



“INCLUSIVE PRACTICES”

An Informational Series

Presented by:

Department of Curriculum & Intervention

Division of Special Education

Miami-Dade County Public Schools



IT TAKES 2: Collaborative Teaching

ROLES & RESPONSIBILITIES

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PART I:

Inclusive Models of Support

INCLUSIVE MODELS OF SUPPORT

Students with disabilities can receive various types of support to access their education in the general ed setting:

Type of Support	Model	Services
External Support	Consultation	Teacher-to-teacher Support
<p>The student with disabilities receives <u>indirect</u> SPED services via consultation between the general and special education teachers.</p>		
IN-CLASS SUPPORT	Co-Teaching OR Support Facilitation	Direct SPED services to student
<p>The student with disabilities receives <u>direct</u> SPED services from a special education professional in the general ed setting, in collaboration with the general education teacher.</p>		

CONSULTATION

- Student with disabilities (SWD) is included in a general ed setting and external support services are provided
 - Consultative services are provided to the general education teacher rather than direct SPED services being provided to the student
- Consultation comprises regularly scheduled, face-to-face sessions between teachers
 - Frequency is indicated on student's IEP.
- Emphasis is on accommodations and strategies to assist the student in accessing the general ed curriculum and meeting grade level standards

CONSULTATION...

SPED teacher:

- Provides the consultative support to the general ed teacher on a regular basis
- Supports the general ed teacher in meeting the needs of SWD
 - Provides information and instructional resources
 - Emphasis upon accommodations and strategies
- Maintains documentation of ongoing consultative sessions (Form #6705).
- Updates student's progress on IEP as indicated in consultative sessions.

CONSULTATION...

General education teacher:

- Is responsible for classroom instruction and assessment of the SWD
- Implements the Individualized Educational Plan (IEP) which includes providing accommodations
- Utilizes specific instructional strategies to ensure all students' access to curriculum
- Engages regularly in the consultative process
- Seeks assistance when needed to address student concerns

SUPPORT FACILITATION

- Student receives direct in-class SPED services in the general education setting for part of a subject period
- The level and frequency of support
 - vary per individual student
 - should be on a regular and consistent basis
- Services can include support in academic, behavioral, social or organizational skills
- Emphasis is on helping the student access the general education curriculum

SUPPORT FACILITATION...

The SPED teacher or paraprofessional (*under the direction of a SPED teacher*):

- Is typically scheduled to service students in two or more classrooms per period
- Supports all students in the classroom
- Works with students on an individual, small and whole group basis
- Demonstrates “purposeful support” and active teaching in the classroom
- Provides resources and strategies to the general education teacher
- Maintains documentation of support facilitation services delivered to students (Form #6705)

SUPPORT FACILITATION...

The general education teacher:

- Typically provides the bulk of direct instruction to all students, including the SWD
- Works collaboratively with the support facilitator to meet the needs of the SWD
- Includes the SPED professionals in the planning and delivery of classroom instruction
- Makes appropriate adaptations to curriculum and instruction to assist SWD with meeting grade level standards
- Applies strategies and teaching methods designed to benefit all diverse learners



SUPPORT FACILITATION...

Both teachers:

- Actively and collaboratively engage in the instruction and assessment of all students
- Facilitate peer supports and increasingly independent functioning of students
- Guide and support paraprofessionals servicing the SWD in this model

CO-TEACHING

- Student receives direct in-class SPED services in the general ed setting
- The SPED teacher provides instructional support in the general ed classroom for a full subject period
 - e.g., during the entire language arts block in elementary or secondary
- Emphasis is on assisting the student in accessing the grade-level curriculum

CO-TEACHING...

The SPED teacher:

- Includes oneself as an “equal partner” with the general education teacher
- Actively engages in teaching and supporting all students in the classroom
- Brings expertise in accommodations and strategies to the collaborative partnership

CO-TEACHING...

The general education teacher:

- Includes and actively engages with the SPED teacher as an “equal partner”
- Brings expertise in content area knowledge and instruction to the collaborative partnership
- Provides accommodations and strategies throughout the students’ day

CO-TEACHING...

Both Teachers:

- Share the responsibilities for planning, instructing and assessing all students
- Should collaborate to build a good working relationship
- Use a variety of “co-teaching structures” for whole and small group instruction
 - Shifting roles on a flexible, rotating basis
 - See “*Power of 2*” video for a demonstration of co-teaching structures:

Teacher’s Choice #81114 on WLRN

CO-TEACHING...

Both Teachers (cont.)...

- Employ a wide range of instructional methods, strategies and accommodations to meet the needs of all diverse learners
- Participate in individual, small and whole group instruction
- Instruct small groupings of students with and without disabilities and with mixed ability levels
- Engage in regular planning sessions together



PART II:

General Guidelines for Collaborative Models

General Guidelines for Collaborative Models...

The General Education Teacher

- Creates a climate of inclusiveness in the classroom setting
 - Accepting and working with diversity among students
 - Welcoming colleagues to teach together
- Delivers grade level instruction to all students using a variety of approaches and strategies
 - Individualizes instruction and assessment as needed
 - Implements appropriate components of students' IEP's
- Relies upon the support available to meet the needs of SWD
- Engages in building effective collaborative relationships for the benefit of all students

General Guidelines for Collaborative Models...

The SPED teacher:

- Available to support and instruct all students in a general ed class while directly addressing the needs of SWD
- Provides support for academic, behavioral, and social skill development based on individual students' needs
- Ensures that appropriate accommodations are in place
- Collaborates regularly with the general ed teacher to make adaptations to lessons/activities
- Frequently communicates with general education partner(s) to maximize the effectiveness of collaboration for all students

General Guidelines for Collaborative Models...

