carries out other managerial tasks.

**Parallel Teaching**

Students are divided into two heterogeneous groups. Then, each teacher provides instruction at a station to half of the class. In the middle of the period, students switch to the other station.

**Alternative Teaching**

One teacher works with a small group or provides individual conferences while the other teacher works with the rest of the class.

**Station Teaching**

Established centers, students rotate. One teacher may lead a center to give specific feedback while other monitors other centers.

**Team Teaching**

Both teachers share the planning and instruction of students in a coordinated fashion. Dialogue teaching may be especially effective in this model.

I thought the *exposition* in the novel dragged a bit, Ms. Smith. How about you?

Yes, Steinbeck’s style is an acquired taste, but I feel his detail brings his stories to life!

Hines, 2008
Formats for Small Group Instruction

Find a “formula” that fits!

Based on the styles listed above, what do you believe would be your preferred method of co-teaching?

Do you see yourself alternating roles, or finding one model that works best for you?

Sample

Station Teaching
After content presentation, students self-select a group with whom to work:

1. Extension group - those who finished the assignment and are ready to move ahead
2. Target Group- those who are on track to complete assignment independently
3. Review Group- Those who would like to “circle up” with a teacher (rotate roles—not always one teacher for this group!) to review the content

If you would like extra help in math, circle up

If you have finished all of your work, circle up in the extension zone with Ms. Smith.

If you want to work independently, circle up in the independent work station and begin
Co-Teaching: Double the Experts!

Example: Strategist & Content Expert

SQ3R
Survey
Question
Read
Respond
Review

☐ **Sp.Ed:** Today we’re going to be reading about WWII. Open your text to pg. 110. Take 2 minutes to **Survey** today’s information pages by skimming and scanning pages 110-116. Notice the pictures and subheadings (set timer for 2 minutes). Now, take out a piece of scratch paper and write at least one **question** you think will be answered in today’s reading or in the new content presentation Ms. K is about to provide.

☐ **Gen. Ed:** (presents content mini lesson); Now let’s **read** pages 110-116. Jot notes as you read!

☐ **Sp. Ed:** Lead reading **response:** Take 2 minutes to share your question and notes with a partner.

☐ **Gen. Ed:** **Review**
What is our team goal?

- Raising achievement of individual students?
- Raising overall class achievement?
- Raising engagement?
- Changing a specific student behavior?
- Changing whole class behavior?
- Other?

What Position do you play?

- Content Expert
- Support Personnel
- Special Services
- Strategy Expert
- Technology Integration Expert
- Behavior Change Expert
- Assessment Expert
- Other?

If you videotaped yourselves on any given day, what tasks would be performed in your classroom?

**Instructional Tasks** | **Managerial Tasks**

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Hines, 2008 12
Assessment Expert?

Ask Questions!

Name_______________________

Concept:  Matter

• Tell me what “matter” means in your own words.

• Name one example of matter in this classroom.

• Name one example of matter you would find in your home.

Different students, different tests!

Hines, 2008
## Considering All Stakeholders

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<thead>
<tr>
<th>Needs</th>
<th>Staff</th>
<th>Parents</th>
<th>Students</th>
<th>Administrators</th>
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<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>Focus on understanding needs of student: Assessment, new methods, student characteristics</td>
<td>Understanding of new instructional approach</td>
<td>New roles Knowledge of differential student needs</td>
<td>Knowledge of new ways to assess effectiveness of teachers</td>
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<tr>
<td>Belonging &amp; Esteem</td>
<td>Will I be successful? Will I be able to work with this other person?</td>
<td>Will my child fit in? Will my child be successful?</td>
<td>Will I be successful? Will the other kids like me? Will I be safe? Do I want to be here?</td>
<td>Will my school be successful? Will parents understand &amp; cooperate?</td>
</tr>
<tr>
<td>Safety, Security, Survival</td>
<td>What will my class be like? Will these kids be disruptive?</td>
<td>Is the staff qualified? Will my child get enough attention?</td>
<td>Will my teachers like me? Will I get lost? Will I look stupid in front of my classmates?</td>
<td>How will I organize this staff &amp; school? How can I best assemble co-teaching teams?</td>
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<td>Will I know what to do in a bad situation?</td>
<td>Will my child be safe?</td>
<td>Will I be safe?</td>
<td>Will I get discipline problems I can't handle? Will I receive support?</td>
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<td>Will I have materials?</td>
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<td>Will I be able to interact with all kids?</td>
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<td>What supports are there for me?</td>
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</table>
They say Co-teaching Partnerships are like a Marriage!

Yeah, well, they also say love hurts...

It’s not easy to share time, space, materials, and students with someone you may barely know! Begin, first, by honing up on general communication skills. There will be no time for misunderstandings in this partnership!

1. NOTICE CUES FROM YOUR PARTNER

Ideally, you have some training in listening skills which should help in your new partnership. Making sure that you communicate clearly with your co-teacher is imperative.

Research suggests that non-verbal behavior accounts for more than 50 percent of our communication:

Early studies found that we communicate in proportions:

- 55% visually, through body language.
- 38% through the tone of our voice.
- 7% through the actual spoken words.
Am I communicating enough excitement about algebra?

