SECTION 5

inclusion matters!

Creating a Collaborative Culture

Creating a Collaborative Culture

"Collaboration is a process for setting collective priorities, and incorporating different perspectives. This is reflected in the way people commit to working together to meet their shared goals. Collaboration allows for the blending of perspectives, expertise, resources and shared accountability and responsibility."
    – Alberta Regional Consortia

True collaboration is demonstrated only on the teams where all members feel their contributions are valued and the goal is clear, where they share decision making, and where they sense they are respected (Cook & Friend, 96). Through collaboration, ideas can be shared, strategies may be developed, problems can be solved, progress is better monitored, and outcomes evaluated effectively. Collaboration is not negotiating, nor is it informing each other of individual plans and actions. It is a process that seeks to acknowledge the needs and perspectives of all members towards a common goal and requires continual effort on the part of each partner (Halvorsen & Neary, 01).

Characteristics of Collaboration
(Friend and Cook, 96; Nevin, Thousand, Paolucci-Whitcomb and Villa, 90.)

1. Collaboration is voluntary: Participants decide to collaborate

2. Collaboration is based on parity: All collaborators must believe that all individuals' contributions are equally valued.

3. Collaboration requires a shared goal: Collaboration is most effective when there is an agreed upon and shared goal. Reciprocity and interdependence are practiced.

4. Collaboration includes shared responsibility for key decisions: Decisions about actions and work is divided with shared decision making. Members practice and increase social interaction and their task through consensus building.

5. Collaboration includes shared accountability for outcomes: Each person shares accountability for the outcomes of the group's efforts and holds its members responsible for their specific commitments.

6. Collaboration is based on shared resources: Each participant in a collaborative effort should contribute and share resources

7. Collaboration is emergent: True collaboration will emerge with experience.

8. Frequent face-to-face interactions occur.

9. Leadership

Collaborative Teamwork
Collaborative teams are work groups that have clear goals, active and committed members and leaders; they do not let personal issues interfere with the accomplishment of their goals. Collaborative teaming is the most representative strategy to apply inclusive educational practice. The success of the team is based on each member's understanding of mutually agreed upon and shared goals as well as their collaborative efforts to reach the goals.

Creating a Collaborative Culture

Teams typically answer questions such as:

Why are we here? What are the goals and needs of our students?

What is working? What do we need to change? What is the best way we can function as a team?

What do we need to do in terms of organizational structure and curriculum to achieve our goals?

What is the most effective way to use our time and how often might we need to meet?

In effective and collaborative teams:

All participants understand, agree to, and determine the primary goals of the team.

There is open communication that includes ideas, opinions and feelings.

Team members trust one another.

Teams meet and work together only when necessary.

Teams have fundamental team skills, including communication, addressing task goals, and those to maintain effective team functioning.

Leadership is shared by all team members.

In building a collaborative team to provide student centered support and sustain inclusive education, it is important to begin early and include appropriate members. Team members and their roles may fluctuate over time and vary dependent upon the immediate outcomes required.

When teams become too large and overwhelming, not surprisingly, very little is accomplished except talk, which is all that is possible when you have large groups of people who might not know each other well. On the other end of the spectrum, planning teams that only involve the special educator and the general educator may be more productive, but may not be as creative. Core planning teams should involve those directly impacted by decisions on a daily basis. Others may be invited as their expertise is needed. Keeping groups more manageable facilitates scheduling and allows members the opportunity to focus on the important issues. As long as members are open to new information and can keep others informed and involved, this composition is effective (Halvorsen & Neary, 01).

Team members may include:

Parents of the student

General educators

Special educators/therapists

General and special education administrators(s)

Paraeducators

Student

Student's classmates

Support staff as required (nurse, counselor)

Facilitator's (transition, facilitator)

Effective Practice Specialists

Community resource representative

One of the keys to beginning to work collaboratively is the recognition that different perspectives on each team can be a challenge and a positive contribution. As our roles in relation to the student and our own experiences, values, and belief systems, we all see things differently. Sometimes it's difficult to understand why other members see a situation the way they do. Meetings may become an avenue for each member trying to get the other members to see things as they do. Unless team members learn to listen to each other and find common ground, meetings might be frustrating with little accomplished. Conversely, differing perspectives open our eyes to others ideas and options we might not have considered on our own; there is a synergy to this type of group discussion (Halvorsen & Neary, 01).