The Individualized Educational Plan (IEP):

Legal document indicating required services

SPED teacher responsible for:

- Conducting meetings, writing and maintaining paperwork (including status reports)
- Assisting other professionals working with SWD in understanding and implementing the IEP

General ed teacher responsible for:

- Implementation of the IEP in the general ed setting with the SPED teacher's support
- Giving input and addressing concerns relative to a student's IEP

Both teachers work collaboratively to implement the student's IEP and to monitor progress on an ongoing basis

General Guidelines for Collaborative Models...

Collaborative Planning

An essential element in the collaborative teaching process:

- Engages both teachers in developing an effective working relationship
- Adapting instruction and assessments to meet the needs of all students on an ongoing basis
- Providing differentiated instructional strategies and groupings for maximum benefit to students
- Developing a shared, agreed-upon plan for addressing behavioral concerns
- Collaboration on IEP implementation

General Guidelines for Collaborative Models...

Collaborative Planning (Cont.)

- Planning time should be regularly scheduled and purposeful
- SPED teacher, in collaboration with the general ed teacher, should plan with paraprofessionals who provide in-class supports to SWD
- Teachers should request administrative assistance for designating co-planning time

General Guidelines for Collaborative Models...

Lesson Plans

- One set of lesson plans following district guidelines for grade level instruction is required
- Plans should indicate adaptations to the instruction, activities and/or assessment components to accommodate SWD/diverse learners
 - Developed collaboratively between the SPED and general ed teachers

General Guidelines for Collaborative Models...

Grades/Grade Book

Students with disabilities enrolled in a general ed course:

- Are enrolled under the general ed course code and general ed teacher
- Should be graded according to grade level standards with accommodations, unless otherwise indicated on the student's IEP (Refer to District Guidelines on grading students with disabilities for more info)

General Guidelines for Collaborative Models...

Grades/Grade Book (Cont.)

The general education teacher:

- “Teacher of record” for the SWD
 - Maintains grade book records for SWD enrolled in the general ed course
- Provides accommodations for instruction and assessment as required by the student’s IEP
 - with the support of the SPED teacher

General Guidelines for Collaborative Models...

Grades/Grade Book (Cont.)

The SPED teacher:

- Engages collaboratively with the general ed teacher to assess students, with appropriate accommodations for SWD
- Monitors the progress of SWD and collaborates with parents and other professionals to adjust adaptations as needed
- Provides test taking and organizational strategies to strengthen student performance

General Guidelines for Collaborative Models...

Grouping students:

- Heterogeneously mixed groups – students with and without disabilities and varying achievement levels
- “Fluid and flexible” – changing according to student needs and nature of lessons
- Responsibility for small and whole group instruction shifts between the two teachers
- Facilitating peer supports

General Guidelines for Collaborative Models...

Collaborative Behavioral Supports:

- All professionals take responsibility for addressing behavioral concerns
- *Ongoing* development and consistent implementation of a shared, congruous behavior management plan for all students
- Awareness of issues particular to the SWDs and applicable behavioral accommodations
- Frequent discussions among professionals in response to individual behavioral issues
- Employing a firm yet flexible approach as needed

General Guidelines for Collaborative Models...

*What you **SHOULD** see...*

- A class functioning as one cohesive unit where all students feel accepted, comfortable and equal
- All students working towards mastery of grade level standards (unless otherwise noted on IEPs)
- Appropriate use of accommodations to ensure achievement by SWDs
- Levels of support adequately provided to students according to needs

General Guidelines for Collaborative Models...

*What you **SHOULD** see...*

- Strategy-infused instruction to enhance the learning and engagement of all students
- Heterogeneous and flexible groupings
- Structured peer supports
- Planned activities for all students to increase social, communication and behavioral skills

General Guidelines for Collaborative Models...

*What you **SHOULD** see...*

- All professionals actively and collaboratively instructing and assessing all students
- Professionals flexibly changing roles and expanding teaching styles to enhance student achievement
- Professionals consistently engaging in collaborative planning
- Paraprofessionals receiving ongoing support and direction from the general ed and SPED teachers

General Guidelines for Collaborative Models...

*What you should **NOT** see...*

- Delivery of instruction through lecture only
- Small group instruction occurring during initial instruction
- Remedial service in the back of the classroom
- “Static grouping” – the same students always grouped together, working with the same teacher

General Guidelines for Collaborative Models...

*What you should **NOT** see...*

- One teacher up and teaching, the other sitting down waiting for a turn
- One teacher functioning as a teacher aide
- Only one teacher responsible for addressing behavioral concerns
- SPED teachers working only with SPED students
- The SPED teacher always working with a group of “low-performing” students

General Guidelines for Collaborative Models...

PROFESSIONAL DEVELOPMENT

- Vital to successful collaboration
- General and SPED professionals may benefit from attending trainings together
- Consider trainings in: Collaborative Teaching, Accommodations for SWD, Access to General Education, as well as various district trainings in strategies to meet the needs of diverse learners
- Offered through the Center for Professional Learning (CPL)
- To locate and register for trainings, visit:

<http://calendar.dadeschools.net>

SUPPORT

- Curriculum Support Specialists are available to assist you.
- Contact:
 - Deidre Marshall
 - Facilitator, Florida Inclusion Network
 - dmmarshall3@dadeschools.net
 - (305)995-2732
- Visit these websites (for starters):
 - <http://inclusion.dadeschools.net>
 - www.floridainclusionnetwork.com
 - <http://serge.ccsso.org>