The face is used a great deal. Hand signals, shrugs, head movements, etc. also are used. It is often subconscious. It can be used for:

- Expressing emotion (e.g. smiling to show happiness)
- Conveying attitudes (e.g. staring to show aggression)
- Demonstrating personality traits (e.g. open palms to show accepting qualities)
- Supporting verbal communication

The following are ways of measuring whether or not your conversations and presentations are clearer. If you are speaking clearly and concisely, your listeners:

- respond warmly and attentively throughout the conversation or presentation: their eyebrows are raised, their eyes are rounded, and they lean forward while you are talking
- give you more eye contact
- follow your directions more accurately

Hines, 2008
• appear more relaxed: smiling, shoulders down, hands relaxed

2. CHECK FOR CONFUSION

CHECK TO SEE IF OTHERS ARE CONFUSED.
CONFUSED LISTENERS OFTEN:

• avoid eye contact
• tilt their heads
• squint their eyes
• lower their eyebrows
• cross arms and legs
• turn away from you

NOT: It would be great for them. That sounds fine.

INSTEAD: The history debate may be especially effective for Marcus and John. They appear to understand the content and could benefit from an oral assignment.

3. Avoid vague words

Another way to speak clearly is to avoid unclear words including it, that, this, those, they, he, she, them, and we.

Unfortunately, you may use these words while feeling assured that your listeners know what you are talking about. You talk as if you and your listeners are looking at the same picture. The solution is easy. For at least a few weeks, you should avoid the words above in your speech.

NOTE: Expressions can also be vague: other areas of interest, some things, none of the above.

4. Stop repeating yourself

When you note when others do not understand you, you may repeat yourself time after time, hoping to "get through" to your listeners. This technique seems logical, but the large volume of speaking caused by repeating compromises success. This "recycling" of information and comments has got to go. One way to reduce speech recycling is to change your thinking about speaking. More is not better. Instead,
program yourself to realize that you need to say only a few sentences in a conversation before giving your conversational partner a turn.

5. Don’t Over-Talk

The desire to "say it all" also may plague you. If you recognize yourself as a "say-it-all" type, then you probably speak in very long, overloaded sentences. Research shows that the average adult listener can hold only sixteen words in short term memory, so you should not be surprised when your listeners do not remember your 30 word sentences.

TRY THIS:
Say only one idea per sentence, then end the sentence and start a new one. In fact, rather than just starting a new sentence immediately, insert a pause between sentences so that you can think, edit, and observe the reactions of your conversational partners.

6. Start in the right place and stay on track.

Don’t waste time providing excessive background information and off-topic comments. Provide brief introductions to your topics to warm up and orient your listeners. "Brief" means two to five minutes for a presentation and a short phrase for an e-mail or voice-mail message. You should always start each conversation with a few sentences to review previous conversations and to remind your listeners of information that they will need to understand the rest of the conversation or presentation.
Communicating with Others

What do we need to clarify with administrators before implementing our partnership?

What will we tell “regular” students?

What will we tell parents?

What do we tell the students with exceptionalities?
Sharing the Stage: Tips for Better Co-Teaching

Yes, planning and adapting materials are central to successful co-teaching. However, consider this:

You can have the BEST playbook and the BEST equipment, but if your team does not EXECUTE you probably will not win the game!!!

Hines, 2008
3 secrets borrowed from IMPROVISATIONAL COMEDY

1. Change the Stage Picture

The idea behind this concept is discovery. Quite often, just by allowing yourself to move to a different part of the stage, you will discover something new. You are opening yourself up to a different “beat” in a scene. This is effective when information seems to have “dried up” and you need to change the energy of what has already been established so things never get stale in an improv.

For example, if two people are standing there talking about breaking up and one person starts walking across the stage, everyone will be interested to see what will happen next because that character crossed for a reason. Perhaps that character will walk across the room to pack his bags or to open a drawer and pull out an engagement ring.

Consider the importance of movement in teaching!
TEACHER NOTES:

Kinesic Variation: Teachers should not be rooted in one spot when teaching, especially if the location of one person could be interpreted as “inferior”.

In your partnership, consider: Is one person always standing in the front of the room while the other is in back or off to the side?

Besides establishing equal importance of each teacher, moving about the classroom serves several purposes:

- Causes students to physically move heads and change body posture
- Causes students to maintain focus on the teacher who is speaking
- Enables the teachers to more closely observe what is happening in the classroom
- Conveys the idea that the teachers have enthusiasm

2. Never Deny

DON’T DENY - You never want to negate what your scene partner says because it will be too hard to get a scene going. Improv is all about listening and welcoming your scene partner’s ideas. If your partner says that it’s sunny out and you say that it’s not, the scene has stopped. If you agree with the idea that it is sunny out, then you can keep adding information to that scenario - it’s also very hot - because we’re in the desert and we need water. Now the scene is moving because two people are agreeing on what’s happening. It’s also just negative energy to say no to your scene partner’s ideas. If you do it often enough, that person will stop sharing their ideas.

Hines, 2008
Teacher Notes:

Create a trust between you, your co-teacher, and the students so everyone feels free to participate without judgment. This is very important. When people feel like they are not being judged, they are more likely to open up.

Effective teacher research: Acknowledge the answer, probe or redirect the question. The manner in which the teacher reacts to a student response to a question depends up the time available and the goals trying to be accomplished. The simplest response is, “That is correct” or “That isn’t quite right”, etc.

The student response should be acknowledged but a master teacher will build upon the student response whether it correct or incorrect. A master teacher will probe further: “Why do you believe that to be true? Are you sure? Why did you respond that way?” or redirect the question to another student “Do you agree? What do you think?”

In the case of co-teaching, there will be times when your partner may say something with which you do not agree. There may even be times when one of you says something that is not correct academically.

Finding the appropriate way to redirect is necessary to avoid embarrassment for you both!

Hines, 2008
Sparing someone’s feelings isn’t a great reason to give students misinformation. If your partner stands up and tells the students $2 + 2 = 5$, you must stop the madness!