It is clear that this does not happen automatically as people meet. When educators and family members begin this collaborative effort, it must be with the understanding that learning to work together is going to take time and effort on the part of all members (Halvorsen & Neary, 01).

Communication and Electronic Collaboration*
Planning and implementing the successful inclusion of a student with disabilities involves sharing information effectively and efficiently. This team communication is vital to the success of students in an inclusive setting. Each team member does not need to be involved in every issue; several team members may be needed for specific student outcomes and other times communication may require a meeting with the attendance of the entire team. Communication systems should be developed to keep team members apprised of student progress through an agreed upon system such as an online sharing system, email, and team meeting notes.

A comprehensive web resource for electronic tools is *Electronic Collaboration: A Practical Guide for Educators* (http://www.alliance.brown.edu/pubs/collab/elec-collab.pdf). This eighty page guide provides an explanation of electronic collaboration, a rationale, tools for collaboration and strategies for creating vehicles for electronic collaboration.

Creating a Collaborative Culture

*Please note that if access to technology is a barrier, other systems can be created to support information sharing and communication with the team that can include the creation of a team notebook that houses all ongoing communication or team-specific files with ongoing logs for communication within the student's file.

Sustained Implementation, Evaluation, and Improvement

In order for inclusive education and collaboration to continue to improve, there is a need for collaborative teams to collect outcome data to provide information on achieved results. The process of continuous improvement helps to ensure that the team is results-oriented. Team members need to be able to communicate to multiple audiences what results they are aiming for, how these results will be accomplished and what outcomes are expected.

Co-Teaching*

"Co-Teaching is an educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting."(Bauwens, Hourcade, & Friend, 1989). Please see the attached document for more information related to co-teaching. In addition, Special School District offers professional learning related to co-teaching. Please contact your SSD Facilitator for more information.

*Please note that in order to achieve the appropriate outcomes, teams may need additional information or Professional Learning. Both are available through Special School District.

"The wisdom of the community always exceeds the knowledge of the experts."
– Peter Kenyon

Collaborative Teams Checklist

TEAMS

- ❏ share common beliefs and work toward common goals
- ❏ establish and share roles and responsibilities
- ❏ establish mutually agreed upon methods for meetings
- ❏ are willing to share personal feelings and insights
- ❏ continue to change and grow
- ❏ have fun!

ROLES AND RELATIONSHIPS

- ❏ roles and responsibilities are clear
- ❏ lines of communication are clear
- ❏ expectations regarding work performance (quality, timeliness, etc.) are similar

TEAM MEETINGS

- ❏ meet regularly and consistently
- ❏ sit facing toward each other at meetings (in a circle)
- ❏ have an agenda (agreed upon in advance)
- ❏ begin with celebrations, sharing, or other positive note
- ❏ have a facilitator (regular or rotating)
- ❏ have facilitator(s) who effectively keep the discussion on track
- ❏ hold no one solely responsible for success/failure of team actions
- ❏ share group tasks, responsibilities and group leadership
- ❏ keep to scheduled time limits

TEAM INTERACTIONS

- ❑ encourage each other to interact and participate in problem-solving and decisions
- ❑ engage in active listening
- ❑ give eye contact to the speaker
- ❑ wait until others complete speaking before speaking yourself
- ❑ when necessary, repeat or paraphrase the speaker to ensure understanding
- ❑ make decisions by consensus
- ❑ poll each other for understanding of issues/ideas
- ❑ criticize ideas but not each other
- ❑ share decision making credit (use "we" and "us" vs. "I" and "you")
- ❑ demonstrate value for others' opinions
- ❑ be flexible when necessary
- ❑ develop action plans, follow up on decisions, and monitor issues as part of the agenda of following meetings
- ❑ openly communicate (and agree to disagree at times)
- ❑ set rules for methods to deal with controversial issues or subjects
- ❑ criticize ideas and not people
- ❑ accept criticism of ideas without being defensive
- ❑ generate lots of potential solutions to an identified problem
- ❑ review how they are doing and give each other feedback on how they are doing as a team