Using a simple statement like, “You know, Ms. Smith, I learned that another way. What do you think of the idea that $2 + 2 = 4$?” This gives your co-teacher the opportunity to gracefully say, “Oh, yes, Mrs. Jones. That seems like the best answer. Thank you for paying attention and pointing this out!”

3. Celebrate Chaos

Action begins with disruption of routine - when something goes “wrong”.

Don’t worry about looking silly. It’s fun and helps you warm up to your own creativity. Surrender to the loss of control. Be prepared for anything. Make accidents/mistakes work.

Teacher Notes:

Teachable moments - Whenever something goes “wrong” - use it to create a bond with one another and the students. Now you all share something. People like silly - relate to silly. Make fun of it. Make fun of yourself. Life isn’t perfect and people appreciate it when you can point that out in a relaxed way. Now you all share something.

Your co-teach partnership and how you handle misunderstandings, problems, etc. could be the most appropriate adult interactions some students ever see!

Hines, 2008
What do I bring to the Team?

Teaching Strengths:

Personal/Professional Interests or Talents:

Ways these can add to your partnership:

Hines, 2008
Planning to Plan…

When Can we Meet This Week?

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Important topics to discuss:

*TIP:* Each co-teach pair may want to use a consistent color paper for planning materials so that you will know at a glance whose schedule is whose!
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The UNIT Plan

Title: _____________________

Key Learning Objectives (s):

Unit Essential Question(s):

Concept:    Concept:    Concept:

Essential Questions:              Essential Questions:                     Essential Questions:

Modifications Needed:


Hines, 2008
# Co-Teaching & Universal Design

## CO-PLANNING

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<th>Grade Level:</th>
<th>Subject:</th>
<th>Prepared By:</th>
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<th>Overview &amp; Purpose</th>
<th>Education Standards Addressed</th>
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<td>TEACHER 2 WILL:</td>
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<td>Objectives</td>
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<tr>
<td>Information</td>
<td>Materials Needed</td>
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<tr>
<td>CHECK FOR UNDERSTANDING</td>
<td>Modifications Needed</td>
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<tr>
<td>Activity</td>
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<tr>
<td>Summary</td>
<td>Additional Notes</td>
</tr>
</tbody>
</table>

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Traveling Teacher Plan

Materials
To Carry:

Teachers to
Plan with:

Meeting
Times:

Substitute Plan:

Evaluation/
Grading for
ESE Students:
CO-PLANNING
Stationary Teacher

Work Area
For Traveling Teacher(s):

Best Time to Collaboratively Plan:

Recording Grades:

Daily Grading Procedure:

Substitute Plan:

Content Development:
Thumbs Up

An “ON the FLY”
Communication Tool

The premise for this strategy is simple: QUICKLY and efficiently communicate daily/weekly about individual students.

1. Designate 5 minute meeting period.

2. One teacher reads names quickly from grade roll.

3. As each name is read, both teachers display a “thumbs up” or a sideways thumb to indicate his/her progress.

4. If either teacher presents a sideways thumb, a dot is placed in the grade book (under date of the review).

5. CONTINUE through entire list! No stopping to discuss!

6. When entire list is finished, briefly discuss student(s) in question. Note in anecdotal record, including an action to be taken & who will attend to it (student consult, parent call, etc.)

7. Repeat daily or weekly!
Maximizing Instructional Time

*The Key to Achievement!*

We get so caught up in the “cycle” of the school day that it’s easy to overlook the simplest of pieces to the achievement puzzle: time. It has been determined that no other characteristics of the school system shows the strength of association with test scores as sheer *time given instruction* and the related variable of opportunity to learn. In a co-taught setting, we have the opportunity to provide TWICE as much instruction!

The following are simple strategies to maximize class time.

1. **Do Now**

   Use a class warm-up or starter daily on the board that the students complete quietly in their seat when they enter the room. This orients the students to the day’s lesson, focuses students on the subject you are teaching, and generally settles the class. Collect these simple starters and award credit! For students who traditionally do not complete assignments, completing a three to five minute assignment seems low stakes. By receiving points, students may feel more invested in the course and view themselves as having a chance for success!
2. Post daily class outline/agenda & objectives

Avoid constant questions that can eat away instructional time. What are we doing today? What is the date? When does the bell ring? What is the homework? These questions can all be answered without you ever having to say a word.

3. Make-up Work Routine

Develop one simple system for students who are absent to find out what work was missed, and to turn in work after absences. Some teachers use systems such as agenda books. One co-teacher (or an assigned student) records the daily class starter, the class agenda from the board, and homework. The book can be kept in a standard location in the room and when a student is absent, they are required to use the book to find out what they missed. You might also put their name on any worksheets or flyers and leave them in a folder in the same area.

4. Teach From the Bell, to the Bell!

Be prepared to teach when the students come in. If one co-teacher “travels” and comes in right with the bell, the other teacher may want to regularly do the initial “call to attention” for the day’s lesson. In any case, we expect students to be prepared and we should, too!
5. Use time limits
Giving clear time limits not only motivates students to complete work but also lets them know that change will occur in the future!

“You have 30 seconds to clear your desk and take out a sheet of paper…”

6. Don’t Assume…

Do not assume that all students know how to be good students. Some students leave elementary school with incredible study habits and organizational skills but not all students do. To maximize time, and student achievement, it is important to insist upon, and teach, good study habits. Students may need to be reminded to put their first and last name on papers, and clearly write their assignments down on an assignment sheet or agenda book. Students that have a habit of not turning in work should be checked daily. Before an exam, talk about how to study. Be very clear as to what they should study and share these tips with parents.