CONFLICT RESOLUTION METHODS

- ❏ remain calm
- ❏ look at the speaker
- ❏ don't interrupt the speaker
- ❏ don't adopt a defensive posture
- ❏ listen to what is being said
- ❏ check the accuracy of the message (don't assume)
- ❏ validate the other person's feelings
- ❏ try to imagine the other person's point of view
- ❏ use a tone of voice which is calming
- ❏ avoid tones which suggest impatience, disgust, or sarcasm
- ❏ speak clearly and slowly at a moderate volume
- ❏ attempt to reach agreement on a mutual goal and next steps
- ❏ plan to return to the issue with ground rules or with an agreed-upon agenda

Norms of Collaboration (Annotated)

1. Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing
Using a paraphrase starter that is comfortable for you – "So..." or "As you are..." or "You're thinking..." – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions
Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be...".

5. Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

www.adaptiveschools.com

Plan for Team Growth

*Note: Items on the *Highly Effective Collaborative Team Checklist* (HECTC) might serve as action steps for the Team Growth Indicators below.

Team Growth Indicators	What might someone observing us see or hear that would indicate we're growing in this direction? What actions will we take?
Maintain a focus on student outcomes and monitor student progress	
Abide by norms that guide team interactions and behaviors *HECTC Team Members 1-6*	
Share leadership and responsibility *HECTC Roles and Relationships 7-9*	
Meet regularly and on schedule *HECTC Team Meetings 10-17*	
Practice trusting behaviors *HECTC Team Interactions 18-29*	
Use agreed upon methods for resolving conflicts *HECTC Conflict Resolution Methods 30-42*	

#Adapted from Jolly, A. (2008). Team to teach: A facilitator's guide to professional learning teams. Oxford, OH: NSDC and aligned to Highly Effective Collaborative Team Checklist, Adapted from Collaborative Team Checklist and Designing our Team Practices (date unknown) from the Maryland Coalition for Inclusive Education (MCIE), http://www.mcie.org/index.php

Collaborative Record

Student:
Date/starting and ending time:
Location:
If you are unable to attend, please contact:
Communication Backup:
Roles:
Facilitator:
Recorder:
Time Keeper:
Other members:
Today's desired outcomes:
Date, Place and Time of Next Meeting:

Meeting Norms (Examples)
- Demonstrate Mutual Respect: Respect people and their ideas. Such respect does not represent agreement.
- Employ Skillful Listening: Seek first to understand, then to be understood.
- Sufficient Consensus: Each person has an equal voice, the group works to understand all views, distinguish between dialogue and discussion, strive to reach consensus.
- Maintain a perspective focused on student needs.
- Begin and end on agreed upon times.

Collaborative Record

Topic	Time Limit	To Do: Notes/Data To Be Collected/Criteria for Success	Person(s) Responsible	Date To Be Completed

Halvorsen, A., & Neary, T. (2001). *Building Inclusive Schools: Tools and Strategies for Success*. Needham Heights, MA: Allyn & Bacon.

Garmston, R., &Wellman, B. (2009). The *Adaptive School: A Sourcebook for Developing Collaborative Groups*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Roles and Responsibilities Form

The Roles and Responsibilities Form can be utilized after an IEP meeting or after a transition to another building or setting to help the team determine who will be the lead/responsible for a particular component of the student's IEP, staff training, communication, etc.