Target: Time

Allocated Time: Time scheduled for Instruction
Engaged Time: Time student spends Working on objective

Bull’s Eye
Academic Learning Time
Time student spends Working on objective And MASTERING it! What is the Concrete evidence that they are learning?

Adapted from Guillaume 2004

Hines, 2008
1. Building Good Study Habits

a. Determine when to study
   i. Cramming doesn’t lead to sustained learning!
   ii. Planning prevents confusion & promotes retention

b. Determine where to study
   i. Well lit, comfortable, consistent location

c. Build a Study Schedule
   i. Determine how long to study—set realistic plan
   ii. Stress importance of overlearning

2. How to Study

a. SQ3R
   i. Survey to get overall impression
   ii. Question to set purpose for reading
   iii. Read to answer questions and remember answers
   iv. Recite without looking at answers
   v. Review material studied before moving on

Hines, 2008
3. Concentration

a. Affected by:
   
   i. Illness
   ii. Hunger
   iii. Lack of Sleep
   iv. Discomfort
   v. Distraction

b. A skill that requires training!
   
   i. Takes the majority of
      
      the brain’s central processing capacity!

Be certain EVERYONE knows HOW to study!
Who will…

Develop the “Do Now” Activities? _________

Collect & record “Do Now” activities? _________

Write Daily Agenda On board? _________

Develop Absentee Procedure? _________

Together we will maximize instructional time by:

Hines, 2008
Notes:
Strategies for Dealing with Problem Situations

Research indicates that teachers are most resistant to including kids with emotional/behavioral disorders, but these students are among those included in the general education setting. Dealing with problem behaviors “in flight” requires forethought, flexibility, and patience. Keep in mind that if the traditional school punishment worked, these kids would not still exhibit problem behaviors!

Yes, I both see & hear you barking like a dog, but I am choosing to ignore it...

Try the following “in flight” interventions for de-escalating behaviors.

1. Acknowledge the student’s power.

OK, so this one makes you flinch. But recognizing that a student is trying to engage you in a power struggle is the first step in stopping the behavior. The student wants you to argue with him/her! It takes two people to have a conflict. If you shut it down by not participating, there is no struggle.
Acknowledging the student’s power is simple:

“You’re right, I can’t make you do the assignment.”

Be certain to praise other students for working, and ignore the offender until the situation has calmed. Privately redirect with a statement at his/her desk such as, “We’re on page 46 if you’re ready to get started.”

Remember: Don’t think of it as a student “getting the better of you.” Think of it as you outsmarting him/her and teaching self-control!

2. Table It

Similar strategy: “I will not discuss this matter at this time…” or “I do not argue with my students”

3. Make a Date

Plan a time to discuss the problem. “I see that you’re upset. Let’s talk about this after class (or after everyone begins the assignment). Step outside (that’s the beauty of having a co-teacher).

4. Remove the audience

In the case of more severe behavior, or a situation that has gotten out of hand and is distracting all of the students, remove the audience. Have a plan for one teacher to take the rest of the class to the media center with supplies to complete work. This most likely will NEVER happen, but it is good to have a plan just in case!
5. Crisis Card

For those times when students with emotional/behavioral issues are included in the general classroom and no co-teacher is present, it is important to have a plan for support.

One plan includes using a simple “crisis card” to contact the special educator who works with the student. In the sample below, the name of the general education teacher is on one side, and the special educator’s class schedule is on the other. The general educator gives the card to a student helper and asks him/her to give it to Ms. Smith (no need to go into detail with the student!). When Ms. Smith sees the card, she immediately knows there is a problem in Ms. Jones’ room, and reports there immediately.
Student/Teacher Conference Form

Student:                                                                                                                                             Date:
Teachers:

Things _______ Does Well:                                                                                                                           Things _______ Can Change:

|  +   |  +   |  +   |
|  +   |  +   |  +   |


Step 1:

Step 2:

Step 3:

When we will assess the plan?
How will we know if it worked?

_________________________________________
Student Signature

Hines, 2008
Daily Report Card

For some students, a daily report is a place to start. No, our students don’t want to feel like “babies” carrying around a sheet to be signed by teachers. However, it does provide the case manager with constant feedback on the student’s progress. Consider charting (not publicly, though!) total points with the student to see if progress is made across time.

Be sure to:

1. Set daily and/or weekly targets
2. Remember that perfection isn’t a realistic goal for the first day!
3. Share the strategy with the student so that this is something you are doing with the student rather than to him/her.
4. Review the card with teachers in advance.
5. Put responsibility on the student, not teachers, for completion.

### Daily Check

<table>
<thead>
<tr>
<th>Student:</th>
<th>Target met?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Behavior</th>
<th>Work</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<td>7.</td>
<td>1 2 3 4</td>
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</table>

Target: Total:
An Insider’s Story

C.J., a 12-year-old labeled EH, was asked to talk about his life. He chose to dictate his "story" to an adult who typed his responses verbatim. He was given free reign to describe himself, and told that he would remain anonymous. He begins...

First grade was when I had my first fight...

I loved that. I loved every minute of that. My brother was saying that he dressed better than this other boy, the other boy say, "No you don't! No you don't!"

My brother was just playing with that boy, because everybody dressed sort of the same. But he started pushing Larry, pushing Larry. I told him to stop. Then he hit me up the back of my head.

I didn't even think about it. I didn't even think about him being my friend. I just started beating him. I knocked out his teeth, knocked him to the ground, just kept beating him.