Team Members:	
Special Education Teacher:	
General Education Teacher:	
Parent:	
Paraprofessional:	
Principal:	
Area Coordinator:	
Speech/Language Pathologist:	
Occupational Therapist:	
Physical Therapist:	
Inclusion Facilitator:	
Related Service:	
Other:	

Roles and Responsibilities	Who is Responsible
IEP Chairperson	P:
	S:
	E:
	I:
Develop IEP	P:
	S:
	E:
	I:
Assign responsibilities for Paraprofessional	P:
	S:
	E:
	I:
Supervise paraprofessional	P:
	S:
	E:
	I:
Train paraprofessional	P:
	S:
	E:
	I:

Code: P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking

Roles and Responsibilities Form

Roles and Responsibilities	Who is Responsible
Design instruction for all learners	P: S: E: I:
Individualize curriculum:	P: S: E: I:
Make adaptations & modifications	P: S: E: I:
Monitor student progress (data collection/assessment)	P: S: E: I:
Design behavior modification management plan	P: S: E: I:
Assign grades	P: S: E: I:
Communicate/collaborate with parents	P: S: E: I:
Collaborate & consult with related service personnel	P: S: E: I:

Code: P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking

Roles and Responsibilities	Who is Responsible
Facilitate peer supports & friendships	P:
	S:
	E:
	I:
Schedule team meetings	P:
	S:
	E:
	I:
Develop schedule for student	P:
	S:
	E:
	I:
Participate in extra-curricular activities	P:
	S:
	E:
	I:
Community instruction	P:
	S:
	E:
	I:

Comments:

Code: P = Primary Responsibility / S = Secondary Responsibility / E = Equal Responsibility / I = Input in Decisionmaking

Adapted from the Inclusive Education Project: 1993 Inclusion MATTERS!

Co-Teaching Resources

Co-Teaching

Co-Teaching is an educational approach in which
Two teachers work in a coactive and coordinated
fashion to jointly teach academically and
behaviorally heterogeneous groups of students
in an integrated setting.
(Bauwens, Hourcade, & Friend, 1989)

Benefits of Co-teaching

- Expedites transition into the general education setting

- Enables teachers to function on a proactive basis

- Increases job satisfaction

- Reduces stress and burnout

- Increases teaching and learning potential

- Decreases problems with generalization across settings

- Provides students with more cohesive programs

- Provides the expertise of two professionals in planning and problem solving

- Provides students with a model of collaboration

- Allows students to work with teachers with different styles

- Allows student assessment to be classroom-based

- Increases the potential for students who are having difficulty to receive assistance

| General Education Teacher's Classroom	Special Education Teacher's Classroom

These two teachers' classrooms were across the hall from each other.
Some days they would team-teach in one room
other days they would split the classes and the content,
and other times they would teach a lesson together
and then split the students when it came time
for independent learning activities.

General educator and special educator shared the same room and the same students for one instructional period

Barriers to Co-Teaching

Write your thoughts here
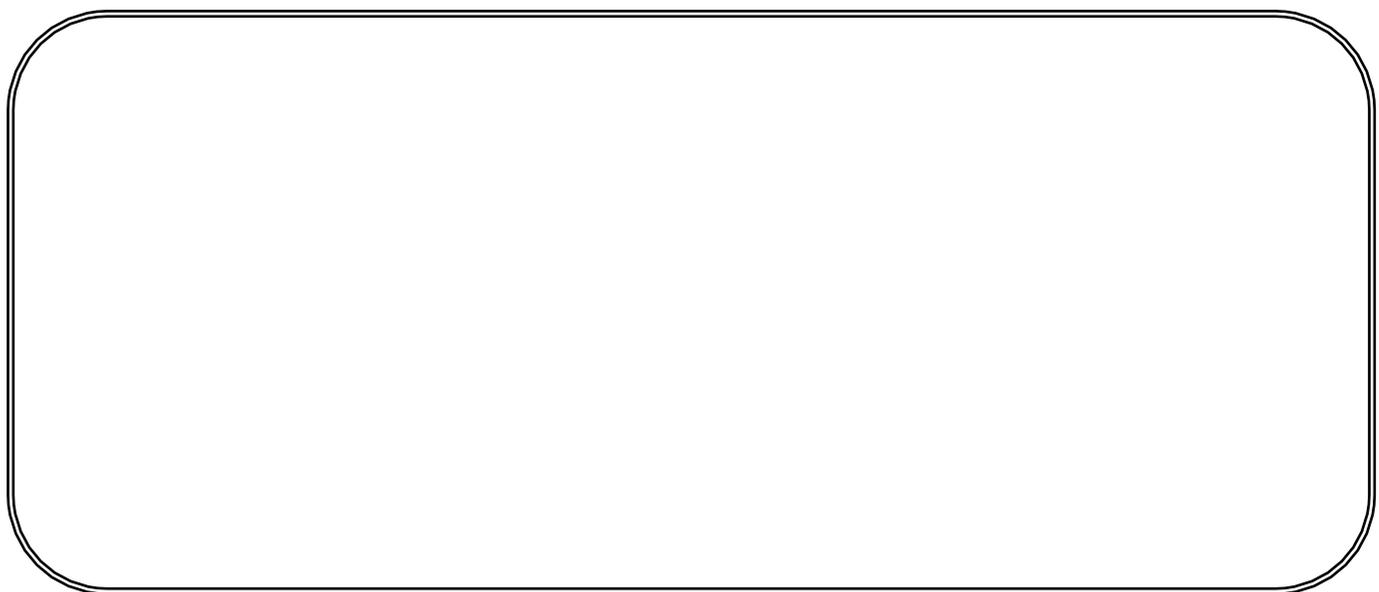
Tips for Successful Co-Teaching

Administrator	Special Educator	General Educator
support a collaborative philosophy	be flexible	be flexible
provide funding (if possible)	identify your strengths	identify your strengths
provide emotional support	respect other's strengths	respect other's strengths
provide time for the process	take responsibility for all students	take responsibility for all students
model collaboration	allow your students to become a member of the class	establish an inclusive classroom environment
praise success	remember you're not a guest but a teacher	remember your class is shared by 2 teachers
expect problems	focus on success	focus on students not labels
recognize your contributions	look for success not only in academic gains	look for success not only in academic gains
BRAG (e.g., other teachers, other administrators)	be willing to expand your skills	be willing to expand your skills
suggest the process to others	admit your weaknesses	admit your weaknesses
never force a collaborative relationship	make time to plan (at least 10 minutes a day)	make time to plan (at least 10 minutes a day)
assist teachers in evaluating the process	discuss problems only with each other	discuss problems only with each other
	Set a timeline to evaluate the process	Set a timeline to evaluate the process

Dieker & Barnett

Great Websites out of University of Kansas
www.powerof2.org
www.specialconnections.ku.edu

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Create a Lesson

Pick a topic you want to co-teach

Role of Teacher 1	
Role of Teacher 2	
Role of Other Support Personnel	

Co-Teaching versus Facilitative Support

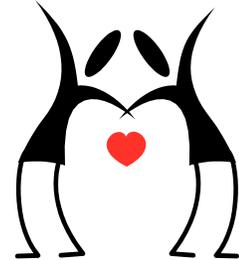| Three Activities	Co-Teaching	Facilitative Support
Co-Planning		
Co-Instructing		
Co-Assessing		

Stages of the Teaming Process

Storming – Norming – Performing

Types of Co-Teaching
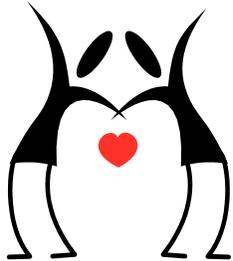
One teacher, One Support
•lead teacher
•support teacher
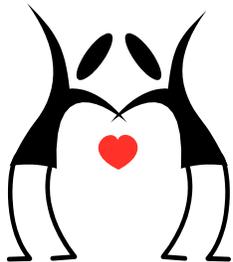•little planning
(some add one teach/one observe)