Me and all my friends, we went to EH from ECIA...Now it's called Chapter One. That's how you get in, I guess. Once you get out of ECIA, you just go into EH.

I didn't even notice 'til they said that. That boy's face was all bloody. And I was the one who was known couldn't cause a scratch. Everybody thought I couldn't catch a cold...But I beat that boy bad, bad. That changed my reputation at the bus stop!

When they say EH stand for ‘emotionally handicapped’...I don’t get that.

EH, to me, stands for ‘educational help’. You are getting help on your education.

If it stands for emotionally handicapped, we’d all be sitting up in emotionally handicapped classes right now...
C.J. in the Classroom

A Teacher’s Perspective

Unfortunately, C.J.'s personal development class is full of students who tease him unmercifully. Many class activities involve reading and writing and C.J. is refusing help from the teacher since his "friends" are present. While off-task during a written assignment, C.J. begins arguing with another student quite loudly. As the argument escalated, C.J. removed his shoe and threatened to hit the other student with it.

As a result, C.J. was given a "Reflections" sheet to fill out, stating his behavior, consequence, and possible alternative behaviors. His understanding personal development teacher directed him to have the EH teacher help him fill it out. C.J. agreed to do this and happily worked with the EH teacher to complete his task. When asked what he could do should this situation recur, he stated that he should ignore the other students, "...but that would probably be hard for me. I don't think I can do that."

When pressed for an alternative that would work, C.J. said, This conversation was repeated to the Personal Development teacher, who promptly moved C.J. next to her desk. This intervention appears to be successful so far. C.J. likes sitting near the teacher and gets attention from her. Other students are more hesitant to bother him from that vantage point. The teacher has also allowed Coley to record his journal writing on audio tape so other students won't make fun of his less-than-wonderful writing skills.

Lynn Fell, Tampa FL.

I hated this essay: “What would you do if your best friend had AIDS?”

I wondered and wondered about that. What could I do?

There would be nothing I could do... There would really be nothing I could do except maybe hold out my hand... C.J.
Considering C.J.

What behaviors would you expect to see in class from a student like C.J.?

How would you feel about having him in class?

What type of strategies would you try with him? Why?

Hines, 2008
Notes:
Good Teaching is Good Co-Teaching

“Old School”!

Gagne’s 9 Events of Learning

1. Gain students attention
2. Bring to mind relevant prior learning
3. Point out important information
4. Present information in an organized manner
5. Show students how to categorize (chunk) related information
6. Provide opportunities for students to elaborate on new information
7. Show students how to use coding when memorizing lists
8. Provide for repetition of learning
9. Provide opportunities for overlearning of fundamental concepts and skills.

Hines, 2008
The Basics of Information Processing

An Information Processing Model:

Why is this important?

Considering appropriate modifications and accommodations for learners with differences begins at examining the basics:

- Are we providing MULTIPLE inputs for the information?

  Traditionally we introduce new content through reading/writing/listening. For a student with LD, more senses may need to be engaged for the content to make it into the short term memory!

- Are we providing information in ways other than semantically?

  Many learners encode information episodically—they remember learning events and graphics rather than words.

- Are we reducing the things in the environment that are distracting students?

  Some students with attention difficulty are they discarding the content to attend to other sensory input!

Combine what we know about good instruction with what we know about information processing, and outcomes will be better for all learners!

Hines, 2008
Using Graphic Organizers

The use of graphic organizers is important to all learners for a few simple reasons. First, they give the learner a way to organize the information you are presenting. Also, this approach provides a way for learners who are more “episodic” than “semantic” to store the information in the long term memory for later recall.

There are TONS of websites with sample of graphic organizers, and several easy ways to create them from scratch. Consider the ones below that are simply in the MS Word Drawing Toolbar:

Creating a graphic organizer can easily be done by clicking the icon, and selecting the type you’d like to use!

Consider this: Why not give students the option of visually representing responses using charts such as these rather than writing a narrative answer?

Hines, 2008
Ways to Modify & Adapt Instruction

Remember the information processing model? Keep that model in mind when considering making modifications. The nine widely used methods for modifying/adapting are:

1. Level of Support
2. Size
3. Time
4. Input
5. Output
6. Level of difficulty
7. Participation
8. Different curriculum
9. Alternate goals
3 Tips for ALL Learners

1. Use Time Limits

Weak organizational skills are characteristic of students with LD, and are a product of their exceptionality… but certainly many of our other students are also in the same boat!

Structure assignments so that credit is given for work completed in class daily. Also, break assignments into chunks and give credit as each component is completed. For example, instead of, “Research reports are due in three days…”, try: “Your prewriting web is due in 5 minutes,” or “The outline for your paper is due in 25 minutes.” Give credit for each phase!

2. State Expectations Clearly

Have students repeat instructions back to you to ensure s/he understand what is expected. Often students with special needs do not ask questions, even when they do not understand the directions (Later you get the, “I didn’t know what I was supposed to do…” Line when work isn’t turned in).

3. Recognize Achievement as often as Possible

Some adolescents do not like positive attention in front of others, but everyone does like to be told they have done a good job! For reluctant students, find ways to give private praise when that first assignment is turned in or when they have performed better than usual on an assignment (even if it is a C… if the student usually receives F’s, this is achievement!). Also, consider a postcard home to parents with the school logo on one side and a simple note like “John is really working hard in math!” and signature. Parents like to hear good things about their kids, and kids will be surprised – and hopefully reinforced by parents.

Hines, 2008
Sample postcard home

Sally’s really turned things around in our class! Great job!

LKMS

Grades aren’t reinforcing to all students, Especially those who have grown used to failure...
Teach them that they can be successful academically By providing more frequent feedback!
The Purpose of Universal Design for Learning

UDL framework proposes that educators strive for flexibility by helping all students achieve by identifying and removing barriers from our teaching methods and curriculum materials.

To provide multiple pathways for students’ action and expression.

To represent information in multiple formats and media.

To provide multiple ways to engage students’ interest and motivation.

Cast.org

How can you make your classroom more universally accessible?

What layers could you add?

Hines, 2008
Individualizing Instruction

Stage 1: Preplanning

Stage 2: Creating a positive learning environment

Stage 3: Develop instructional plan

Stage 4: Identify learning activities

Stage 5: Learning and monitoring growth

Stage 6: Evaluating

Hines, 2008
# Checklists for Individualizing Instruction

## Stage 1: Preplanning Activities

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>1. Learning rationale described?</td>
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<tr>
<td></td>
<td>2. Considered all exceptionalities present?</td>
</tr>
<tr>
<td></td>
<td>___LD ___EH ___MR ___PI</td>
</tr>
<tr>
<td></td>
<td>3. Necessary support materials and resources considered?</td>
</tr>
<tr>
<td></td>
<td>4. Learning objectives prepared?</td>
</tr>
<tr>
<td></td>
<td>5. Organizational constraints discussed with co-teacher?</td>
</tr>
</tbody>
</table>

## Stage 2: Creating a Positive Learning Environment

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<table>
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<tbody>
<tr>
<td></td>
<td>1. Physical environment examined?</td>
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<td></td>
<td>2. Orienting activity (Do Now) developed?</td>
</tr>
<tr>
<td></td>
<td>3. Opening activities decided?</td>
</tr>
<tr>
<td></td>
<td>4. How will learning materials be introduced?</td>
</tr>
<tr>
<td></td>
<td>5. Learners comfort considered?</td>
</tr>
</tbody>
</table>
### Stage 3: Developing the Instructional Plan

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<tbody>
<tr>
<td>__1.</td>
<td>Suggested learning activities determined?</td>
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<tr>
<td>__2.</td>
<td>Co-teach style determined?</td>
</tr>
<tr>
<td>__3.</td>
<td>Review of prior learning considered?</td>
</tr>
<tr>
<td>__4.</td>
<td>Learning plan matched to resources?</td>
</tr>
</tbody>
</table>

### Stage 4: Identification of Learning Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>__1.</td>
<td>Emphasized self-directed learning?</td>
</tr>
<tr>
<td>__2.</td>
<td>Learning contracts understood?</td>
</tr>
<tr>
<td>__3.</td>
<td>Learning objectives identified?</td>
</tr>
<tr>
<td>__4.</td>
<td>Timelines established?</td>
</tr>
<tr>
<td>__5.</td>
<td>Resources and strategies located?</td>
</tr>
<tr>
<td>__6.</td>
<td>Obtained evidence to show learning growth?</td>
</tr>
<tr>
<td>__7.</td>
<td>Evaluation methods identified?</td>
</tr>
</tbody>
</table>
### Stage 5: Actively Learning and Monitoring Growth

1. Best practice instructional techniques decided?
2. Variety of instructional techniques planned?
3. Conducting formative evaluations discussed?
4. Feedback to learners provided?
5. Feedback from learners encouraged?
6. Adjustments made to instructional process based on learner feedback?

### Stage 6: Evaluation of the Learner

1. Appropriate summative techniques used?
2. Competency of learning to skills emphasized?
3. Practice provided for within learning activities?
4. Mastery level learning accomplished?
5. Critical thinking skills assessed?
6. Preparation for next learning activity made?
Notes:
Whose Job is It?

There is no one right way to handle issues of assessment, but ultimately the final grade is determined by whoever is listed as the teacher for the course. Common sense, right?

Still, in the day-to-day course of things, there are papers to be graded, progress reports to prepare, and grade books to keep current. Who does what?

Take a moment to consider with a partner the following:

**Who will grade daily assignments?**
1. General educator
2. Exceptional Educator
3. Whoever wants to
4. Whoever designed the assignment
5. Take turns
6. Other ideas:

**Where will grades be kept?**
1. One grade book
2. Two separate grade books
3. Other ideas:

**How are modified assignments graded?**
1. However the exceptional educator sees fit
2. Jointly by co-teach partners
3. Other ideas:

**Consider this:**
What do we tell the general education students about the modified assignment grades “That’s not fair!”?
Report Card Q & A

Who assigns grades for the report card?

In an unlikely difference of opinion regarding the grade, the teacher whose name appears on the report card should make the decision.

Do we note the grade is “with modifications” on the report card for students with exceptionalities?

Generally, if the content has remained the same for the student and only adaptations to help gain access to the curriculum have been made, no special notes need appear on the report card. Consider this: If a child were legally blind and had text info read aloud or received extra time to complete work, s/he would not seem to need that noted on the report card, right? Those supports were needed! Try to remember that students with LD need these supports to “level the playing field”, too! Simply stated, changes in input, output, size, and time, for example, don’t need to be noted.

If an alternate curriculum is used, or a significant reduction in the curriculum, these changes would most likely be noted. Grading considerations such as these should be noted before the school year begins to avoid misunderstanding.

What about our students who used to make “A”’s in their “special” classes and now make “C”’s in the co-taught class?