Station Teaching
•divide content
•share but separate responsibilities

Parallel Teaching
•same content
•deliver instruction to half the class
•joint planning

Alternative Teaching
•one large group, one small
•small group pre-teaches, reinforces or re-teaches large group
•joint planning

Team Teaching
•shared instruction
•coordinated activities in one lesson
•mutual trust and commitment
•co-planning

(Cook & Friend, 1993)

Common Characteristics of an Effective Lesson

➢ Both teachers have presence in their role.
➢ A climate of success for all students is created - with both teachers focusing on ALL.
➢ Progress is monitored and learning is assessed daily.
➢ Academic and social skills are taught.
➢ Objectives are clear.
➢ Engaged learning time is maximized.
➢ Differentiation is expected by both teachers.

Some Novel New Ideas

➢ 2 periods of co-teaching and switching roles
➢ Parallel scheduling
➢ Social skills/strategies class that is inclusive
➢ Ppt vocabulary - http://images.google.com
➢ Rhymes 'n times - http://www.rhymesntimes.com
➢ Corporate mentors (e-mail and in person)
➢ Webcams - http://www.camcentral.com
➢ Various websites

Scheduling

High School – This teacher worked in only the content area of science and was to provide support to all students with disabilities across the 6 science teachers in this high school.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:00	Integrated Science	Integrated Science	Integrated Science	Integrated Science	Integrated Science
9:00-10:30*	Biology/Integrated Science	Integrated Science/Biology	Biology/Integrated Science	Integrated Science/Biology	Biology/Integrated Science
10:30-1:00	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning
1:00-2:30	Chemistry**	Biology	Chemistry*	Biology	Chemistry*
2:30-3:00	Coordinate Peer Tutoring Program Strategy Instruction	Coordinate Peer Tutoring Program Strategy Instruction	Coordinate Peer Tutoring Program Strategy Instruction	Coordinate Peer Tutoring Program Strategy Instruction	Coordinate Peer Tutoring Program Strategy Instruction

*Each day rotated where he would start, but visited the Biology and Integrated Science classes each day
** He only had 4 students in Chemistry this year so co-teaching was limited

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Questions to Consider asking During Planning
(Davis, 2008)

- Were academic needs addressed?
- Were behavioral needs addressed?
- Were IEP goals addressed?
- Did we consider how we will assess *all* students?
- Do we each have clearly defined roles?
- Are we varying our roles in the class?

Scheduling

Middle or Elementary School - This special educator worked across four content or grade level teachers and these teachers agreed to give her time away from their classroom one day a week so she could plan with another teacher. In return she was available during their planning time to prepare future lessons with them.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.
8:15	Strategy Instruction	Strategy Instruction	Strategy Instruction	Strategy Instruction	Strategy Instruction
9:00	Math Co-Teaching	Planning and mtg. with L.A. co-teacher	Math Co-teaching	Math Co-teaching	Math Co-teaching
9:45	Lang. Arts Co-teaching	Lang. Arts Co-teaching	Planning and mtg. with Math co-teacher	Lang. Arts Co-teaching	Lang. Arts Co-teaching
10:30	Planning and mtg. with Social studies co-teacher	Science Co-teaching	Science Co-teaching	Science Co-teaching	Science Co-teaching
11:15*	Support Period	Support Period	Support Period	Support Period	Support Period
11:40	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring
12:00	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success
12:25	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring
12:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Social Studies Co-teaching	Social Studies Co-teaching	Social Studies Co-teaching	Planning and mtg. with Science Co-teacher	Social Studies Co-teaching
2:15	Reading Co-teaching	Reading Co-teaching	Reading Co-teaching	Reading Co-teaching	Planning assessment program Evaluation
3:00	Dismissal Meet with parents, students or other teachers.				

* This time was used to service students across the classes and in specials or to talk to students individually as needed. The target for this support time was determined by student specific needs and a schedule was created for this period each Friday based upon students who struggled the prior week.