First, check to be certain the appropriate accommodations are being made and that the method of evaluation is not interfering with performance (for a student with LD, for example, be certain all assessments are not written if he has a documented problem with written expression!). Then, just remember that ultimately achievement is important, not the grade! If the student is learning more, the results will show up in other measures.
Informal Methods for Assessing Student Understanding

As noted earlier, giving more opportunities to demonstrate understanding – and awarding credit for even short assignments – can lead to academic success for all types of learners. Consider the following simple strategies that could be used daily.

1. IN BASKET

Ask each student to write at least one good question on a 3x5 index card about a key topic or set of concepts previously taught in class. Place these in an envelope or box and randomly pull out one card at a time to read aloud.

Note: Credit can be given for each person who contributes a card!

2. GROUP PROFILE

Have students write on a sheet of scratch paper a number from one to ten that best represents their level of understanding of content taught in class that day.

1 = I don’t understand any of it
5 = I understand about half
10 = I understand the material well enough to take a test on it or teach it to someone else!

Students raise papers, and teachers quickly know whether review is needed.

3. RESPONSE CARDS

Provide students with a laminated card that is red on one side, green on the other. The teachers can use these cards to continually check for understanding by asking yes/no and true/false questions periodically. Students hold up the card that reflects their answer. Points can be awarded for participation.

4. TICKET OUT

Just before the bell rings, ask students to jot one (or more) key point from the day’s lesson on a sheet of scratch paper and collect at the door.

Adapted From The Definitive Middle School Guide: A Handbook for Success by Imogene Forte, Sandra Schurr, Jan Keeling (Editor)

Hines, 2008 63
Try This!

The simplest strategies are sometimes the best! To continually check for student understanding of content, simply use the **Fist to 5** method. After a new concept is introduced, pause and ask students to raise fingers to demonstrate their level of understanding. Fist (0) means they do not “get it” at all, and 5 means they feel like they fully understand. All other numbers indicate level of understanding.

**Fist to 5**

![Fist to 5 Diagram](image)
Daily Assignment Log

Lots of schools use daily planners, but just in case there are students who need extra accountability for daily work, a form like the one below may prove useful. Be certain to introduce the form to teachers involved in advance of its use. Ask students to fill in the information, and participating teachers to sign.

### Daily Assignment Log

**Student:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Class Work Completed</th>
<th>Homework Assigned</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>7.</td>
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</tbody>
</table>

Hines, 2008
Notes:
Differentiated Instruction

Recently the term *differentiated instruction* has popped up frequently in the co-teach arena because of its natural use as a strategy for a wide variety of learners. Basically, differentiated instruction requires teachers to provide students with several options for receiving information and processing that information. In order to maximize individual student success, instruction needs to be adapted to each student’s learning modalities. Pre-assessment of *all* learners is called for so that everyone begins with appropriate learning goals. This benchmark approach is in line with recent attention to *academic learning gain*.

While special educators regularly prepare *Individualized Educational Plans* for their students, creating individual goals and monitoring progress would work well for all students in a co-taught classroom.

Three components of curriculum can be differentiated as identified by Tomlison (2001): Content, process, and product.

---

Hines, 2008  67
Co-Teaching & Universal Design

Content:
1. Use several types of materials, skills concepts and principles to proved student’s access to learning.
2. Align objectives and activities to individual learning goals.
3. Provide instruction based on the same principles and concepts for all students. Individualize content by amount of complexity involved in the concept.

Process:
1. Use flexible grouping procedures.
2. Utilize effective classroom management strategies.

Products:
1. Pre-asses students and monitor their growth consistently. Apply results to instructional practices.
2. Engage student in activities that are meaningful to the student.
3. Provide various ways in which student may demonstrate mastery of a subject.

Helpful Hints: Making Differentiation Possible for Teachers

- Clarify Key Concepts
- Apply results of student assessment to guide instruction
- Encourage creative, higher order thinking from students
- Engage all learners in meaningful activities
- Provide opportunities for student choice

Hines, 2008
Sample IEP Information

From http://specialed.about.com/cs/iep/a/ieparticle_2.htm

Example: John Doe is a 12 year old boy presently placed in a regular grade 6 classroom with special education support. John Doe is identified as ‘Multiple Exceptionalities’. A Pediatric assessment determined that John meets criteria for Autistic Spectrum Disorder. John's anti-social, aggressive behavior, prevent him from achieving academic success.

General Accommodations:

- Supervision for Non-Instructional Time
- Attention/Focusing Cues
- Special Arrangements for Arrival/Departure
- Use of Preferred Learning Style
- Small Group Instruction
- In-Class Peer Tutor Assistance
- Review, Retest, Re-Evaluate
- Reduce Visual or Auditory Distractions
- Scribing or Oral Reporting
- Length of Time for Assessments/Assignments

Annual Goal:

1. John will work towards controlling compulsive and impulsive behavior, which negatively affects the learning of self and others.
2. He will work towards interacting and responding to others in a positive way.

Hines, 2008
Behavior Expectations:

1. Develop skills to manage anger and resolve conflict appropriately.
2. Develop skills to accept responsibility for self.
3. Demonstrate dignity and respect for self and others.
4. Develop a foundation for health relationships with peers and adults.
5. Develop a positive self image.

Strategies and Accommodations

1. Encourage John to verbalize his feelings.
2. Modeling, role play, rewards, consequences using the assertive discipline approach.
3. Relaxation exercises.
4. Direct teaching of social skills, acknowledge and encourage acceptable behavior.
5. Establish and use consistent classroom routine, prepare for transitions well in advance. Keep as predictable a schedule as possible.
6. Make use of computer technology where possible, and ensure John feels he is a valued member of the class. Always relate classroom activities to timetable and agenda.