Creative Methods to Increase the Amount of Planning Time

1. Use a co-planner.

2. If you are a special educator, co-teaching with more than one general educator, make arrangements to leave each class 15 minutes early one day a week to plan with the other teacher(s). *USE WITH CAUTION BECAUSE IF A STUDENT'S IEP SAYS YOU WILL BE THERE – YOU NEED TO BE IN THE ROOM TO PROVIDE SERVICES*

3. If possible have a floating planning period that changes each day so that you can plan with several different teachers.

4. Set up your schedule so you are in different classrooms on different days.

5. Have either a support staff member or administrator free you for planning time.

6. Some schools have scheduled regular assemblies that are staffed by administrators, community volunteers, and support staff to allow for additional planning time.

7. Some schools have gone to banking hours that incorporate collaborative planning time.

8. Some schools have increased class size by one or two students to allow for a full-time substitute to cover for planning time.

9. Some teachers have scheduled their lunch and planning periods together so that one day a week they can have a lengthy planning session.

10. Some schools have set up student directed activities such as peer tutoring programs or cooperative learning groups that are monitored by support staff once a day to allow educators to plan.

11. Hire a floating substitute.

"Remember I can't give you more time - it is critical to use the time you have effectively."
Read *Time Management from the Inside Out* by: Julie Morgenstern

Teams that have time often don't have more than others they just use it very efficiently.

Preparing to Co-Teach

Finding time to plan is the number one issue. Follow these guidelines for assisting in achieving the goal of planning effective lessons in approximately 10 minutes per lesson.

Prior to the start of the semester:

Action	General Educator	Special Educator
Behavior Plan		
Grading		
Assessment		
Parental Contact		

During your daily planning, try to focus on these **three** areas. Remember to use the co-planner and try to stay focused on planning effective lessons that will meet the needs of all students.

Action	General Educator	Special Educator
Curricular Goal		
Instructional Method (types of co-teaching you will use)		
Instructional methods or strategies…..		
Academics:		
Behavioral/social skills:		

Other Ideas to Consider

<u>**Letter to Parents**</u>

Dear Parent or Guardian:

We would like to share with you a new teaching arrangement that we will be using in your son or daughter's math class this year. In his or her class there will be two teachers working with all the students in the class. Mr. Simms and Mrs. Dieker will both be available during this hour to assist your son or daughter. We would like to encourage you to contact either one of us if you have any questions about this teaching arrangement.

During this class we will be using a model called "co-teaching" to meet the needs of all of the students in the class. We will both be actively planning for the class and sharing in the grading process. We want you to feel comfortable to contact either one of us about your son or daughter's performance this semester. We look forward to working with you and your son or daughter.

Sincerely,

Mr. R. Simms & Mrs. L. Dieker

Quick and Dirty Planning
(Hines, 2008)

5 min	Review/Preparation	Sp Ed
15 min	New content	Gen Ed
10 min	Guided Practice	Sp Ed
20 min	Independent Practice	Both
5 min	Closure/Feedback	Either

Components of an Effective Collaborative Environment

- Lesson content is prepared collaboratively
- Administrators support the collaborative process
- All students see the role of the teachers as equal
- Academic and behavioral expectations are high
- Lessons focus on as much active learning as possible
- Continuum of services are still a viable option for all students
- Cooperative learning is a fundamental element of the classroom
- All students are accepted as members of the classroom environment
- Both teachers are comfortable with each other and their classroom roles
- Clear academic and behavioral expectations are provided throughout each point in the lesson
- Curricular, instructional, and behavioral adaptations are made as needed
- Both teachers see the students and themselves benefiting from this relationship
- Parents are informed and invited to observe this method of instruction
- Common planning time is used to develop and evaluate daily instruction

Utilize your Co-plan Time Wisely
(Davis, 2008)

- ▪ White boards
- ▪ Thumbs up/down
- ▪ Using in and out box
- ▪ Stay focused