Try This:
Keep student IEP goals on a clipboard & check daily to see that these are being addressed!
Resources/frequency/location

Resources: Classroom Teacher, Education Assistant, Integrations Resource Teacher.

Frequency: daily as required.

Location: regular classroom, withdraw to resource room as required.

✓ Ensure that ALL academic and behavioral goals and strategies are well understood by both educators!

✓ If a specific behavior plan is being used, share it with ALL teachers working with the student to ensure consistency!
Considering John Doe…

Specifically, how would **you & your partner** implement the following strategies required on his IEP?

<table>
<thead>
<tr>
<th>IEP Strategy</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourage John to verbalize his feelings.</td>
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<tr>
<td>2. Modeling, role play, rewards, consequences using the assertive discipline approach.</td>
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<tr>
<td>3. Relaxation exercises.</td>
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</table>
**IEP STRATEGY PLANNING FORM**

Student:  
Teachers:  

<table>
<thead>
<tr>
<th>IEP Strategy</th>
<th>Who?</th>
<th>When?</th>
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<tbody>
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<td>6.</td>
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</tbody>
</table>

Hines, 2008
Co-Teach Observation Form

Special Education Teacher: __________________________
General Education Teacher: __________________________
Subject: _______________ Grade: __________
Date: __________ Start Time: _______ End Time: __________

Observed Co-teaching approaches

<table>
<thead>
<tr>
<th>One teach, one assist</th>
<th>Station teaching</th>
<th>One teach, one observe</th>
<th>Parallel teaching</th>
<th>Teaming</th>
<th>Alternative teaching</th>
</tr>
</thead>
</table>

Grouping Procedures

<table>
<thead>
<tr>
<th>small group</th>
<th>whole group</th>
<th>cooperative groups</th>
<th>flexible</th>
<th>varied</th>
</tr>
</thead>
</table>

Student Engagement:

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>Number of Students Engaged</th>
</tr>
</thead>
</table>

Parity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number of Minutes in Primary Role (instructing)</th>
<th>Number of Minutes in Secondary Role (assisting)</th>
<th>Description of Activities Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Parent Questionnaire

Parent’s Name _____________________ School ___________________
Student’s Name _____________________ Date ___________________

Please circle your response to questions 1-5.

1. My child’s participation in the co-teaching project this year
   a. had a positive effect on my child
   b. was not positive for my child
   c. was “OK” for my child but I saw no real difference

2. Did your child’s experience in the co-teaching project enable your child to be more successful in other subjects?
   a. Yes
   b. No
   c. No opinion

3. How does your child respond to the co-teaching model?
   a. Prefers having the special education teacher come to the regular class and co-teach
   b. Prefers leaving the regular class to go to resource room
   c. Seems to be “OK” with either model

4. Academically, I feel my child has:
   a. Made more progress this year
   b. Not made as much progress this year
   c. Made as much progress as in previous years

5. Behaviorally, I feel my child has:
   a. Made more progress this year
   b. Not made as much progress this year
   c. Made as much progress this year as in previous years

6. Please circle all that apply:
   a. My child seems to feel better about himself/herself this year.
   b. My child has learned strategies in the co-taught class that have helped him/her in other subjects.
   c. My child prefers receiving instruction in the resource room because ________________________________

   d. My child prefers receiving instruction in the co-taught room because ____________________________

7. Please provide comments and suggestions for improvement:

Hines, 2008
Create a Seating Plan

With your partner, plan a seating arrangement for the class that will work best for you! A template to do this on the computer can be found in the MS Office templates online (see next page!).

Hines, 2008
Free Stuff!

To start new with your partner in creating class materials, you may want to visit http://office.microsoft.com and explore the free education templates that are available (samples below—there are lots more!).

Hines, 2008
Co-Teaching & Universal Design

Other forms from Microsoft...(hey, they're free!)

<table>
<thead>
<tr>
<th>Deployment Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things To Do</td>
</tr>
<tr>
<td>Suggest a template</td>
</tr>
<tr>
<td>Get: answers from other Office users</td>
</tr>
<tr>
<td>Get: our newsletter</td>
</tr>
<tr>
<td>Contact Us</td>
</tr>
</tbody>
</table>

**Grade book (based on percentages)**
- Version: Excel 97 or later
- Downloads: 82996
- Rating: ★★★★★ (957 votes)

**K-3 class rules**
- Version: PowerPoint 2000 or later
- Downloads: 44506
- Rating: ★★★★★ (609 votes)

**Lesson planner**
- Version: OneNote 2003
- Downloads: 38540
- Rating: ★★★★★ (219 votes)

**PTA agenda**
- Version: Word 2000 or later
- Downloads: 17460
- Rating: ★★★★★ (231 votes)

Websites from Presentation:

Collaboration, management, assessment, strategy resources
Specialconnections.ku.edu

Graphic organizers  Freeology.com

Audio Books  AudiobooksForFree.com

Readplease  www.readplease.com

Powerpoint timers & resources
http://people.uncw.edu/ertzbergerj/ppt_timers.html

Universal Design  Cast.org

Hines, 2008
Sold!
I really do think this can work! Now, if only I had more information...

Differentiated Instruction 3-8
Betty Hollis
www.crystalsprings.com
ISBN 1-884548-70-9

Building Inclusive Schools
Ann T. Halvorsen & Thomas Neary
www.abacon.com
ISBN 0-205-27552-4

Special Ed Net
http://www.specialednet.com/inclusion.htm

LD Online
Http://ldonline.org/ld_indepth/teaching_techniques/tec_coteaching.html

EDUCATION WORLD
http://www.educationworld.com/a_lesson/fillers/
